

**TEACHING ENGLISH ANTONYM OF ADJECTIVE BY USING INSIDE  
AND OUTSIDE CIRCLE TO THE SEVENTH GRADE STUDENTS  
OF SMP NEGERI 2 SUNGAI LILIN**

**THESIS**

**BY  
IRA YULISTA  
NIM 372010143**



**MUHAMMADIYAH UNIVERSITY PALEMBANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION STUDY PROGRAM  
APRIL 2014**

**TEACHING ENGLISH ANTONYM OF ADJECTIVE BY USING INSIDE  
AND OUTSIDE CIRCLE TO THE SEVENTH GRADE STUDENTS  
OF SMP NEGERI 2 SUNGAI LILIN**

**THESIS**

**Presented to  
Muhammadiyah University Palembang  
in partial fulfillment of the requirements  
for the degree of *Sarjana* in English Language Education**

**By  
Ira Yulista  
NIM 372010143**

**MUHAMMADIYAH UNIVERSITY PALEMBANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION STUDY PROGRAM  
April 2014**

**The thesis by Ira Yulista has been certified to be examined**

**Palembang, April 10<sup>th</sup> 2014**  
**Advisor I,**

A handwritten signature in black ink, appearing to read 'H. A. Rozi Zakaria', with a horizontal line underneath.

**Drs. H. A. Rozi Zakaria**

**Palembang, April 10<sup>th</sup> 2014**  
**Advisor II,**

A handwritten signature in black ink, appearing to read 'Rini Susanti', with a horizontal line underneath.

**Rini Susanti, S.Pd., M.A.**

**This is to certify that's Sarjana's thesis of Ira Yulista has been approved by the board of examiners as the requirement for the Sarjana degree in English Language Education**



**Drs. H. A. Rozi Zakaria, Chairperson**



**Rini Susanti, S.Pd., M.A., Member**



**Tri Rositasari, S.Pd., M.Pd., Member**

**Acknowledged by  
The head of  
English Education Study Program,**



**Tri Rositasari, S.Pd., M.Pd.**

**Approved  
The Dean of  
EKIP UMP,**



**Drs. Syaifudin, M.Pd.**

# بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Motto :

- **Everything you need will come to you at the perfect time.**

This thesis is dedicated to :

- **My big Lord the Only one Allah SWT that always beside me and never leave me alone, thanks Allah for your blessing. You gave me strength and chance to finishing my study. And never forget sholawat to my Prophet Muhammad SAW who has brought us from the darkness into the brightness.**
- **My beloved parents, Mugiarto, Sp. And Juriah, S.Pd. The air I breathe is as relieving as your love that keeps flowing to support and help me when I am down**
- **My beloved brothers and sisters, Fery Taruma Negara, SE., Dwi Hendra Septiawan, S.Pd., Dian Mareta Sari, SE., Rizki amalia and Salman Alfaridzi. This is our time to make our beloved parents proud of us. Thanks for your prayer and great support.**
- **My special family, Rinda Permata, S.Pd., Dewi Marlina, S.Pd., Siti Maimatus Salikah, Sp., Lina Ermawati, SE., Elinawati, Cahya Novita. Thanks for your great support.**
- **My closed friends, Titin Sumarni (tete), Hikma Hidayati, Yughni Fadhillah, Rizka Oktarina, who always pray, help, support, and love. Thanks for all. It's nice to be friendship and keep being our good friendship! I love you all.**
- **All my classmates in the academic year 2010, thanks for a great struggle, togetherness, patience, understanding, support, prayer, for my thesis.**
- **My lecturers who has taught me during my study in this university whose names cannot be mentioned one by one. Thanks for the knowledgement, guide and support.**
- **My Advisors, Drs. H. A. Rozi Zakaria and Rini Susanti, S.P.d, M.A. Thanks for your advices, time, valuable input and kind guidance in completing this thesis.**
- **My friends in PPL SMA Negeri 10 Palembang.**
- **My friends in KKN (Desa Sri Mulya), I always remember you all.**
- **And my green campus Muhammadiyah University.**

## ABSTRACT

Ira. Yulista. 2014. *Teaching English Antonym of Adjective by Using Inside and Outside Circle to the Seventh Grade Students of SMP Negeri 2 Sungai Lilin*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education Muhammadiyah University Palembang. Advisors: (I) Drs. H. A Rozi Zakaria., (II) Rini Susanti, S.Pd., M.A.

**Key words:** *teaching, English antonym of adjective, inside and outside circle.*

This thesis is entitled “*Teaching English Antonym of Adjective by Using Inside and Outside Circle to the Seventh Grade Students of SMP Negeri 2 Sungai Lilin*.” The problem of this study was formulated in following question “is it effective to teach English antonym of adjective by using inside and outside circle to the seventh grade students of SMP Negeri 2 Sungai Lilin?”. The objective this study was aimed to find out whether or not it was effective to teach English antonym of adjective by using inside-outside circle to the seventh grade students of SMP Negeri 2 Sungai Lilin. The hypotheses of this study were: (1)  $H_a$  : It is effective to teach English antonym of adjective by using inside and outside circle to the seventh grade students of SMP Negeri 2 Sungai Lilin. (2) It is not effective to teach English antonym of adjective by using inside and outside circle to the seventh grade students of SMP Negeri 2 Sungai Lilin. The population of this study was 107 students. The sample was 28 students that taken through purposive sampling. To conduct this study, the pre-experimental method was used. The data were obtained by using the test in the form of 20 multiple choice questions. SPSS 17 was used to analyze the data and the matched t-test was applied. Based on the analysis of the data, they were (1) the mean of pre-test in pre-experimental was 5.5179 and in post-test was 6.5179 (2) the result of value t-obtained was 4.979, this score is higher than 2.0518 as its critical value, it means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypotheses ( $H_a$ ) was accepted. It can be said that it was effective to teach English antonym of adjective by using inside and outside circle to the seventh grade students of SMP Negeri 2 Sungai Lilin.

## ACKNOWLEDGEMENTS

Praise and gratitude is to Allah SWT for his blessing so this thesis could be finished to fulfill one of requirements in attending the Sarjana Degree Examination at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Muhammadiyah University Palembang. Finally the writer could finish writing the thesis entitled “Teaching English Antonym of Adjective by Using Inside and Outside Circle to the Seventh Grade Students of SMP Negeri 2 Sungai Lilin”.

The writer would like to express her appreciation to headmaster, teachers, staff members and the seventh grade students of SMP Negeri 2 Sungai Lilin for cooperation during her activities in collecting the data for this thesis.

Furthermore, the writer would like to express her gratitude to the first advisor Drs. H. A. Rozi Zakaria, the second advisor Rini Susanti, S.Pd., M.A., and she also very grateful for head of English Education Study Program, Tri Rositasari, S.Pd., M.Pd., the Dean of Faculty of Teacher Training and Education, Drs. Syaifudin, M.Pd., and Rector of Muhammadiyah University Palembang, H. M. Idris, SE. M.Si. In addition, the writer would like to express the deepest gratitude to her beloved parents, Mugiarto, Sp. And Juriah, S.Pd., her sisters, her brothers, lectures, her closed friends, thanks to their support, help and pray for her success.

Finally, any remarks, comments and criticism are very much welcome.

Palembang, April 2014

The writer,

**IV**

## CONTENTS

	<b>Pages</b>	
<b>TITLE</b> .....	i	
<b>AGREEMENT PAGE</b> .....	ii	
<b>APPROVAL PAGE</b> .....	iii	
<b>MOTTO</b> .....	iv	
<b>ABSTRACT</b> .....	v	
<b>ACKNOWLEDGEMENT</b> .....	vi	
<b>CONTENTS</b> .....	vii	
<b>LIST OF TABLES</b> .....	ix	
<b>LIST OF APPENDICES</b> .....	x	
<b>CHAPTER I</b>	<b>INTRODUCTION</b>	
	1.1. Background .....	1
	1.2. Problem of the Study.....	4
	1.2.1 Limitation of the Problem .....	5
	1.2.2 Formulation of the Problem .....	6
	1.3. Objective of the Study.....	7
	1.4. Significance of the Study .....	7
	1.5. Hypotheses .....	8
	1.6. Criteria of the Hypotheses Testing.....	8
<b>CHAPTER II</b>	<b>LITERATURE REVIEW</b>	
	2.1. Concept of Teaching.....	9
	2.2. Concept of Antonym .....	9
	2.3. Concept of Antonym of Adjective.....	10
	2.4. Concept of Inside and Outside Circle .....	11
	2.5. Teaching Procedure.....	12
	2.6. Related Previous Study.....	13
<b>CHAPTER III</b>	<b>RESEARCH PROCEDURE</b>	
	3.1 Method of Research... ..	15
	3.2 Research Variable .....	16
	3.3 Operational Definition.....	16
	3.4 Population and Sample.....	17



3.4.1 Population.....	17
3.4.2 Sample.....	18
3.5 Technique for Collecting data.....	19
3.5.1 Test.....	19
3.5.2 Validity of the Test.....	20
3.5.3 Reliability of the Test.....	21
3.6 Technique for Analyzing data.....	23
3.6.1 Percentages Analysis .....	23
3.6.2 Conversion of Percentage Range.....	23
3.6.3 Matched T-Test.....	23
3.7 Time Allocation.....	24

**CHAPTER IV FINDINGS AND INTERPRETATION**

4.1. Findings .....	28
4.1.1 Try Out Result .....	28
4.1.2 Pre-Test Result.....	30
4.1.3 Post-Test Result .....	27
4.1.4 Level of Competency of the Students' Scores .....	35
4.1.5 Pre-Test and Post-Test Score Comparison.....	36
4.2. Interpretation.....	37

**CHAPTER V CONCLUSION AND SUGGESTIONS**

5.1. The Conclusion .....	38
5.2. Suggestions .....	38
5.2.1 Teacher of English .....	39
5.2.2 Students.....	39
5.2.3 School.....	39

<b>REFERENCES</b> .....	<b>40</b>
-------------------------	-----------

<b>APPENDICES</b> .....	<b>42</b>
-------------------------	-----------

## LIST OF TABLES

<b>Tables</b>	<b>Pages</b>
1. Population of Study.....	18
2. Sample of Study.....	19
3. Test Specification.....	20
4. Conversion of Percentage Ranges.....	23
5. Students' Score in Try Out.....	28
6. Students' Score in Pre- Test.....	30
7. Pre-Test Statistics Data.....	31
8. Pre-Test Data.....	32
9. Students' Score in Post-Test.....	33
10. Post-Test Statistics Data.....	34
11. Post-Test Data.....	34
12. Level of Students' Competency.....	31
13. Paired Sample t-test.....	36
14. Paired Sample Test.....	37

## LIST OF APPENDICES

<b>Appendices</b>	<b>Pages</b>
1. Vocabulary Test and Answer Key .....	42
2. Surat Keputusan Pembimbing.....	44
3. Surat Usul Judul.....	45
4. Surat Undangan Seminar Proposal.....	46
5. Daftar Hadir dosen .....	47
6. Daftar Hadir Simulasi Proposal Penelitian.....	48
7. Kartu Hadir Simulasi Proposal.....	49
8. Surat Permohonan Riset .....	50
9. Surat Izin Penelitian .....	51
10. Surat Keterangan Penelitian.....	52
11. Critical value.....	53
12. Laporan Kemajuan Pembimbing Skripsi .....	51



# CHAPTER I

## INTRODUCTION

This chapter presents (1) background, (2) problem of the study, (3) objective of the study, (4) significances of the study, (5) hypotheses, and (6) criteria of testing hypotheses.

### 1.1 Background

English is an international language that is used as a means of communication between users spread across various countries in global. Because the backgrounds of the mother tongue (origin) are different, the users continue to learn English not only as a communication tool, but also the mastery of the language of science. The second function is due to the works of science (scientific) and had recorded most of the view of technology use English.

In learning English, there are four basic skills in English. They are listening, speaking, reading, and writing. These skills are the basic skill of English that must be learnt by people who taken English as their major of study. These skills have relation for each other. Generally, listening skill is related to speaking skill, while reading skill is related to writing skill. In addition, there are other aspects of language that learnt in English to support students' language skill, they are pronunciation, grammar, vocabulary, idiom, and spelling (Saleh, 1997:2). One of the most important factors is vocabulary. If vocabulary have been limited, it will find the difficulties to speak and also get difficulties to understand what the people talk. In spite you mastery is in

grammar, it is not guarantee your English is well. Dellar and Hocking (in Thronbury, 2000:13) cited in Oktriana (2013:2), If you spend most of your time to study grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with word. It means that vocabulary is the most important aspect to speak English. According to Saleh (1997:12), The success in mastering a language is determined by the size of the vocabulary one having been learned.

Indonesian students have a lot of difficulties in mastering the four languages components. It happens because there are many differences between Indonesia and English including in vocabulary. According to Saleh (1997:3), Mastering English is not easy because Indonesian system is different from English system. As it is known that teaching English is important in order to help the students to find out English well and it also helps the students to be able to speak English. Besides teaching English can make the students produce the language. First step to teach English to the students is introducing the vocabulary. There are so many ways and strategies, the teacher can use pictures, games or other strategies to make students feel interested to learn and remember.

According to the teacher of English of SMP Negeri 2 Sungai Lilin, the students sometimes find some difficulties in the process of learning vocabulary. Sometimes it is difficult for the students to understand and some of them are not interested in studying English. So the teachers have to be creative and have strategy to make students feel interested in learning vocabulary. Brown (1998:48) cited in Oktariana

(2013:3), Technique are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well. Realizing the vocabulary is important, the teacher must have good strategies to apply the vocabulary to the students. There are many strategies to develop students' vocabulary. It means that a set of procedures or the strategy in teaching have an influence to the students' learning result. From the statement above, interesting strategy is very important for the students to make them feel interested in and active in learning process. It is also supported by Klein and Schiler cited in Rara (2011:4) who say that:

Children tend to change their mood every other minute and they find it extremely difficult to sit still. It means that children easily forget and find difficulties to concentrate for long time. Additionally, the teacher of English should learn how to motivate the students' interest in learning vocabulary.

As teachers of English we should be creative to find a good way to help them enriching their vocabulary. Therefore, it is interesting to use inside and outside circle. Inside and outside circle strategy gives students the opportunity to discuss the pairs of antonym of the adjective with a variety of peers in a structured manner. Students form two concentric circles and exchange the pairs of antonym of the adjective with a partner until the teacher signals the outer circle to move in one direction, gives each student a new peer to talk to.

The inside and outside circle (Kagan, 1994) is a summarization technique that gets students up and moving. It can be used as a cooperative strategy and a summarizing strategy. During inside and outside circle, students either sit or stand facing each other in two concentric circles. Students respond to teacher questions or note-card prompted questions and then rotate to the next partner. In the end of this type of structure, students have both teachers and learners of new pairs of antonym of the adjective. The activity encourages community building among students while incorporating movement and interaction.

In this study, after the teaching and learning process and all the materials are given to the students, there is an expectation that students made a progress in their study. To know the students have already made some progress in their study, it is useful for teacher to conduct a test or examination at the end program. So the students motivated to learn and master the materials which have been taught by the teacher.

From the brief information above, it was conducted to writing a thesis entitled "Teaching English Antonym of Adjective by Using Inside and Outside Circle to the Seventh Grade Students of SMP Negeri 2 Sungai Lilin".

## **1.2 Problem of the Study**

In field experience I found some problems, such as: the students had difficulties to know the meaning of the words and how to pronounce it, so they could not understand the English text. It disturbed the use of English. The students also had difficulties in the meaning translation.



So, based on the problems mentioned before the problem of the study was teaching English antonym of adjective by using inside and outside circle to the seventh grade students of SMP Negeri 2 Sungai Lilin. The problems are focus in terms of the: (1) limitation of the problem and (2) formulation of the problem.

### 1.2.1 Limitation of the Problem

The problem of this study was limited in one hundred twelve pairs antonym of adjective to teach English antonym to the seventh grade students of SMP Negeri 2 Sungai Lilin. The twenty pairs antonym of adjective was taught to the students are listed below:

---

Absent >< Present	Abstract >< Concrete
Adolescent >< Mature	Alert >< Lethargic
Auxiliary >< Essential	Average >< Exceptional
Awake >< Asleep	Bandy >< Straight
Bastard >< Legitimate	Blank >< Filled
Bodily >< Spiritual	Bound >< Free
Brave >< Cowardly	Brief >< Long
Calm >< Agitated	Cold >< Hot
Concrete >< Abstract	Correct >< Incorrect
Dead >< Alive	Deep >< Shallow
Desert >< Fertile	Direct >< Indirect
Double >< Single	Dull >< Sharp
Early >< Late	Fair >< Foul
Fake >< Genuine	Far >< Near
Flat >< Exciting	Following >< Preceding
Forward >< Backward	Frequent >< Rare
Future >< Past	General >< Specific
Fertile >< Barren	Good >< Bad
Grave >< Trivial	Heathen >< Godly
Humble >< Haughty	In >< Out
Black >< white	Invalid >< Valid
Individual >< Joint	Kind >< Unkind
Large >< Small	Lavish >< Thrifty
Like >< Different	Little >< Big

### 1.3 Objective of the Study

Based on the formulation of the problem, this study was aimed to find out whether or not it was effective to teach English antonym of adjective by using inside and outside circle to the seventh grade students of SMP Negeri 2 Sungai Lilin.

### 1.4 Significances of the Study

The significances of the study are:

a. colleagueous

It can enlarge knowledge and get some experiences by doing this research.

b. the teachers of English

It is hoped that the teachers in teaching vocabulary may apply this strategy in order this strategy can be effective in process of teaching

c. students

It is also hoped that the students can developing their vocabulary by doing this strategy.

d. readers

The content and result of the study are hoped can give some information for them.

### 1.5 Hypotheses of the Study

The hypotheses consist of alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ). The hypotheses are stated below:

$H_a$  : It is effective to teach English antonym of adjective by using inside and outside circle to the seventh grade students of SMP Negeri 2 Sungai Lilin.

$H_0$  : It is not effective to teach English antonym of adjective by using inside and outside circle to the seventh grade students of SMP Negeri 2 Sungai Lilin.

### 1.6 Criteria for Testing Hypothesis

To test the hypothesis means to accept or reject the hypothesis. It used t-table with degree of freedom ( $df=n-2$ ) as the level of significance. The criteria to use testing the hypotheses are (a) the alternative hypothesis ( $H_a$ ) was accepted if the result of t-obtained calculation was the same or greater than of the critical value as stated in the t-value table. It means that null hypothesis ( $H_0$ ) was rejected, and (b) the null hypothesis ( $H_0$ ) was accepted if the result of t-obtained calculation was less than of the critical value as stated in the t-value table. It means that alternative hypothesis ( $H_a$ ) was rejected.



## References

- Aprikanianti. 2013. "Teaching Non-binary Antonym Through Card Game for the Seventh Grade Students of SMPN 8 Palembang". *Unpublished Undergraduate Thesis*. Palembang: Faculty of Teacher Training and Education. Muhammadiyah University.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Hatch, Evelyn. and Anne Lazaraton. 1991. *The Research Manual: Design and Statistics for Applied Linguistics*. Los Angeles: Newbury House Publisher.
- Hatch, Evelyn and Hosein Farhady. 1982. *Research Design and Statistics for Applied Linguistics*. Cambridge: Newbury House Publishers.
- <http://inmadom-myenglishclass.blogspot.com/2011/03/negative-prefixes-before-adjectives.html> accessed on November, 15<sup>th</sup> 2013
- <http://www.merriam-webster.com/help/thesnote/antonyms.htm#top> accessed on November, 15<sup>th</sup> 2013
- Juliadi, Radius. 2013. "Teaching Reading Comprehension of Narrative text by Using Fable to the Eighth Grade Students of SMP Negeri 15 Palembang". *Unpublished Undergraduate Thesis*. Palembang: Faculty of Teacher Training and Education. Muhammadiyah University.
- Kagan, Spencer. 1994. *Cooperative Learning*. San Clemente, CA: Kagan Publishing.
- Oktariana, S. 2009. "Developing Students' Vocabulary in the Theme "School Environments" Using Field Trips to the Seventh Grade Students At the State of Junior High School 27 of Palembang". *Unpublished Undergraduate Thesis*. Palembang: Faculty of Teacher Training and Education. Muhammadiyah University.
- Richards, Jack; John, Platt and Weber, Heidi. 1985. *Longman Dictionary of Applied Linguistics*. Harlow, Essex: Longman.
- Saleh, Y. 1997. *Methodology of TEFL In the Indonesian Context Book 1. Fundamentals of Language Teaching for Indonesian Teacher of English*. Palembang: Faculty of Teacher Training and Education Sriwijaya University.

Saraswati, D. R. 2011. "Teaching Vocabulary by Using Wordwall of Projector in the theme "People and Their Physical Appearances" to the Seventh Grade Students of MTsN Model 2 Palembang". *Unpublished Undergraduate Thesis*. Palembang: Faculty of Teacher Training and Education. Muhammadiyah University.

Wallen, E. Norman, and Jack R. Fraenkel. 1993. *Educational Research: A Guide to the Process*. New York: McGraw-Hill, Inc.