

**THE ANTONYMS IN THE BBC NEWS SCARE MOTHER SAVE THE  
CHILD**

**SKRIPSI**

*Submitted in a partial fulfillment as the requirement  
For the degree of sarjana pendidikan (S.Pd)  
English Education Program*

**BY :**

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MEDAN  
2017**



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PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Nama Lengkap : Agus Arianto Manik  
N.P.M : 1002050490  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Analysis of Antonym in the BBC News "Scare the Mother,  
Save the Child"

sudah layak disidangkan.

Medan, 15 April 2017

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## ABSTRACT

**Arianto Agus, 1002050490 The analysis of Antonym in the BBC News *scare mother save the child*. Skirpsi. Medan English Education Department of Faculty of Teacher's Training and education. University of Muhammadiyah Sumatera Utara (UMSU) 2017.**

This Study deals with the analysis the types of antonym in the BBC News *scare mother save the child*. The objectives of this study were To find out the types of antonym in BBC News *scare mother save the child* and To find out dominantly types of a antonym in the BBC News *scare mother save the child*. The source of the data was The source of data in research would be obtained from the BBC News with the article *scare mother save the child*. The BBC News published on 6th december 2016 and this research was carried out at Library of UMSU on Jl Kapten Muktar Basri No. 53 Medan. The data collected were analyzed based on three types on antonym. They were gradable, complementary, and converse. Identifying the types of antonym and calculating the percentage of the percentage of the types of the most dominantly types of antonym. The most dominant types of antonym used in BBC News *scare mother save the child* was gradable. The percentage of gradable antonym was 31 ( 46.27%), complementary antonym was 26 ( 38.80%), and converse antonym was 10 (14.93%). It meant gradable antonym was dominantly types by understanding and categorizing the types of antonym the readers are able to use antonym accurately

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English is very important especially in developing human resources because much knowledge and education technology is in English since its function as one of the international language. There are some media that can be used for the speaker or writer of language, especially in English there are book, movie, magazine, radio, television, newspaper, Media Online etc.

Newspaper is a periodical publication containing news, other Informative articles and usually advertising. A newspaper is usually printed. The news organization that published newspaper are themselves often metonymically called newspaper. The online version are called online newspaper or news site.

One of the English online newspapers which are published is BBC News. It is one of media that can be used to present the daily news such as economic, world, social, business, culture, science and technology. The research use the headline column because the headline column is general than other. And it is expected that by using headlines column the researcher can give more information about what just happened around society. BBC News is online news, which is one of the famous news site in the world. When the reader this online news, the reader will find many words here either familiar or unfamiliar words. One of them is antonym. That the words have meaning opposites in another words. For example: father-mother, hot-cold, and dead-alive. The words have not

same types of antonym for the words "father -mother" it shown the one express the converse meaning of the other. The words "hot-cold" it shown the words can be viewed as terms at the end points of a continuum or gradient. And for the words "dead-alive" it shown. The assertion of one implies the denial of the other. By recognizing the types of antonym that find in the text which explained the words that there are three types of antonym namely: gradable, contradictory, and converse antonym.

Based on above explanation the researcher use the BBC News as the source to analyze. Because the researcher also interest to analyze the antonym in this news site. In the main reason is that b reading BBC News the reader will find some antonym words, so the reader will know the difference of the types antonym in each words and can use antonym accurately. Beside that by analyzing the antonym words the finding will be useful for those who read the articles in the BBC News. Finally the researcher is motivated to make a research entitled the analysis of antonym in the BBC News.

## **B. The Identification of the Problems**

1. The readers find any antonyms in the BBC News that difficult to understand.
2. The readers find any difficulties in understanding the types of antonym.
3. The dominantly types of antonym are used in BBC News.

### **C. Scopes and Limitations**

The scope of this research was morphology. And the limitation of this research was focused on the analysis of antonym in the BBC News.

### **D. Formulations of the Study**

The formulations of the study was formulated as follows :

1. What types of antonyms that was used in the BBC News?
2. What types of antonyms that was dominantly used in the BBC News?

### **E. The Objectives of this Study**

The objectives of the study was formulated as follows :

1. To find out the types of antonyms in BBC News.
2. To find out the dominantly types of a antonyms in the BBC News.

### **F. The Significance of the Study**

This research present an interesting way in understanding types of antonyms

#### **a. Theoretically**

This research present an interesting way in understanding types of antonyms

#### **b. Practically**

1. English learners, to inform them about the types of antonyms.
2. Other researchers, who are interested in conducting the same research.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

Theoretical framework serving anything theory which considered can explain more than structure kind of theories which is arranged by the researcher. Samiaji Sarosa (2012:34) “ Theoretical which have becomed basic for the researcher in conducting research “.

#### **1. Analysis**

Chouvery (2003:196) stated “ Analysis of data means studying the tabulate material in order to determine in facts or meaning”. It involves breaking down complex factors into simple on and putting the arts in new arrangements for purpose of interprelation.

Merchand (1989: 98) stated“ analysis objectives were divided into three types:

1. Identification or classification of the element of communication.
2. Making explicit the relationship or connection that exist among these elements.
3. Recognizing the organizational principle that structure that hold the communication together a whole.

Analysis in investigation about something ( accidents, editor, deed). To know what was the reasons, how to discuss about problem, to know the really of



situations. In the researcher analyzed about antonym and this title was part of morphology material.

## **2. Morphology**

Eugene A. Nida (1976:01) stated “Morphology is the study of morphemes and their arrangements in forming words “ Morphemes are the minimal meaningful units which may constitute words or parts of words, e.g. re-, de-, un-, -ly, -ceive,-mand, tie, boy, and like in the combination receive, demand, untie, boyish, likely. The morpheme arrangements which are treated under the morphology of a language include all combinations that form words or parts of words.

### **2.1 Morphemes**

Croft (1990:69) stated “morphemes is a basic unit of morphology that was the smallest unit of the language that carried lexical meaning. One of the first ask which confronted the linguist in examining a new language with a view to discovering and describing its structure was the identification of the minimal meaningful units of which the language was composed. These minimal units are called “morphemes,” and in many instances they are readily recognized. For examples, in the English words boyish, maddening, condense, receive, and up, we have little difficulty in identifying the various component units: boy, -ish, mad, -en, -ing, con-, dense, re,- ceive, and up.

With practically no complications we have thus “broken down” these longer expression (i.e words) into their constituent parts. The process by which this was accomplished appears at first to be almost instinctive, but if we consider

closely what we have done, we recognized that we compared word or at least drew upon our knowledge of such comparisons, In order to identify the morphemes we must have certain partially similar forms in which we can recognize recurring partials. What we need for comparison would for comparison would be provided by the following series: boy. Girlish, mad, fatten, fattening, constrain, density, return, device, start up. These forms contain each of the morphemes in a different situation. By this means we compared and isolated, and it is only by such comparison with other forms that we can discover morphemes.

## **2.2 Types of Morphemes**

Morphemes differ in the types of phonemes which comprised them, the relationship of the parts of morphemes to each other, and the manner in which morphemes were formally connected with each other.

## **2.3 Structural Relationship of Morphemes to each Other**

The structural relationship of morphemes are three different morphemic types: (A) additive, ( B) replacive, and (C) subtractive. These represent three basic morphological processes: addition, replacement and subtraction.

### **a. Additive Morphemes**

Additive morphemes include roots, prefix, suffixes, infixes, suprafixes and reduplicatives. Roots constitute the basic core of most words. Prefixes were bound

elements (i.e. they never occur in isolation) which precede the root. Suffixes were bound elements which followed the root. Infixes occurred within the root. Suprafixes were morphemes which consist wholly of suprasegmental phonemes and which were added to the root or stem.

Reduplication consisted in the repetition of all or of part of a root or stem. If entire stem was repeated (e.g. tojolaba-oc to enter becomes -oc oc to enter little by little, we generally treat such a structure as a repetitive compound. In some constructions roots may be repeated three times; e.g. in San Blas. A language of Panama, the stem mu'a to rise and fall occurs also as mu'aamu'a to rise and fall successively (as of large waves) and mu'amu'amu'a to rise and fall successively (as of large waves) and mu'amu'ama'a to rise and fall successively (as of little ripples).

Where only a part of the root or stem was repeated, the repeated portion may be called a "reduplicative" may occur preposed, interposed and postposed to the root or stem and they may consist of just the morphemes of the stem or there may be some added elements, e.g. the /Ce-/ reduplicative in the Greek perfect tense.

## **b. Replacive Morphemes**

Certain morphemes replaced parts of stem. These are structurally different from the additive morphemes, which are added to the stem. Replacive morphemes may consist of phonemic form. That is to say, they may be vowels, consonants, tones, nasalization or combinations of such segmental and suprasegmental

features. In English morphemes are abundantly illustrated in the verbs which undergone a change of syllabic in the past-tense and participial formations but they also occur in other structures.

### **c. Subtractive Morphemes**

Phonemes may be subtracted from stem as well as added to them to signify some difference in meaning such subtractions were, however much rarer than additions. They usually result from a historical process of sound change which becomes morphologically meaningful.

## **2.4 Types of Morphemes as Determined by Their Distribution**

The distribution of morphemes differentiates a great many classes of morphemes and combinations of morphemes: (A) bound vs Free, (B) roots vs non roots, and (C) roots vs stems.

### **a. Bound vs Free Form**

Bound morphemes never occurred in isolation, that is, are not regularly uttered alone in normal discourse. Such bound forms includes prefixes, suffixes, supra-fixes, infixes, replacers, subtractives and some roots. Free morphemes were those which may be uttered in isolation, e.g. boy, girl, man. They always consist of a root. Stems, which consisted of a root. Stems, which consisted of a root or a root plus some other morphemes, were by definition always bound, e.g. –

ceive (cf.receive) and recep-(cf.reception), manli- (cf.manliness) and formaliz- (cf.formalizer). Such stems as/ mænly-/in mæliynes/ and / fowrməlayz-/ in /fowrməlayzər/ differ from the corresponding free forms only because of the postposed juncture.

The forms/ mænliy-/and/fowməlayz-/ were potentially free, though in the combinations /mæliynes/ and /fowməlayzər/ they were actually free and bound. A distinction may thus be made between potentially free, actually free and bound. For examples, the word boy is actually free in such a word as boyish. “actual freedom,” however, always involves some combining intonational morphemes from bound morphemes is the potential freedom of forms, not their actual free occurrences. Some morphemes are always bound, e.g.-ceive, whereas others may have a bound allomorph, e.g./əbII-/ (the bound allomorph of –èybəl/able) in ability/ əbIIily/.

## **b. Roots vs Nonroots**

Roots constituted the nuclei (or cores) of all words. There may be more than one root in a single word, e.g. blackbird, catfish, and he-goat, and some roots might had unique occurrences. For examples, the unique element crant-in cranberry did not constitute the nucleus of any other words, but it occurs in the position occupied by roots; cf. redberry, blueberry, blackberry, and strawberry. All other distributional types of morphemes constitute nonroots.

It is not always easy to distinguish between roots and nonroots. This is because some roots become nonroots and vice. For example, the nonrootsism in



such words as fatalism, pragmatism, fascism, and communism has become a full root.

### **c. Roots vs Stems**

All bound roots are stem, but not all stem (they are all bound) are roots. A stem is composed the nucleus, plus any other nonroot morphemes, excepted the last added “structurally morphemes that results in a word. The form man-in manly is at the same time a root and a stem. The form breakwater is the stem of breakwaters, but it is not a single root. There are two root morphemes, break and water. The stem such as men’s may never constitute a stem since the genitive morphemes –s always closes any morphological construction in English.

### **3. Antonym**

Oppositeness is perhaps not such a pervasive meaning relation in the vocabulary of English as synonymy, but it has an important role in structuring the vocabulary of English. This is especially so in the adjective word class, where a good many words occurred in antonymous pairs, e.g rough – smooth, light - dark, straight – crooked, deep – shallow. While antonymy was typically find among adjectives it was not restricted to this word class: bring-take (verb), death-life (nouns), noisly-quietly (adverbs), above – below (preposition), after-before (conjunctions or prepositions).

In traditional terminology, are word which were opposite in meaning. It is useful, however, to identify several different types of relation ship under a more

general label of opposition. Howard Jackson and Etienne Ze'Amvela 2002:98 said "it is often the case that antonym occurred together, either within the same sentence or in adjacent sentence"

### 3.1 Types of Antonym

Unlike synonym, antonym, covered a number of different types of oppositeness of meaning. 3 types are common identified: gradable antonyms, complementary antonyms and converse antonyms. Antonym pairs of these type of express oppositeness in rather different ways, thought: it was not clear that we as speakers are necessarily aware of these differences or that they play a part in how we store antonym in our mental lexicon.

a. Gradable antonyms included pairs like the following:

Rich	Poor
Sweet	Sour
Wide	Narrow
Fast	Slow
Expensive	Cheap

These pairs are called gradable antonym because they do not represent an either/or relation but rather a more relation. The word can be viewed as term at the points of a continuum or gradient. The more/less relation is evident in a number of ways: the term allow comparison, e.g. 'My arm is longer/shorter than yours'. I love a good book more than a good meal; The adjective can be modified by 'intensify-ing' adverbs, e.g. Very long, Extremely hot, extraordinary beautiful.

The terms does not represent absolute values; for the adjective values depends on the noun being described; the length of arm is on different scale from the length of, say, roads. In such pairs of adjectives, one is usually a marked term, the other unmarked. This manifest it self, for example, in question such as ‘ how long is the street? ‘To ask ‘How short is the street? Already assumes that the street has been identified as short. The use of long does not make an assumption either way. Also, in giving di-mension, you would use the ‘larger’ term,e.g. ‘The street is 400 meters’ (not short).

b. The following are examples of contradictory or complementary antonyms:

Asleep	awake
Shut	open
Win	lose
True	false
Permit	forbid

These pairs of antonym are in an either/ or relation of oppositeness. An animate being can be describe as either dead or alive, but not as some grade of these or as being more one than the other. The assertion of one implies the denial of the other member of the pair. If you permit some behavior, the it is not forbidden; if you lose a contest, then you have not won it; if a switch is on, then it is not off.

c. The following are example of converse antonym:

Above	below
-------	-------

Before	after
Buy	sell
Give	receive
Speak	listen

For each pair of antonym, one express the converse meaning of the other. In the case of sentence with *buy* and *sell*, for example, the same transaction is express from different (converse) perspective:

Lidya bought the car to kirsten.

Kirsten sold the car to lidya

Similarly with nouns such as *husband* and *wife*, a sentence may express the relationship in of two, converse, ways:

Margaret is malcon's wife

Malcolm is margaret's husband`

And the same is also for preposition like *above* and *below`*

The spaghetti is on the shelf above the rice

The rice is on the shelf below the spaghetti.

#### **4. Mass Media**

Mass media means technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television, and the Internet. The general public typically relies on the mass media to provide information regarding political issues, social issues, entertainment, and news in pop culture.

Mass media is a mean to convey a message from a truly sources and share to public and using mechanical communication tool as newspaper, radio, television, internet. Media also have a function as to inform, to educate, and to entertain the public. The first function is to inform, it means that, giving the information or sharing the information, to educate it can be a mean to give valuable information from mass media and the last to entertain public

Mass media is a significant force in modern culture, particularly in America. Sociologists refer to this as a mediated culture where media reflects and creates the culture. Communities and individuals are bombarded constantly with messages from a multitude of sources including TV, billboards, and magazines, to name a few. These messages promote not only products, but moods, attitudes, and a sense of what is and is not important. Mass media makes possible the concept of celebrity: without the ability of movies, magazines, and news media to reach across thousands of miles, people could not become famous. In fact, only political and business leaders, as well as the few notorious outlaws, were famous in the past. Only in recent times have actors, singers, and other social elites become celebrities or “stars.”

The current level of media saturation has not always existed. As recently as the 1960s and 1970s, television, for example, consisted of primarily three networks, public broadcasting, and a few local independent stations. These channels aimed their programming primarily at two-parent, middle-class families. Even so, some middle-class households did not even own a television. Today, one can find a television in the poorest of homes, and multiple TVs in most middle-



class homes. Not only has availability increased, but programming is increasingly diverse with shows aimed to please all ages, incomes, backgrounds, and attitudes. This widespread availability and exposure makes television the primary focus of most mass-media discussions. More recently, the Internet has increased its role exponentially as more businesses and households “sign on.” Although TV and the Internet have dominated the mass media, movies and magazines—particularly those lining the aisles at grocery checkout stands—also play a powerful role in culture, as do other forms of media.

What role does mass media play? Legislatures, media executives, local school officials, and sociologists have all debated this controversial question. While opinions vary as to the extent and type of influence the mass media wields, all sides agree that mass media is a permanent part of modern culture.

#### **4.1 The characteristic of Mass media**

Not all of the mass media can be called as mass media. Leksikon communication (2002) clarified that “there were five the characteristics of media, they are:

1. Publicity, sharing to public.
2. Universally, it means that it must universal about all of the life aspects, and all of the events at every places.
3. Periodicity, constant and period like monthly, weekly, or daily.
4. Continuity, continuous with the periodic.
5. Actuality, contains with fresh and new information, new events.”

## **4.2 The types of Mass Media**

There are three types of mass media (<http://www.types-of-massmedia.html>) accessed on 18 November 2016 they are:

### **1. Publishing Media**

The publishing media is the oldest form of mass media. This media includes books, news papers and magazine. The concept of books is not new. It is believed that the first ever book in the world was printed in 863 AD in China. Though it was the first book to be officially published, many historians claim that books has been released way before this time.

The publishing media or the print media is now are the only source of mass communication any more therefore there has been a decline in its popularity but still is a very important source of mass media still popular amongst the huge masses.

### **2. Broadcasting Media**

The broadcasting media includes radio and television. These two media are probably the most highlighted inventions of the 20<sup>th</sup> century. The invention of radio changed the face of the earth forever. People could now hear news form around the world live sitting at their homes.

Where radio initiated the concept of audio mass communication, television revolutionized the visual form of communication. Now the people could not only hear the news but they could also see it. Although drama and plays had been

popular even before the concept of any particular mass media, they were revolutionized into movies, films, and tele serials to be displayed on TV.

Sports were also recorded or broadcasted live via radios and televisions making the life of people easy who had to go to stadiums and buy tickets to watch a match of their favorite sport. Similarly music videos, soaps, various talk shows started to become popular on televisions.

Today the broadcasting media is the most popular media amongst the masses. News channels cover a story and an event within seconds of their occurring, keeping people updated minute by minute details of all the important events occurring in the world.

### **3. Electronic Media or Media Online**

The electronic media is the new age media which includes computers, mobile phones, internet, ipods, CD players, tape recorders etc. The electronic media is what our world revolves around today. Internet is believed to be the services of the services. It is the media which connects the entire globe. It is the wonder of the modern world on which our modern age largely depends on. If you want to search for something Google finds it for you in less than a second, through emails you can get connected to some one from another part of the world in just few seconds.

Another marvel of the modern age is the mobile phone. Mobile phones were first introduced in 1979 in Japan but they weren't popular amongst the masses until the mid '90s. Within the span of ten to fifteen years [mobile](#) phones

have become so popular that the young generation can actually not live without it. Today mobile phones are not just simple portable telephones but they are more of computers.

The most important invention of them all is perhaps the computers which not only turned the electronic media around but also changed the face of modern technology. Without computers internet would have been impossible. The example of mass media from internet is BBC News, CNN, Okezone.com, vivanews.com, liputan6.com and so on.

### **4.3 BBC News**

The British Broadcasting Corporation (BBC) is a British [public service broadcaster](#). It is headquartered at [Broadcasting House](#) in [London](#), and is the world's oldest national broadcasting organization and the largest [broadcaster](#) in the world by number of employees

The BBC is established under a [Royal Charter](#) and operates under its Agreement with the Secretary of State for Culture, Media and Sport Its work is funded principally by an annual [television licence fee](#) which is charged to all British households, companies, and organizations using any type of equipment to receive or record live [television](#) broadcasts The fee is set by the [British Government](#), agreed by [Parliament](#), and used to fund the BBC's extensive radio, TV, and online services covering the nations and regions of the UK. Since 1 April 2014, it has also funded the [BBC World Service](#) (launched in 1932 as the BBC

Empire Service), which broadcasts in 28 languages and provides comprehensive TV, radio, and online services in [Arabic](#), and [Persian](#).

Around a quarter of BBC revenues come from its commercial arm [BBC Worldwide Ltd](#), which sells BBC programmes and services internationally and also distributes the BBC's international 24-hour English-language news services [BBC World News](#), and from BBC.com, provided by BBC Global News Ltd. The services of BBC News are Television, Radio, Internet or News Online and so on.

#### 1. Televisions

The BBC operates several television channels in the UK of which [BBC One](#) and [BBC Two](#) are the flagship television channels. In addition to these two flagship channels, the BBC operates several [digital](#) only stations: [BBC Four](#), [BBC News](#), [BBC Parliament](#), and two children's channels, [CBBC](#) and [CBeebies](#). Digital television is now in widespread use in the UK, with analogue transmission completely phased out by December 2012.<sup>[97]</sup> It also operates the [internet television](#) service [BBC Three](#), which ceased broadcasting as a [linear television channel](#) in February 2016.

BBC One is a regionalised TV service which provides opt-outs throughout the day for local news and other local programming. These variations are more pronounced in the BBC 'Nations', i.e. [Northern Ireland](#), [Scotland](#) and [Wales](#), where the presentation is mostly carried out locally on BBC One and Two, and where programme schedules can vary largely from that of the network. BBC Two variations exist in the Nations; however, [English regions](#) today rarely have the option to 'opt out' as regional programming now only exists on BBC One, and



regional opt outs are not possible in the regions that have already undertaken the switch to digital television. BBC Two was also the first channel to be transmitted on 625 lines in 1964, then carry a small-scale regular colour service from 1967. BBC One would follow in November 1969.

A new [Scottish Gaelic](#) television channel, [BBC Alba](#), was launched in September 2008. It is also the first multi-genre channel to come entirely from Scotland with almost all of its programmes made in Scotland. The service was initially only available via [satellite](#) but since June 2011 has been available to viewers in Scotland on [Freeview](#) and cable television.

The BBC currently operates [HD](#) simulcasts of all its nationwide channels with the exception of [BBC Parliament](#). Until 26 March 2013, a separate channel called [BBC HD](#) was available, in place of [BBC Two HD](#). It launched on 9 June 2006, following a 12-month trial of the broadcasts. It became a proper channel in 2007, and screened HD programmes as simulcasts of the main network, or as repeats. The corporation has been producing programmes in the format for many years, and stated that it hoped to produce 100% of new programmes in HDTV by 2010. On 3 November 2010, a high-definition simulcast of BBC One was launched, entitled [BBC One HD](#), and [BBC Two HD](#) launched on 26 March 2013, replacing [BBC HD](#).

In the Republic of Ireland, Belgium, the Netherlands and Switzerland, the BBC channels are available in a number of ways. In these countries digital and cable operators carry a range of BBC channels these include BBC One, BBC Two and BBC World News, although viewers in the Republic of Ireland may receive

BBC services via 'overspill' from transmitters in Northern Ireland or Wales, or via 'deflectors' – transmitters in the Republic which rebroadcast broadcasts from the UK, received off-air, or from digital satellite.

Since 1975, the BBC has also provided its TV programmes to the [British Forces Broadcasting Service \(BFBS\)](#), allowing members of [UK military](#) serving abroad to watch them on four dedicated TV channels. From 27 March 2013, BFBS will carry versions of [BBC One](#) and [BBC Two](#), which will include children's programming from [CBBC](#), as well as carrying programming from [BBC Three](#) on a new channel called [BFBS Extra](#).

Since 2008, all the BBC channels are available to watch online through the [BBC iPlayer](#) service. This online streaming ability came about following experiments with live streaming, involving streaming certain channels in the UK.

## 2. Radio

The BBC has ten radio stations serving the whole of the UK, a further six stations in the "national regions" ([Wales](#), [Scotland](#), and [Northern Ireland](#)), and 40 other local stations serving defined areas of England. Of the ten national stations, five are major stations and are available on [FM](#) and/or [AM](#) as well as on [DAB](#) and online. These are [BBC Radio 1](#), offering new music and popular styles and being notable for its chart show; [BBC Radio 2](#), playing [Adult contemporary](#), country and soul music amongst many other genres; [BBC Radio 3](#), presenting classical and jazz music together with some spoken-word programming of a cultural nature in the evenings; [BBC Radio 4](#), focusing on current affairs, factual and other

speech-based programming, including drama and comedy; and [BBC Radio 5 Live](#), broadcasting 24-hour news, sport and talk programmes.

In addition to these five stations, the BBC also runs a further five stations that broadcast on DAB and online only. These stations supplement and expand on the big five stations, and were launched in 2002. BBC Radio 1Xtra sisters Radio 1, and broadcasts new black music and urban tracks. BBC Radio 5 Live Sports Extra sisters 5 Live and offers extra sport analysis, including broadcasting sports that previously were not covered. BBC Radio 6 Music offers alternative music genres and is notable as a platform for new artists.

BBC Radio 7, later renamed BBC Radio 4 Extra, provided archive drama, comedy and children's programming. Following the change to Radio 4 Extra, the service has dropped a defined children's strand in favour of family-friendly drama and comedy. In addition, new programmes to complement Radio 4 programmes were introduced such as *Ambridge Extra*, and *Desert Island Discs revisited*. The final station is the BBC Asian Network, providing music, talk and news to this section of the community. This station evolved out of Local radio stations serving certain areas, and as such this station is available on Medium Wave frequency in some areas of the Midlands.

As well as the national stations, the BBC also provides 40 BBC Local Radio stations in England and the Channel Islands, each named for and covering a particular city and its surrounding area (e.g. BBC Radio Bristol), county or region (e.g. BBC Three Counties Radio), or geographical area (e.g. BBC Radio Solent covering the central south coast). A further six stations broadcast in what the BBC

terms "the national regions": Wales, Scotland, and Northern Ireland. These are BBC Radio Wales (in English), BBC Radio Cymru (in Welsh), BBC Radio Scotland (in English), BBC Radio nan Gaidheal (in Scottish Gaelic), BBC Radio Ulster, and BBC Radio Foyle, the latter being an opt-out station from Radio Ulster for the north-west of Northern Ireland.

The BBC's UK national channels are also broadcast in the Channel Islands and the Isle of Man (although these Crown dependencies are outside the UK), and in the former there are two local stations – BBC Guernsey and BBC Radio Jersey. There is no BBC local radio station, however, in the Isle of Man, partly because the island has long been served by the popular independent commercial station, Manx Radio, which predates the existence of BBC Local Radio. BBC services in the dependencies are financed from television licence fees which are set at the same level as those payable in the UK, although collected locally. This is the subject of some controversy in the Isle of Man since, as well as having no BBC Local Radio service, the island also lacks a local television news service analogous to that provided by BBC Channel Islands.

### 3. Internet or Online News

The BBC's online presence includes a comprehensive [news website](#) and archive. It was launched as BBC Online, before being renamed BBCi, then [bbc.co.uk](#), before it was rebranded back as BBC Online. The website is funded by the Licence fee, but uses [GeoIP](#) technology, allowing advertisements to be carried on the site when viewed outside of the UK. The BBC claims the site to be "Europe's most popular content-based site and states that 13.2 million people in

the UK visit the site's more than two million pages each day.<sup>1</sup> According to [Alexa's](#) TrafficRank system, in July 2008 BBC Online was the 27th most popular English Language website in the world, and the 46th most popular overall.

The centre of the website is the Homepage, which features a modular layout. Users can choose which modules, and which information, is displayed on their homepage, allowing the user to customise it. This system was first launched in December 2007, becoming permanent in February 2008, and has undergone a few aesthetical changes since then. The Homepage then has links to other micro-sites, such as [BBC News Online](#), [Sport](#), [Weather](#), TV and Radio. As part of the site, every programme on BBC Television or Radio is given its own page, with bigger programmes getting their own micro-site, and as a result it is often common for viewers and listeners to be told [website addresses](#) (URLs) for the programme website.

Another large part of the site also allows users to watch and listen to most Television and Radio output live and for seven days after broadcast using the [BBC iPlayer](#) platform, which launched on 27 July 2007, and initially used [peer-to-peer](#) and [DRM](#) technology to deliver both radio and TV content of the last seven days for offline use for up to 30 days, since then video is now streamed directly. Also, through participation in the [Creative Archive Licence](#) group, bbc.co.uk allowed legal downloads of selected archive material via the internet.

The BBC has often included learning as part of its online service, running services such as [BBC Jam](#), [Learning Zone Class Clips](#) and also runs services such as [BBC WebWise](#) and First Click which are designed to teach people how to use



the internet. [BBC Jam](#) was a free online service, delivered through broadband and narrowband connections, providing high-quality interactive resources designed to stimulate learning at home and at school. Initial content was made available in January 2006; however, BBC Jam was suspended on 20 March 2007 due to allegations made to the [European Commission](#) that it was damaging the interests of the commercial sector of the industry.

In recent years, some major on-line companies and politicians have complained that BBC Online receives too much funding from the television licence, meaning that other websites are unable to compete with the vast amount of advertising-free on-line content available on BBC Online. Some have proposed that the amount of licence fee money spent on BBC Online should be reduced—either being replaced with funding from advertisements or subscriptions, or a reduction in the amount of content available on the site. In response to this the BBC carried out an investigation, and has now set in motion a plan to change the way it provides its online services. BBC Online will now attempt to fill in gaps in the market, and will guide users to other websites for currently existing market provision. (For example, instead of providing local events information and timetables, users will be guided to outside websites already providing that information.) Part of this plan included the BBC closing some of its websites, and rediverting money to redevelop other parts.

On 26 February 2010, [The Times](#) claimed that [Mark Thompson](#), Director General of the BBC, proposed that the BBC's web output should be cut by 50%, with online staff numbers and budgets reduced by 25% in a bid to scale back BBC

operations and allow commercial rivals more room. On 2 March 2010, the BBC reported that it will cut its website spending by 25% and close BBC 6 Music and Asian Network, as part of Mark Thompson's plans to make "a smaller, fitter BBC for the digital age"

## **B. Conceptual Framework**

Antonym is opposite of word and it has relation with lexemes. In other words has opposition and similarities. If we found and saw a word and then we think the word is not same it is called antonym. Because antonym it self formed by word or morpheme. So, if there is no word which have different meaning. It means no antonym except synonym.

Based on explanation in above, the problem of research which analyzed is only antonym and the types of antonym which will get in BBC News. In finding the antonym we are not only take the common word but we can take word that has prefix and suffix.

Using antonym can not be united. Every word must classified according types of antonym although the word have the same at categorized. Because if not antonym, it will waist many time. Study in the analysis of antonym in BBC News. By using qualitative descriptive analysis method is the researcher analyze the word that contains antonym and then classify using dominant types of antonym that find in BBC News.

**CHAPTER III**  
**METHOD OF RESEARCH**

**A. Research of Design**

Descriptive qualitative method will be used in this research. Descriptive method used to determine existence of phenomenon in giving or describing indication of language. Cresswell (1994:145) stated “Qualitative research is descriptive in that the researcher is interested in process, meaning and understanding gained through words or picture.

**B. Source of Data**

The source of data in research will be obtained from the BBC News. The BBC News published from Sunday until Saturday (everyday) they are January 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>. The data is obtained from the headline column as the following:

**Table 3.1**

<b>Number</b>	<b>Column</b>	<b>Days, Date</b>
1	Headlines	Sunday, 1th January 2017
2	Headlines	Monday, 2th January 2017
3	Headlines	Tuesday, 3th January 2017
4	Headlines	Wednesday, 4 <sup>th</sup> January 2017
5	Headlines	Thursday, 5 <sup>th</sup> January 2017
6	Headlines	Friday, 6 <sup>th</sup> January 2017
7	Headlines	Saturday, 7 <sup>th</sup> January 2017

### **C. Technique of Data Collection**

Samiajisarosa (2012:95) stated “document is everything about material in written source who was made by people”. Document is meant all of notes in paper (hardcopy) or electronic (softcopy). Document like as books, notes, manifesto, ordinance, notulent, blog, web pages, photograph and so on.

There are some steps in collecting the data:

1. Reading the text of BBC News
2. Underlining the word that related to the antonym.
3. Circling the word that related to the types of antonym.
4. Making the list types of antonym.

### **D. Technique of Analysis the Data**

The data of this research will be analyzed as follows:

1. Identifying the word in the text of BBC News.
2. Marking every word in the text of BBC News that related to the antonym.
3. Calculating the total number of the antonym by using this following.

Bungin’s Formula:

$$P = \frac{F}{N} \times 100\%$$

Note : P = The percentage of the obtained items

F= Frecuency

N= Total of items

## CHAPTER IV

### DATA ANALYSIS AND FINDINGS

#### A. Data Collection

After collecting the data, all the data, all the data were classified based on the three types of antonym, namely gradable, complementary, and converse. In this research, the researcher analyzed all the english words from BBC News *scare mother save the child*. Data was collected by BBC News article in *scare mother save the child*.

#### B. Data Analysis

##### 1. The Types of Antonym found

After collecting the data, all the data were classified based on the three types of antonym namely were gradable, complemetary, and converse. The following table shown below:

**TABLE 1.1**  
**Data Analysis of Antonym**

No	Sentence
1.	Inside the <b>closed</b> world of Hasidic Jews in the UK are stories of mothers who risk everything in order to leave their communities, with their children
2.	Emily and Ruth are two <b>Women</b> who found themselves locked in lopsided battles-facing harassment, intimidation, and crowd-funded lawyers
3.	“I thought to myself am I supposed to walk in?” A few anxious seconds later, she turned to <b>leave</b>
4.	But <b>before</b> she had gone more than a few paces, the door opened fully
5.	The dining room had a long table <b>stretching</b> away from her, with two men <b>sitting</b> at the far end

6.	These were the men Ruth had <b>come</b> to meet
7.	Ruth was <b>separating</b> from her <b>band</b> and the situation had been getting <b>messy</b>
8.	It was late when Ruth walked up to the <b>front</b> door
9.	Light shone through the curtains but minutes ticked by and no-one came <b>out</b>
10.	One man rested his head and arms <b>on</b> the table
11.	The men had been told that Ruth would be willing to leave her <b>children</b> with their father after their divorce
12.	The implication was clear, if Ruth did not agree to leave her school-age children in her community then the news of her affair would be made <b>public</b>
13.	<b>Worse</b> , the men would <b>specifically</b> tell her children “to let them know what kind of mother they had”
14.	She doesn’t <b>remember</b> exactly what she said before leaving the room
15.	She was too <b>frightened</b>
16.	Ruth - not her real name - had been born and <b>raised</b> in the strictly Orthodox, Hasidic community
17.	It’s a term that covers a wide range of smaller <b>groups</b>
18.	the majority of British Jews could be <b>strictly</b> Orthodox, according to a recent study
19.	All are trying to maintain their 19th Century traditions in a <b>modern</b> world and religious laws govern everything from their attire to their diet
20.	Those like her, who have <b>broken</b> away, are starting to <b>talk</b> more openly about what happened to them
21.	<b>A lot</b> of people within the community have heard about Emily’s case, even though she changed her name after <b>leaving</b> it
22.	But Emily’s story of leaving the community was <b>different</b>
23.	They had met at her <b>grandmother’s</b> house
24.	But her first meeting with her future husband had not gone <b>well</b>

25.	“I remember thinking oh, he’s <b>tall</b> ,” says Emily
26.	She <b>speaks quickly</b> , and always looks people in the eye as she talks
27.	But then the conversation <b>started</b>
28.	They had <b>talked a bit</b> about school and his experience of studying in Israel
29.	“I said to my <b>father</b> , look he’s a very nice boy but I don’t see myself being able to live with him.”
30.	It’s always <b>difficult</b> in the beginning, he told her. It would be fine
31.	Her <b>parents</b> had spared no expense
32.	Emily’s recollections of it are still <b>sharp</b> , 16 years on.
33.	At the end, Emily stood on the doorstep in her white lace dress watching the <b>guests</b> leave
34.	Most Hasidic women will use one to cover their hair, starting from their <b>wedding</b> day
35.	The light filtered into their bedroom, where two single beds with <b>fancy</b> dark <b>wooden</b> headboards had been pushed together
36.	But a month later she had become pregnant and the excitement of a baby had <b>pushed</b> those thoughts to the back of her mind
37.	But a month later she had become pregnant and the excitement of a baby had pushed those thoughts to the <b>back</b> of her mind.
38.	Emily worked as a <b>teacher</b> at a private Haredi school
39.	It was almost about trying to find ways of not spending too much time <b>together</b> as a couple
40.	“It was almost about trying to find ways of not <b>spending</b> too much time together as a couple,”
41.	In what little spare time she had, Emily quietly went about bending the rules and customs that governed most of her <b>life</b>
42.	<b>She</b> smuggled a wi-fi router into the house and hid it behind the cupboards
43.	Emily got <b>online</b> anyway

44.	Spurred on by the sense of liberation she had found online, Emily's nagging doubts about her <b>unhappy</b> marriage started to dominate her thoughts
45.	Her dark hair was tucked <b>neatly</b> into a wig for the first time
46.	Emily watched as her sisters were ushered into a people carrier and “I remember having this <b>crazy</b> thought, I just want to go in <i>your</i> car
47.	The light filtered into their bedroom, where two <b>single</b> beds with fancy dark wooden headboards had been pushed together
48.	He got all worried, maybe it's not <b>correct</b>
49.	Maybe it's not going to be <b>valid</b>
50.	hey are <b>experts</b> in solving the riddles of how to follow <b>ancient</b> biblical laws in a 21st Century world
51.	The rabbi said it's OK as long as the curtains are closed and then we – I don't remember <b>much</b> of what happened
52.	Emily worked as a teacher at a <b>private</b> Haredi school
53.	Focusing on the children kept her <b>busy</b>
54.	It's crucial to keep the home <b>safe</b> for children - the internet could expose them to anything
55.	That <b>same</b> summer, a decade after her wedding, she headed to the ritual bath after a particularly long, hard day at work
56.	The mikveh Emily visited looks, from the outside, like a <b>regular</b> terraced house, with a high green hedge around the entrance
57.	Inside there's a room with a pool in the <b>centre</b> , usually watched over by an <b>older</b> woman
58.	“You come out and then the idea is that you're <b>pure</b> , clean again,” she explains briskly
59.	On the outside of it, it looked like we had, you know, a <b>great</b> life
60.	It's <b>rare</b> but it does happen
61.	'You're going to go to court? You want to fight? You're going to have a <b>stupid legal</b> aid lawyer



62.	We're going to get the <b>best</b> lawyer and you're going to see
63.	It didn't seem like her parents were just <b>upset</b> about the divorce
64.	She's the kind of person who gets <b>angry</b> when she's scared and the <b>accusation</b> made her <b>furious</b>
65.	I care about my children very much, you know, for me as a person, my children come <b>first</b>
66.	People she had known <b>all</b> her life
67.	Its defenders say Haredi schooling allows children to grow up free from the pressures of the outside world and <b>safe</b> from dangers, such as drugs
68.	She says her son could <b>hardly</b> write in English
69.	No journalist can publish what goes on in front of a family judge so it's not <b>possible</b> to explain what happened in the court room
70.	But outside of it, several thousand miles away in <b>fact</b> , things began to get a little <b>strange</b>
71.	It was the father's turn to look after the children so Emily visited New York where a friend was <b>ill</b>
72.	A few hours <b>later</b> , as the sun set, marking the end of the Sabbath, Emily stared out of the plane window
73.	Emily believes she was being followed but she can't be <b>sure</b>
74.	Parents can be required to stick with religious rules if it's judged to be in the best interest of their children, as keeping things <b>consistent</b> can help reduce conflict
75.	But it is not always <b>easy</b> for parents to do
76.	A parent is <b>free</b> to leave, they say, but they don't have the right to disrupt their children's lives, especially if it means alienating them from the rest of their family and taking them far away from a life they are used to

77.	She was in trouble and the battle for her children was about to turn <b>ugly</b>
78.	Their threat to go public about her relationship with John hadn't been an <b>empty</b> one
79.	She says people, some whom she knew, as well as strangers, had been encouraged to lie and make <b>false</b> accusations against them
80.	"There was no <b>mercy</b> for me," she says
81.	Flyers for the event were <b>explicit</b> about its importance and purpose. "No one is exempt," said one leaflet
82.	"To our great pain, and our misfortune, our community finds itself in a terrible situation – 17 of our pure and <b>holy</b> children where one of the parents, God rescue them, have gone out into an evil culture, and want to drag their children after them."
83.	ideally, both parents should have a relationship with their children <b>regardless</b> of the outcome in court, but it doesn't always work out that way
84.	When the children get older, it can also be harder to enforce contact. Something that Ruth knows only too <b>well</b>
85.	She stayed in bed that weekend, <b>unable</b> to do anything
86.	Emily feels <b>frustrated</b> that she wasn't able to help Ruth
87.	A row of <b>small</b> shoes against the wall is one of the first things past the front door
88.	She is not invited to family celebrations and misses out on <b>important</b> moments like her son's Bar Mitzvah
89.	I <b>desperately</b> wanted my marriage to work

90.	There's something about it that is very <b>kind</b> of <b>attractive</b> and romantic... if you're so excited to be with him and you're having loads of kids and everybody's helping each other
91.	At the <b>end</b> , Emily <b>stood</b> on the doorstep in her white lace dress watching the guests <b>leave</b>
92.	Most Hasidic <b>women</b> will use one to <b>cover</b> their hair <b>starting</b> from their wedding day

**TABLE 1.2**

**Data Analysis of Antonym from each of word**

No	Gradable	Words	Complementary	Words	Converse	Words
1.	✓	Inside- outside	✓	Clean-Dirty	✓	Late-early
2.	✓	Late-early	✓	Night-Day	✓	Front- behind
3.	✓	Front- Behind	✓	Get-Let	✓	Nervous- calm
4.	✓	Nerveous- Calm	✓	Accused- Victim	✓	Dark-light
5.	✓	Dark-Light	✓	Gathering- Separating	✓	Inside- outside
6.	✓	Faintly- Strongly	✓	Friends- Enemy	✓	Finally- early
7.	✓	Finally- Firstly	✓	Life-Dead	✓	Anxious- rilex
8.	✓	Anxiuos- Rilex	✓	Private-Public	✓	Long- short

9.	✓	Long-Short	✓	Refused- Accepted	✓	Far-near
10	✓	Far-Near	✓	Injustive- Justive	✓	Single- double
11	✓	Messy- Orderly	✓	Allows-	✓	Correct- incorrect
12	✓	A bit-a lot	✓	Ran-Walked	✓	Valid- invalid
13	✓	Difficult- easy	✓	Sitting- Standing	✓	Experts- amateur
14	✓	Fine-bad	✓	Passenger- Driver	✓	Ancient- modern
15	✓	Sharp-blunt	✓	Guitt-Truth	✓	Private- General
16	✓	Crazy- Normal	✓	Deals-Cancel	✓	Busy-free
17	✓	Different- Similar	✓	Interest-Bored	✓	Online- offline
18	✓	North-South	✓	Consistent- Labil	✓	Same- different
19	✓	Twice-Once	✓	Conflict-Fix	✓	Older- younger
20	✓	Normal- abnormal	✓	From-To		
21	✓	Special- Standard	✓	Recover-Hurt		
22	✓	Future-Past	✓	Never-Ever		
23	✓	Well-Bad	✓	Ex-Candidate		
24	✓	Prospective- Former	✓	Punishment- Protection		

25	✓	Exactly- Hesitantly	✓	Relief- Plessure		
26	✓	Clear- Unclear	✓	Huge-Trinial		
27	✓	Automaticall y-manually				
28	✓	All-part				
29	✓	Alone- together				
30	✓	Bad-good				
31	✓	Stupid- dilligent				

## 2. The Most Dominant Types of Antonym found

After classifying the elements of antonym in BBC News *scare mother save the child*, the researcher found there are three types of antonym, counting the most dominant types of antonym, appearance by applying the formula:

$$P = \frac{F}{N} \times 100\%$$

Notice: P= The percentage of the obtained items

F=Frequency

N=Total of Item

**Table 1.3**

**The Total Percentage of Antonyms**

<b>No</b>	<b>Types of Antonym</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1</b>	Gradable	31	46.27%
<b>2</b>	Complementary	26	38.80%
<b>3</b>	Converse	10	14.93%
<b>Total</b>		<b>67</b>	<b>100%</b>

From the data above, it knows that the dominant types of antonym is Gradable. It was 31 words or 46.27%.

**C. Research Findings**

After the researcher analyzed all the data obtained in BBC News *scare mother save the child*, the findings can be reported as follows:

1. All of the words in the *scare mother save the child* of BBC News contained three types of antonym
2. The most dominant type of antonym used in the *scare mother save the child* of BBC News was Gradable Antonym.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Having analyzed the data, conclusions were drawn as the following:

1. The percentage of gradable antonyms was 31 or (46.27%), Complementary was 26 or (38.80%) and converse antonym was 10 (14.93%).
2. Gradable antonym was the most dominant type was used in the *scare mother save the child* of BBC News. There was 31 or (46.27%)`
3. By understanding and categorizing the types of antonym, the readers are able to use antonym accurately.

#### B. Suggestion

In relation to the conclusions, suggestions were staged as the following:

1. The student should study about the Linguistic especially morphology about antonym and the types
2. The lectures more focus in teaching Linguistic especially morphology about antonym.



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FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

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Kredit Kumulatif : 153 SKS

IPK = 3,27

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
16 01-2016/157	The Analysis of Antonym in the BBC News "Scare the Mother, Save the Child"	
	Affixes in the Jungle Book Movie Script	
	An Analysis of Lexical Relations in English Translation of the Holy Qur'an Surah Thaha	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 14 Desember 2016  
Hormat Pemohon,

Agus Arianto Manik

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
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Form K-2

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*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Agus Arianto Manik  
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Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Analysis of Antonym in the BBC News  
"Scare the Mother, Save the Child"

27/1-2017  
161

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Mandra Saragih, S.Pd, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 27 Januari 2017

Hormat Pemohon,

Agus Arianto Manik

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 712 /II.3-AU /UMSU-02/F/2017  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara me netapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **AGUS ARIANTO MANIK**  
N P M : 1002050490  
Program Studi : **Pend. Bahasa Inggris**  
Judul Penelitian : **THE ANALYSIS OF ANTONYM IN THE BBC NEWS " SCARE THE MOTHER , SAVE THE CHILD"**

Pembimbing : **Mandra Saragih.,S.Pd.,M.Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : 30 Januari 2018

Medan, 02 Jumadil 1438 H  
30 Januari 2017 M



Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**





**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Agus Arianto Manik  
N.P.M : 1002050490  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Analysis of Antonym in the BBC News "Scare the Mother, Save the Child"

Pada hari Sabtu tanggal 04 bulan Februari tahun 2017 sudah layak menjadi proposal skripsi.

Medan, Februari 2017

Disetujui oleh:

Dosen Pembahas

**Drs. Ali Amran, M.Hum**

Dosen Pembimbing

**Mandra Saragih, S.Pd, M.Hum**

Diketahui oleh  
Ketua Program Studi,

**Mandra Saragih, S.Pd, M.Hum**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Agus Arianto Manik  
N.P.M : 1002050490  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Analysis of Antonym in the BBC News "Scare the Mother,  
Save the Child"

benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 04, Bulan  
Februari, Tahun 2017

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Februari 2017

Ketua,

**Mandra Saragih, S.Pd, M.Hum**

## SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Agus Arianto Manik  
N.P.M : 1002050490  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Analysis of Antonym in the BBC News "Scare the Mother, Save the Child"

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 27 Februari 2017  
Hormat saya  
Yang membuat pernyataan,



Agus Arianto Manik

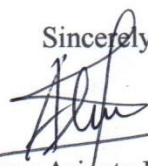
Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

## CURRICULUM VITAE

Name : Agus Arianto Manik  
Register Number : 1002050490  
Place/Date Birth : Kuta Cane, 03 Agustus 1992  
Sex : Male  
Marital Status : Married  
Hobbies : Reading Al-Qur'an  
Religion : Moslem  
Father's Name : Mustafa Manik  
Mother's Name : Habibah  
Address : Kuta Cane  
Education :  
- Primary School at SD Negeri Pulolatong 1998-2004  
- Junior High School at SMP Negeri 1 Kutacane 2004-2007  
- Senior High School at SMA Negeri Perisai 2007-2010  
- Student of English Department of FKIP  
at University of Muhammadiyah Sumatera Utara 2010-2017

Sincerely



Agus Arianto Manik





**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Webside : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Nama Lengkap : Agus Arianto Manik  
N.P.M : 1002050490  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Analysis of Antonym in the BBC News "Scare the Mother, Save the Child"

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
	Chapter I	BP	
	Background	BP	
	The objective of study	BP	
	Chapter II	BP	
	Chapter II	BP	
	Chapter III	BP	
	Data Collection	BP	
	Data analysis	BP	
	<u>Acc sidang I</u>		

Medan, April 2017

Diketahui oleh :  
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum