

ABSTRACT

Maisyaroh, Ulfatu. 2016. The Effectiveness of Using Hyponymy Game Strategy in *Improving Students' Vocabulary at SMPN 1 Siman Ponorogo in Academic Year 2015/2016.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Dra. Aries Fitriani, M.Pd.

Key word : *Hyponymy Game and students' Vocabulary*

English learning is a lesson which can sometimes be confused and difficult to learned, like to learn vocabulary. Vocabulary is not easy thing for students. So, to make students English vocabulary easily, some possible ways should be applied and one of the strategy is by using game. Hyponymy game is one of strategy that can be applied in learning process.

The statement problem of this research is as follow: Is the hyponymy game effective in improving students' vocabulary to the seventh grade students at SMPN 1 Siman Ponorogo in academic year 2015/2016?. The purpose of the research is to find out the effectiveness of using hyponymy game in improving students' vocabulary to the seventh grade students at SMPN 1 Siman Ponorogo in academic year 2015/2016.

This research applied quantitative approach and used the quasi experimental design. This research, used two classess as experimental group and control group. The populatiom was taken from seventh grade students of SMPN 1 Siman Ponorogo in academic year 2015/2016. The number of the sample in this research were 45 students of experimental group and control group. The researcher used random sampling that was cluster method to know characteristic of the students. The procedure of data collection were test and documentation. To analysis data the researcher used T-test as procedure of data analysis.

The result of the research showed that the value $t_0 = 9,412$, for 5% signification level with $db = 45$, $t_t = 2,02$ and also of 1% signification level with $db = 45$, $t_t = 2,71$. The t_0 was higher than t_t , so that H_a was accepted and H_0 was rejected. It can be concluded that hyponymy game is effective in improving students' vocabulary to the seventh grade students at SMPN 1 Siman Ponorogo in academic year 2015/2016.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of human communication consists of words that have structure which is used together by a particular community or country in conventional way. According to Brown “Language is system of arbitrary conventionalized vocal, written or gestural symbol that enable member of given communication to communicate intelligibly with one another.”¹ It means that language is not only oral and written form but also the symbol to communicate with others.

There are various languages used by people in the world. One of them is English. Some people in the world use English as the first language. However, another countries uses English as the second language and foreign language. In Indonesia, English is a foreign language. It means that English is not used in daily life but it is only used in education.

English becomes subject matter in Indonesian education from elementary school as local content to the university as a subject. It purposes to increase students’ ability to communicate by using English. Whenever we think about language, we usually think of mastering vocabulary. It means whenever we use

¹ H. Douglas Brown, Principles of Language Learning and Teaching (New York: Pearson Education Ltd, 2000), 6.

language atomactly, we use the words of the language. So, it is crucial for us to have large of vocabulary. By having large vocabulary, we can precisely open our ideas in communication. It also helps us travel in the past, present, and future.

Schmit and Mc. Carthey say that “vocabulary is one of the important skills in language”.² We use words and arrange them together to make sentence, conversations, and discourse all things. We cannot express our ideas if we do not master it. Vocabulary is the collection of words that an individual knows. It means that vocabulary is one of components in English has to be learned by learners in building receptive and productive skill. Then, Rivers in Nunan has also argued that “The acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and the functions.”³ So, no matter how well we master grammar, no matter how successfully the sounds of a foreign language is mastered, without words to express, communication can not happen in meaningful ways.

Development of vocabulary is extremely interrelated with the development of skill in listening, speaking, reading, and writing. For this reason, having insufficient vocabulary is considered as a probable cause of lack in those four mentioned integrated skills which directly effect their thought, actions,

² Nobert Schmitt and Michael Mc. Carthey, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 1997), 40.

³ David Nunan, *Language Teaching Methodology* (London: Prentice Hall International, 1991),117.

aspirations, and success, especially in the path of academic achievement. As a matter of fact, the students often complain about their frustration in experiencing speaking and writing in English because very little that they know the words used to express their thoughts and feelings, or when they read even the simplest paragraph in a book, they feel it was difficult to get the idea of what they are reading, again, because of their lack of vocabulary.

Lack of vocabulary is result in the difficulties to learn the other skills such as listening, speaking, reading and writing. Dealing with the problem, learning English vocabulary is quite challenging. It may come from internal and external aspect of vocabulary. The internal aspect may come from the word itself which involves spelling, pronunciation, grammatical function, and so on. From the external aspects, it may come from the learner or the teacher himself/herself such as student's motivation, teaching aid, method, teaching technique applied, and the other aspects. Therefore, it is a teacher's job to be able to create a conducive atmosphere in teaching and learning vocabulary in the classroom. One of the teacher's ways to create this atmosphere is by applying an effective technique to teach vocabulary.

Therefore, the English teachers are supposed to be able to organize teaching learning activities. They may develop their students' ability by using English as a target language in the classroom. They may give practice in pattern which contains the vocabulary items for everyday situations such as listening,

speaking, reading and writing. “The best practice in any situation will depend on the type of student, the words that are targeted, the school system and curriculum, and many others factor.”⁴ The curriculum in Indonesia for example, said that students in first grade of junior high school have to have 500 vocabularies.⁵ So, the teachers have to encourage students to master 500 vocabularies in first grade of junior high school. But in fact, most of the students in Indonesia having problems in lackness of vocabularies. Because of that, the students fell difficult to follow the English classroom activities.

The same problem takes place in SMPN 1 Siman Ponorogo, most of students’ vocabulary is limited. However, based on the observation in November 2015 and interview with Mrs. Aning Hendariyah, S.Pd (SMP Siman English Teacher), it was found that almost 65% of seventh grade students at SMPN 1 Siman less vocabulary or difficult in memorizing vocabulary.⁶

The common problems in teaching vocabularies are the students might feel bored because they have to learn about list of words, and those words are easily lost on their mind. Therefore, it is important to include more fun activities in teaching vocabulary aiming at encouraging students to learn and to stimulate their memory.

⁴ Nobert Schmitt, *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press, 2000), 142.

⁵ Depdiknas, *Kurikulum 2004 Standar Kompetensi SMP dan MTS* (Jakarta: Departemen Pendidikan Nasional, 2003), 5.

⁶ Aning Hendariyah, S. Pd, English Teacher at SMPN 1 SIMAN, 2nd November 2015.

Based on the fact above, it is necessary and important for anyone who concerns in teaching English to find out the effective strategy to make learning vocabulary easier and more pleasant for the students. They will enjoy following English class. Michael J. Wallace argued “Another teaching problem arises with word which are in the same rough area of meaning or semantic field”.⁷ There are some techniques how to teach vocabulary. It can be done by using song, picture, or games. In the teaching process, the teachers get good result in their teaching if their techniques are fun, creative, and interesting.

To solve this problem, the writer gives an alternative strategy for the teachers to enrich students’ vocabulary that has connection with the area of semantic field. Why? Channel in Hedge argued that “Semantic links play an important role in production. This suggests the use of semantic field based on presentation method...”⁸ So, the writer uses one of parts of semantic field to teach vocabulary by using hyponymy (a word have superordinate words and subordinate words). It likes synonymy (a word similar in meaning) and antonym (a word opposite in meaning) using words relation to explain the meaning of the target word.

Game is effective ways to encourage students to more active in the teaching learning process. According Stephen “many well-known games can be

⁷ Michael J. Wallace, *Teaching Vocabulary* (London: Biddles Ltd, Guilford and King’s Lynn, 1989), 21.

⁸ Tricia Hedge, *Teaching and Learning in the Classroom* (Oxford: Oxford University Press, 2000), 122.

effectively used to reinforce basic element in the language”.⁹ The use of game therefore, appears more effective because besides having fun activities, it enables students work collaboratively to achieve the goal of learning. The selected game hopefully can solve the student’s problems in learning English vocabulary.

Based on the those reason above, the researcher is interested in conducting experimental research with the title **“The Effectiveness of Using Hyponymy Game Strategy in Improving Students’ Vocabulary at SMPN 1 Siman Ponorogo in Academic Year 2015/2016”**.

B. Limitation of the Study

To avoid misunderstanding and to clarify the problem, the research only focused on the effectiveness of using hyponymy game strategy in improving students’ vocabulary to the seventh grade students of SMPN 1 Siman Ponorogo in academic year 2015/2016.

C. Statement of the Problem

Based on the background of the study above, statement of the problem formulated into:

⁹ Stephen J. Peer, *Involvement in Language Learning* (The United State of America: Prectice-Hall, 1985), 68.

Is the hyponymy game strategy effective in improving students' vocabulary to the seventh grade students at SMPN 1 Siman Ponorogo in academic year 2015/2016?

D. Objective of the Study

The objective of this study can be formulated as follow:

To find out the effectiveness of using hyponymy game strategy in improving students' vocabulary to the seventh grade students of SMPN 1 Siman Ponorogo in academic year 2015/2016.

E. Significant of the Study

1. Theoretically

This study gives the contribution of developing knowledge in teaching English vocabulary. Hyponymy game can give solution to solve some problems faced by teacher in improving students vocabulary process. In addition, hyponymy game can be fresh model of learning on vocabulary.

2. Practically

a. The Teachers

The researcher hopes that this research helps the teachers to motivate them to find new strategies which are appropriate in teaching vocabulary, improve their ways in teaching vocabulary.

The teacher can use hyponymy games in their classroom to make the students more creative and conduct other activities in teaching learning process.

b. The Students

The researcher hopes that the use of hyponymy game in teaching vocabulary can reduce the students' problem in English lesson, improve students' achievement in vocabulary and make them more active in teaching learning process.

c. The Readers

The researcher hopes that they will know about the use of hyponymy game in teaching and learning English, especially in improving students vocabulary.

d. The Researcher

Hopefully, this research can be one of references. Probably there are some weakness in this research, which should be considered by other researcher to conduct better research at the same topic. In order to know the effectiveness of using hyponymy game in improving students vocabulary.

F. Organization of the Thesis

As description of the researcher ideas design that is poured in this experimental, the researcher organizes this thesis into three parts and every parts consists of sub that are connected and an entire unity. The organization of thesis is given to make the reader understand the content of the thesis. This research report will be organized in five chapters, interact each other. They are:

CHAPTER I : INTRODUCTION. In this chapter introduces the whole of the research that involves: problems the comprise background of the study, limitation of the study, statement of the problem, objective of the study, and organization of the thesis.

CHAPTER II : REVIEW OF RELATED LITERATURE. In this chapter tell about theoretical background as the definition of vocabulary, the kinds of vocabulary, the principles of teaching vocabulary, some techniques in teaching vocabulary, the definition of game, the definition of hyponymy, and how to teach vocabulary using hyponymy game, previous study, theoretical framework, and hypothesis.

CHAPTER III : RESEARCH METHODOLOGY. In this chapter the writer tells about research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

CHAPTER IV :RESEARCH RESULT. In this chapter the writer tells about research location, data description, data analysis, and data discussion.

CHAPTER V : CLOSING. In this chapter consist of conclusion and recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Vocabulary

a. The Definition of Vocabulary

Vocabulary is an important component in teaching language. According to Richard and Renandya, “Vocabulary is core component of language proficiency and provides much of basis for how well learner speak, listen, read, and write.”¹⁰ It means that vocabulary is the basic component of language which learn by someone.

According to Rivers, “vocabulary is essential for successful second language use because without an extensive vocabulary, the students be unable for use structures and functions have learned for compressible communication.”¹¹ It means that vocabulary is very important for successful learning and foreign language because people who understand structure and function of foreign language, they need an extensive vocabulary.

¹⁰Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), 255.

¹¹David Nunan, *Language Teaching Methodology* (Essex: Pearson Education Ltd, 2000),

According Murcia said that “Vocabulary can be defined, roughly, as the words we teach in the foreign language.”¹²

Read argued that “Vocabulary has been defined in separated meaning such as word.”¹³

From some explanation, vocabulary is the basic component of language especially for foreign language when someone wants to communicate and learn it.

b. The Kinds of Vocabulary

Scott Thornburry stted that there are two kinds of vocabulary, there are:

1) Receptive Vocabulary

Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some way to increase the receptive vocabulary ability: the first is making some notes of words and finding out the synonyms and antonyms. Another way is looking in the dictionary.

2) Productive Vocabulary

¹² Lilis Setyowati, *The Effectiveness of Teaching Vocabulary Using Hyponymy Games (A Quasi Experimental Study at the First Grade of MTs Darul Hikmah Pamulang Academic Year 2009/2010)*, (November-Desember, 2015), 8.

¹³ John Read, *Assessing Vocabulary* (Cambridge: Cambridge University Press, 2000), 25.

Productive vocabulary refers to the words which learners use when speak or write, and it is called as active vocabulary. To increase this active vocabulary, the learners should try much their speaking and writing.¹⁴

In addition, according to Marianne Celce and Murcia Elite Olshtain, there are two kinds of vocabulary, namely content words and function words. The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones). The content words can be divided into three general classes:

- a) Words that refers to a person, a place, or a thing that we might call them nouns,
- b) Words that express an action, an event or a state are called verbs,
- c) Words are used to describe the qualities of thing or actions are called adjectives and adverbs.

The function words are those vocabulary items that belong to closed words classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, preposition, determiners and adverbs).¹⁵

¹⁴ Scott Thornburry, *How to Teach Vocabulary* (London: Longman, 2002), 15.

¹⁵ Marianne Celce and Murcia Elite Olshtain, *Discourse and Context in Language Teaching* (New York: Cambridge University Press), 76.

c. The Principles of Teaching Vocabulary

Douglas Brown writes that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.¹⁶

The teacher task is to teach and guide the students to learn and provide anything to enable them to study. Besides that, the teacher is also the controller of the class. It means that a teacher is obliged to plan and to launch her strategies to obtain successful result. The teacher should look for a new way by considering many factors influencing the teaching, such as the students, the facilities, and so on.¹⁷

In addition, according to Wallace, there are some principles in teaching vocabulary, they are:

1) Aims

The teachers should understand clearly what the aims of teaching vocabulary are, he or she expects the learners to master some difficult words of vocabulary that are needed in his or her lesson.

2) Quantity

The teachers may have to decide on the number of vocabulary items to be learnt.

¹⁶ Douglas Brown, Audio Visual Instruction, (New York: Mc. Graw Hill Book Company, 1997), 7.

¹⁷ Rifatun Nashihah, The Effectiveness of Aladdin Fairy Tale Movie to Teach Vocabulary (An Experimental Research at 11th Grade of SMAN 1 Pegandon Kendal in the Academic Year of 2010/2011), IAIN Walisongo Semarang, 2011, (November, 2015),

3) Need

It is also possible for the teacher to put the responsibility of choosing the vocabulary to be taught to the students according to the students' need.

4) Frequent Exploration and Repetition

It is impossible for us to remember new words by only hearing it for once or twice. In learning vocabulary, there has to be a certain amount of practice and repetition until there is evidence that students have already mastered the vocabulary of the target language.

5) Meaningful Presentation

The learners must have a clear understanding of the words that are taught i.e the meaning of the words which are being taught.

6) Situation Presentation

In teaching vocabulary to children, teacher should focus on a topic, words about things around us are given in the one topic, words about animals, is another etc.¹⁸

From the principles above, the teacher should be able to identify who the students are, what their needs are, and how the teacher should teach in a simple and interesting way. Good principles of teaching and learning are

¹⁸ J.M. Wallace, Teaching Vocabulary (London: Biddles Ito,1982), 27.

useless without good teacher's principles of teaching learning and teacher's principles. Then, the aim of teaching and learning can be gained.

d. Some Techniques in Teaching Vocabulary

Technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.¹⁹ Ruth Gairns and Stuart Redman say, "There are many techniques of vocabulary teaching. There are: mime and gesture, visual aids, verbal explanation, and contextual guesswork".

1. Visual Technique

a) Mime and Gesture

In this technique, a teacher uses real object and command. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock, and so on. In using command, a teacher can give command such as open the window, open your book, etc. Another example is teaching part of body, a teacher can give command such as raise your hand, put your left hand on your head, etc.

b) Visual Aids

In this technique, a teacher can use picture, photographs, flashcards, and blackboard. One of the visual aids is blackboard. It

¹⁹ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, 2nd Ed (San Fransisco: Longman,2001),16.

is a writing the words and their meaning on the blackboard, but there are undersized result. Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper, or the students' handmade. Pictures can be use to explain the meaning of vocabulary items.

2. Verbal Explanation

a) Use of illustrative situations (oral or written)

This technique can be useful when the words are abstract. In this technique teachers just explain the word so that teachers should use more than one situation or context to ensure that students understand what they explained.

b) Use of synonym and definition

Synonym can be called the words that have similar meaning with other words. Teachers often use this technique to low level students; it would be justifiable at low levels to tell students that miserable mean very sad. Secondly, it is commonly used with higher level students and subsequently qualified, such as Male means man.

c) Contrasts and opposites

In this technique, the teacher asks the students the opposite of something, for example, what is the opposite of sweet?, what is the opposite of clever?, etc.²⁰

d) Scales

It can be useful way to get new vocabulary if students have learned contrasting or related gradable items. If students know 'hot' and 'cold' teachers can ask students a framework for feeding in 'warm' and 'cool' and later 'freezing' and 'boiling'.

e) Examples of the type

The teachers can use illustration to get the meaning of subordinates, such as furniture, vegetables, and fruits. It is a common produce to exemplify them e.g. table, chair, and, bed are all furniture.

3. Translation

Translation is changing some words or sentences from second language or other language to native language with similar meaning. It is one of traditional method. This technique is usually used by the teachers when they taught vocabulary or text in teaching learning process. Translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a

²⁰ Ruth Gaims And Stuard Redman, Working With Words: A Guide To Teaching And Learning Vocabulary,74.

largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention.²¹

2. Hyponymy Game

a. Definition of Game

Game is effective ways to encourage students to more active in the teaching learning process. According Stephen “many well-known games can be effectively used to reinforce basic element in the language”.²²

Game is a simplified, operational model of a real life situation that provides students with various participants in a variety of roles events. A game is an activity with rules, a goal, and element of fun.²³

A game is the activity of the language that formed to stimulate those students to practice active and enlarge vocabulary in their English. This game give opportunity to our students to fine out any kinds of situation in the context speaks and writes in English suitable with their vocabulary.²⁴

²¹ Ruth Gaims And Stuard Redman, Working With Words: A Guide To Teaching And Learning Vocabulary,75.

²² Stephen J. Peer, Involvement in Language Learning (The United State of America: Prectice-Hall, 1985), 68.

²³ Jill Hadfield, Intermediate Communication Games (England: Longman, 1996), v.

²⁴ Andrew Wright, Games for Language Learning (Australia: Cambridge University Press, 1994), 164.

Allen said that “Games are helpful because they can make students feel that certain words are important and necessary.”²⁵ So, the aim of recommending games for vocabulary learning is to create conditions which encourage vocabulary expansion, and a well- chosen game can help the students acquire English words. Games also provide motivation and sense of play that brain research and teacher experience indicate can enhance both learning and memory.

Games can also provide a structured setting for the practice of common social and conversation-starting formulas for which there is not sufficient opportunity in the everyday classroom.²⁶

Lee Deighton says that a game can be defined as something enjoyable, but serious involving for specified objectives and observing rules. It means that the teacher as educator gives a great help until they have opportunities to express their participation in teaching learning process in the classroom.²⁷

There are several reasons why we can use games in the classroom:

- 1) Games are fun and learners will be interested in playing it. Through games, learners will be able to explore some new ways and ideas to

²⁵ Virginia French Allen, *Techniques in Teaching Vocabulary* (Oxford: Oxford University Press, 1983), 52.

²⁶ Helena Anderson, *Languages and Children making the Match* (USA: Addison-Wesley Publishing Company, 1988).

²⁷ Deighton,L, *Games for Language Learning* (Cambridge: Cambridge University Press, 1971), 106.

learn the material given. Furthermore, learners can interact with their friends while playing a game in teaching learning process and it will make them get closer. So, it will never make students bored to learn English.

- 2) The game context makes the foreign language immediately useful to the children.
- 3) Games are welcoming break from the usual routines of the language class. They can be use as relaxation of teaching and learning process.
- 4) Games help students to make and sustain the effort of learning.
- 5) Games make classroom atmosphere much more supportive for learning.²⁸

Based on those reasons we know that game is good to be applied in language learning. Game will make students enjoy teaching learning process and master the material easily.

b. Definition of Hyponymy

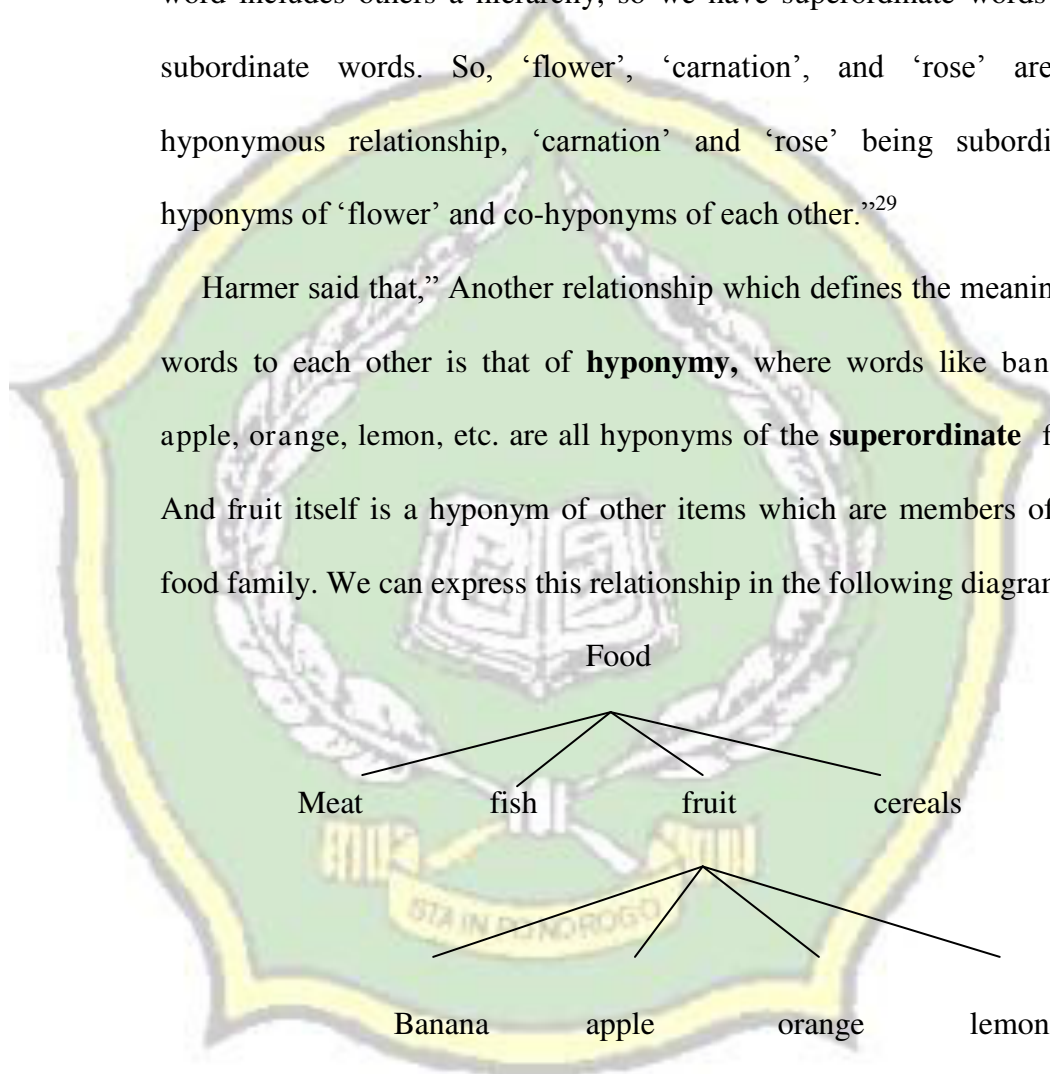
As we discuss in previous part, hyponymy is included in semantic relations besides synonymy and antonym that can be used to present meaning. “When the meaning of one form is included in the meaning of another, the relationship is described as hyponymy. When we consider

²⁸ Redjeki Agoestyowati, Fun English Games & Activities for You (Jakarta: PT.Bhuana Ilmu Populer,2010), 314.

hyponomous connections, we are essentially looking at the meaning of words in some type of hierarchical relationship.

Another linguist said that “Hyponymy is a relationship whereby one word includes others a hierarchy, so we have superordinate words and subordinate words. So, ‘flower’, ‘carnation’, and ‘rose’ are in hyponymous relationship, ‘carnation’ and ‘rose’ being subordinate hyponyms of ‘flower’ and co-hyponyms of each other.”²⁹

Harmer said that,” Another relationship which defines the meaning of words to each other is that of **hyponymy**, where words like banana, apple, orange, lemon, etc. are all hyponyms of the **superordinate** fruit. And fruit itself is a hyponym of other items which are members of the food family. We can express this relationship in the following diagram.³⁰

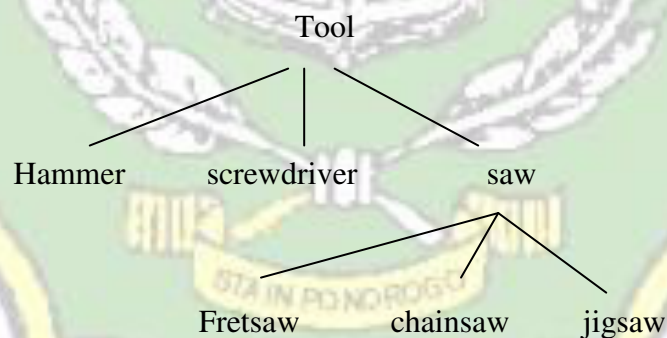


²⁹ Tricia Hedge, *Teaching and Learning in the Classroom* (Oxford: Oxford University Press, 2000), 116.

³⁰ Jeremy Harmer, *The Practice of English Language Teaching* (London : Longman Group, 1983), 18.

Nation argued that “The relationship between items in a hierarchy is called hyponymy (tree is the hypernym, beech is the hyponym). Hypo- means ‘under’ as in hypodermic – an injection under the skin.”³¹

Thornbury gave his opinion that “Hyponym is another –nym word that is useful when talking about the way word meanings are related. A hyponymous relationship is a kind of relationship, as in A hammer is a kind of tool or A kiwi is a kind of bird (and a kind of fruit). Thus, hammer is hyponym of tool; kiwi a hyponym of bird (and fruit). **Co-hyponyms** share the same ranking in a hierarchy: hammer, saw, screwdriver are all co- hyponyms; tool is the **superordinate** term. But saw also has a superordinate relation to different kinds of saw: fretsaw, chainsaw, jigsaw, etc.”³² We can illustrate these relations like these:



From the explanation above, we know that the teacher’s job in this stage is to present the students with the clear information about the

³¹ I.S.P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), 53.

³² Scott Thornbury, *How to Teach Vocabulary* (London: Longman, 2002), 10.

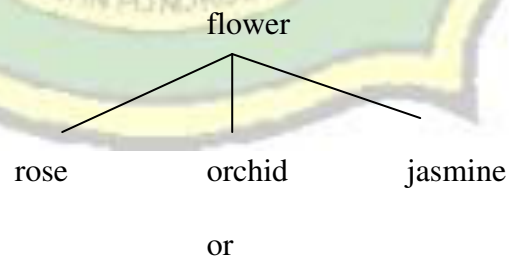
language they are learning. We can give the new ideas about new word by relating or connecting those with the others word that make it happily and easily.

c. How to Teach Vocabulary using Hyponymy Game

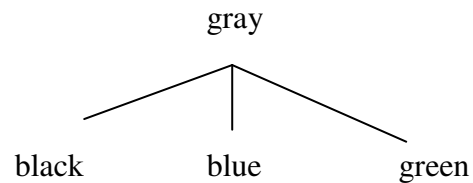
The experiment suggests that in teaching “new vocabulary”, we begin with giving example or connecting one word with other words that has relation. It is suitable with Marianne Celce Murcia that said “A common way for a teacher to elucidate the meaning of a target word is to relate it to another word that the students already know. Another useful word relation is that of lexical set. One can facilitate the identification of an item by showing to what superordinate class of items belongs.”³³

Then, she gave an example; a “rose” belongs to the class of items “flower”. Additionally, one can place the items against other items that are in the same set; for example, “gray” belongs with “black”, “blue”, “green”, since it is also a color.

We can conclude it in sketch below:



³³ Marianne Celce and Murcia Elite Olshtain, *Discourse and Context in Language Teaching* (New York: Cambridge University Press), 301.

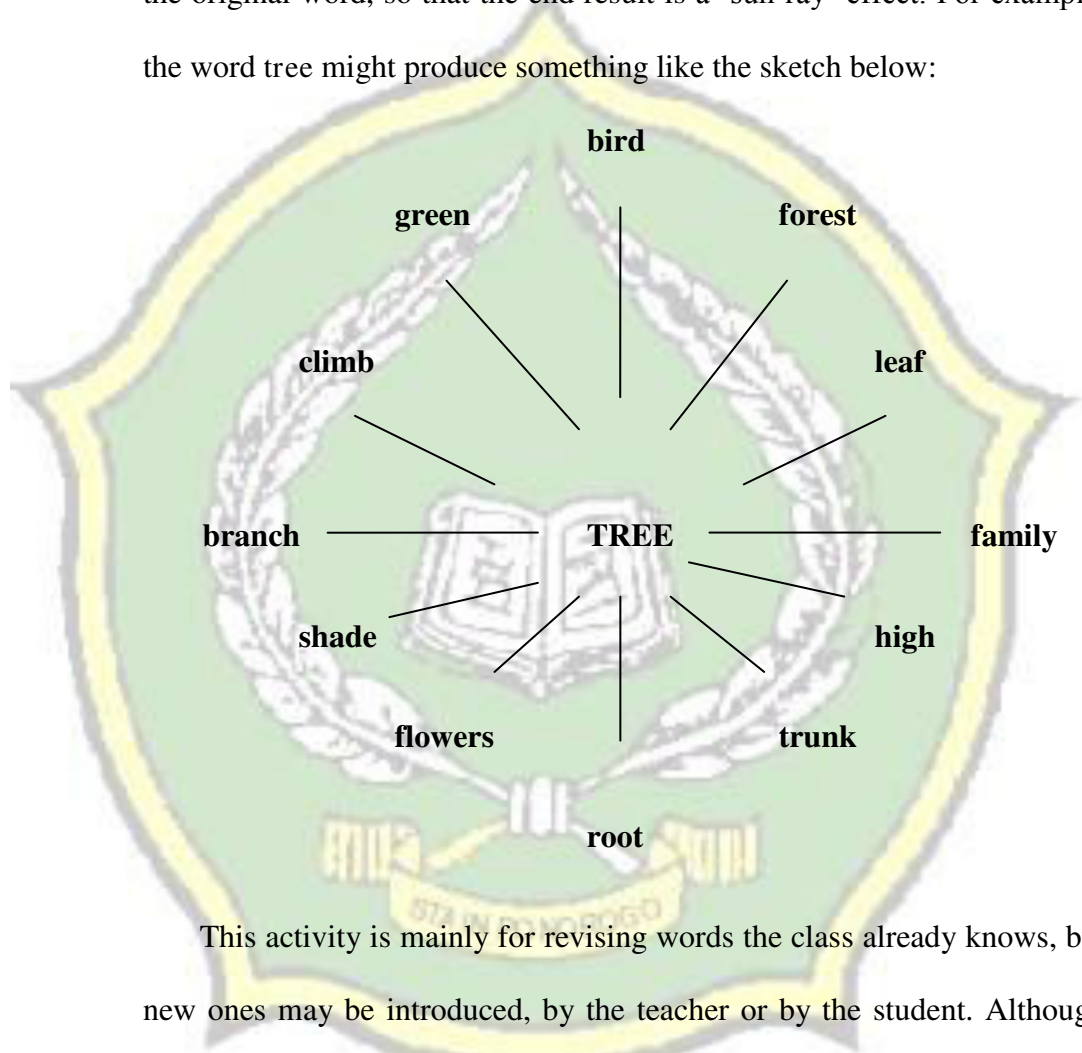


Tricia Hegde gave another way how to teach vocabulary using hyponymy. She called it “Building word network.” She argued that “Native speakers are certainly able to cross-refer to synonyms, antonyms, and hyponyms and are able to retrieve, very quickly, word with similar spelling or similar prefixes and suffixes. It also seems to be the case (as word-association games attest), that we organize words by meaning and that a particular word will gradually become part of a semantic cluster or lexical set: for example, ‘egg’, ‘bacon’, ‘cereal’, ‘toast’, and ‘jam’ as the typical constituents of an English breakfast; ‘apple’, ‘pear’, ‘peach’, ‘nectarine’, and ‘plum’ as edible fruits, or ‘father’, ‘mother’, ‘son’, and ‘daughter’ as members of nuclear family. In fact, a good deal of language teaching material is based on the assumption that learners categorize words systematically, building careful networks of meaning, which include the various relationships.”³⁴

Penny Ur also has the same idea how to present new vocabulary that has same concept with teaching vocabulary using hyponymy. She called it “Brainstorming round an idea” that is explained in following statements:

³⁴ Tricia Hedge, *Teaching and Learning in the Classroom* (Oxford: Oxford University Press, 2000), 122.

Write a single word in the centre of the board, and ask students to brainstorm all the words they can think of that are connected with it. Every item that is suggested is written up on the board with a line connecting it to the original word, so that the end result is a 'sun-ray' effect. For example, the word tree might produce something like the sketch below:



This activity is mainly for revising words the class already knows, but new ones may be introduced, by the teacher or by the student. Although there are no sentences or paragraphs, the circle of associated items is in

itself a meaningful context for the learning of new vocabulary. The focus is on the meaning of isolated items.”³⁵

Woodward, 1985 in Nation gave an example of class activity of teaching vocabulary using hyponymy. He said that “The teacher provides the learners with a list of categories like food, household objects, numbers, jobs, etc. Each learner chooses or is given one category. The learner then has to write as many words as possible under the category heading on a piece of paper. So, food should contain items like bread, meat, etc. The learners should write known words, not look up unknown words. After set time, a learner passes their paper to the next learner who then tries to add words not already listed. Then the paper is passed on until each learner regains their original sheet of paper. The learner has to check the spelling with a dictionary and then these sheets become a class dictionary that is added to as new words are met.”³⁶

Buckby creates two games connected with hyponymy games:

Variation 1: **Key words in a topic**

Preparation

Prepare (mentally or on paper) a list of topics which you would like to practice, e.g. work school, holidays, food, college or school, home, sports, hobbies, animals, seasons

³⁵ Penny Ur, *A Course in Language Teaching: Practice and Theory* (New York: Cambridge University Press, 1996), 69.

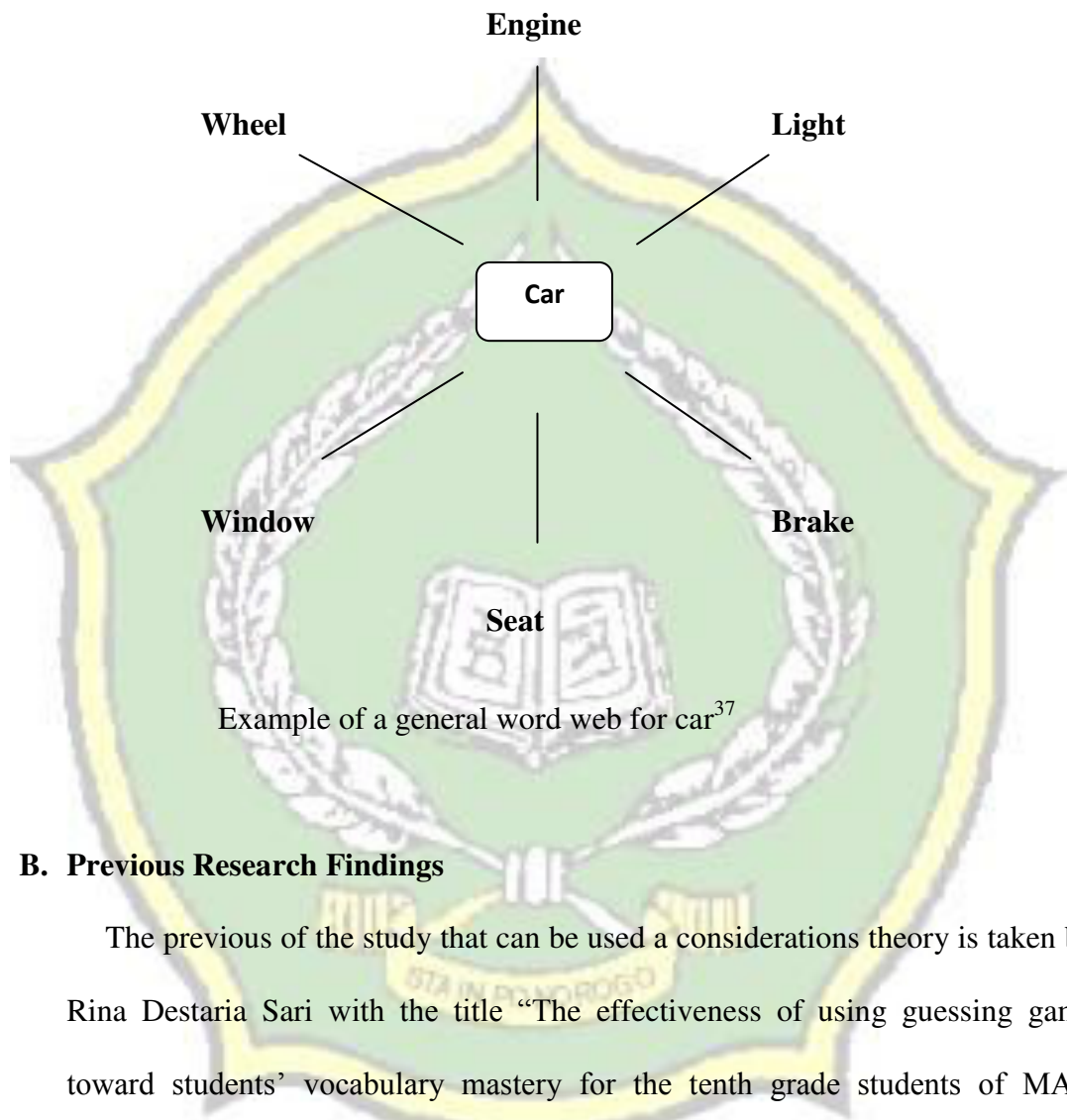
³⁶ I.S.P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), 107.

1. Write several topics on the board, for example: school, holidays, food, hobbies.
2. Ask learners to copy the words from the board and to write at least three words they associate with each topic. The teacher can say whether the three words should be general associations or personal associations. For example, we might all agree that school can be associated with worry, bullying, noise, friends and games.
3. Each learner shows their collection of associated words to at least one other person who must try to guess which topic is referred to. Or, instead of showing their three words to other individuals, learners can display their words on a notice board so that others can read them and decide which topic or story.

Variation 2: **Words webs**

1. Demonstrate, on the board, how to make a word web centering on a topic, shown by word or short phrase. The web of associated words can be general associations or personal associations.
2. Brainstorming with the learners, make a list of about 20 topics on the board.
3. Ask each learner to choose three topics from the list and make webs of words they associate with each one, being careful not to identify the topic on their word webs. In other words, the central circle should be left empty.

4. Tell the learners to circulate, showing their webs to at least three other learners, who must try to identify the topic of each word.



B. Previous Research Findings

The previous of the study that can be used a considerations theory is taken by Rina Destaria Sari with the title “The effectiveness of using guessing game toward students’ vocabulary mastery for the tenth grade students of MAN Panekan Magetan in academic year 2010/2011.” The researcher of previous study have makes the statement of problem as follow: (1) How is students’

³⁷ Andrew Wright, dkk, Games for Language Learning (New York: Cambridge University Press, 2006), 102-103.

vocabulary mastery pretest for the tenth grade students of MAN Panekan Magetan in academic year 2010/2011? (2) How is the students' vocabulary mastery posttest for the tenth grade students of MAN Panekan Magetan in academic year 2010/2011? (3) Is guessing games effective toward students' vocabulary mastery for the tenth grade students of MAN Panekan Magetan in academic year 2010/2011? And the conclusions of this research are : (1) The vocabulary mastery for the tenth grade students of MAN Panekan Magetan in academic year 2010/2011 before giving guessing game is good enough. Although, there are value of students don't well or under of standard. The enverage of the pretest from XA and XB is 65,8. (2) The vocabulary mastery for the tenth grade students of MAN Panekan Magetan in academic year 2010/2011 after guessing game is very good, if be equivalent with before be given gussing game. It can be show from difference mean score. The enverage of the pretest from XA and XB is 65,8 and the enverage of posttest is 73,6. (3) There is any significant diferences between the students who are taught with guessing game and the students who are taught without guessing game in vocabulary mastery for the tenth grade students of MAN Panekan Magetan in academic year 2010/2011. For result of t-test, Ha is accepted and Ho is refused. So the result shows that guessing game technique is effective incresing students' of MAN Panekan Magetan in academic year 2010/2011.

And by Suci Midsyahri Azizah with the title “Improving Students’ Vocabulary Mastery by Using Vocabulary Chart Technique at the Seventh Grade Students of SMP Ma’arif 1 Ponorogo in Academic Year 2010/2011.” It was Classroom Action Research, the researcher of previous study have makes the statement of problem as follow: (1) Is vocabulary charts technique able to improve students vocabulary mastery for the seventh grade students of SMP ma’arif 1 Ponorogo in Academic Year 2010/2011? (2) how is the implementation of teaching vocabulary by using vocabulary charts technique for the seventh grade students of SMP ma’arif 1 Ponorogo in Academic Year 2010/2011?. And the conclusions of this research are: (1) the students can memorize the vocabularies. Then the fact after teaching learning by using vocabulary charts technique, the average score of students’ vocabulary mastery in cycle I was 63.5 and cycle II was 76.6. So that there was significant improvement in student vocabulary mastery. (2) the students showed that they were interested in learning English. Based on the findings, it is suggested that teachers uses vocabulary charts technique as one alternative in the teaching vocabulary mastery in the classroom.

By these previous studies the researcher gets much knowledge about the theory and also the result especially for teaching vocabulary and using games or technique in teaching process. games has many benefits in learning process. The two previous research findings has different with this research. The research

design in two previous findings is quantitative and classroom action research. And this research is quantitative. This research has also different subject and object. The two previous research: (1) The subject is tenth grade students and object is school MAN Panekan Magetan, (2) The subject is seventh grade students and the object is school SMP Ma'arif 1 Ponorogo. And this research subject is a seventh grade students and an object is school SMPN 1 Siman Ponorogo.

C. Theoretical Framework

Theoretical framework is a concept in the thesis about the theories can be related with the factors which are identified as the important problems. In improving the teaching vocabulary, the teachers need other way to make their students master about vocabulary by using hyponymy games strategies can improve the students' vocabulary.

This research is experimental research, with the effectiveness of using hyponymy game strategy in improving students' vocabulary to the seventh grade students of SMPN 1 Siman Ponorogo in academic year 2015/2016. The research used hyponymy game to improve students' vocabulary. The students taught using hyponymy game to improve their vocabulary. Theories descriptions are:

X: hyponymy game strategy

Y: improving students' vocabulary

The researcher assumes that teaching vocabulary to the seventh grade of SMPN 1 Siman is effective by using hyponymy game strategy in improving students' vocabulary.

D. Hypothesis

This research is to know whether using hyponymy in improving students vocabulary better for the students to learn English. To find the answer of the problem, the writer should purpose alternative hypothesis (Ha) and null hypothesis (Ho) as below:

Ha : Hyponymy game strategy is effective in improving students' vocabulary to the seventh grade students at SMPN 1 Siman Ponorogo in academic year 2015/2016?

Ho : Hyponymy game strategy is not effective in improving students' vocabulary to the seventh grade students at SMPN 1 Siman Ponorogo in academic year 2015/2016?

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applies a quantitative research. Quantitative approach is emphasizes precisely measuring variables and testing hypothesis that are linked to general causal explanation. Quantitative research based on the measurement of the quantity or amount. It is applicable to phenomena that can be expressed in term of quantity.³⁸ Based on the scientific grade (setting) research place, there are three research methods. There are experiment, survey and naturalistic.³⁹

In this research, the researcher applies experimental research method. In experimental research method that is used to find the effect of treatment toward something in a control condition. The experimental research method test is done to indicate the presence of a distinct cause and effect, in this method, one factor in related with another in such a way that changes in that factor are causally related to change another. So, it is not just a relationship where two variables

³⁸C. R. Khotari, *Research Methodology: Method and Technique* (New Delhi: New Age International (P) Limited Publishers, 2004), 3.

³⁹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2008), 10.

share something in command (as is the case with the correlation relationship): it's much more. They share something, but one directly affects to other.⁴⁰

The types of the experimental design include true experimental, quasi experimental, pre-experimental or factorial design. This research employs quasi-experimental design. Quasi-experimental design was used because in fact, it is a little bit difficult to create a control group in research. The procedure in quasi experimental research as follows:

1. Define the accessible population of the Select two classes out off all the exiting classes which are of equivalent level
2. Randomly select one of the classes into experimental group and other one the control group
3. Give the experimental treatment to the experimental group and the control treatment to the control group
4. Assess the results of the treatments of both groups
5. Compute the difference between the average score of experimental group and control group.⁴¹

The writer tried to express phenomenon by collecting data from natural research to understood phenomenon and get the conclusion after observing the fact. The result of collecting data is used to know whether there is significant

⁴⁰ Neil J. Salkind, Exploring Research Sixth Edition (USA: Pearson Education, Inc, 2006), 217.

⁴¹ Mohammad Adnan Latief, Research Method on Language Learning an Introduction (Malang: UM Press, 2013), 94.

difference between students who are taught using hyponymy games achieve better score in improving students' vocabulary than who are not taught using hyponymy game to the seventh grade students of SMPN 1 Siman Ponorogo in academic year 2015/2016.

B. Population and Sample

1. Population

Population is the whole subject of the research. Encyclopedia of Educational Evaluation, in Suharsimi Arikunto state that “ A population is a set (or collection) of all elements processing one or more attributes interest.⁴² From that statement it can be said that population is all the subject in which researcher can gain the data.

The population in this research are all the seventh grade students at SMPN 1 Siman in academic year 2105/2016. The totally number of this population are 135 students from six classes.

2. Sample

Sample in a research study is the group on which information is obtained. It means that sample is part of population from which data is taken and sample is smaller than the population. Based on the statement, sample

⁴² Suhasimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, edisi revisi V (Jakarta:Rineka Cipta, 2006), 108.

was used to make the process of data collection more effective, efficient and objective conducted.

The members of seventh grade students of SMPN 1 Siman Ponorogo in academic year 2015/2016 are 135 students, and divided into 6 classes. So, the researcher needs to choose the sample that appropriate with the research design. Finally the researcher uses cluster random sampling to determine the research samples.

Cluster random sampling or sample area (group) is determined based on the sampling areas or groups that's exist in the population such as school, class, region and not individual. The researcher chooses two classes used in this research, that are the students have same capabilities in teaching vocabulary. The member of two classes are 45 students. The researcher takes from Suharsimi book and the sample between 35 % from the population.⁴³ The clusters in this research are VII^A class for experiment group and VII^B for the control group. The numbers of students in VII^A class are 22 students, and VII^B class are 23 students .

C. Instrument of Data Collection

⁴³ Suhasimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, edisi revisi VI (Jakarta:Rineka Cipta, 2006), 134.

According Suharsimi “ Instrument adalah alat pada waktu penelitian menggunakan suatu metode”.⁴⁴ Instrument is a tool that is used by a researcher in collecting the data in order that he or she works easier, the result is better, accurate, complete, and systematic, so that the data are easy to be processed.

In collecting the data of this study, the writer used a test. There are 25 items of the test. This test was given to both experimental and control groups. The materials given were related the descriptive text.

Table 3.1
Instrument of Data Collection

Variable	Indicator	Instrument	Item of Instrument
Independent variable: Hyponymy game	1. Students be able to identification about the word in sentence	Choose the word or answer from the test	1, 4, 5, 6, 8, 9, 15
	2. Students be able to	Choose the word or answer from the test	2, 3, 7, 10, 11, 12, 13, 14

⁴⁴ Ibid,126.

	complete text descriptive		
Dependent variable: Students' vocabulary	1. Students be able to match the text 2. Students be able to keep vocabulary	Match the sentence with description Complete fill the blank with suitable answer	16, 17, 18, 19, 20 21, 22, 23, 24, 25

D. Technique of Data Collection

Data is one of essential component in a research activity. The accurate data is the starting point to conduct a research. Suharsimi said, that "Data adalah hasil pencatatan peneliti, baik yang berupa fakta maupun angka".⁴⁵ In this research using test and documentation methods for collecting data.

1. Test

Test is some questions that given for people to show the condition or the level of development the people. The fundamental use of testing in an educational program is to provide information for making decision that is

⁴⁵ Suhasimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, edisi revisi V (Jakarta:Rineka Cipta, 2006), 107

for evaluation. The data in this research are the result of test. The data are taken from vocabulary test. In this study, the data are taken from the result of two group samples.

Then the research analyzed the result to know the difference of the students vocabulary and then interpreted it. The researcher before uses the Analytical vocabulary test, the researcher must measure by using validity and reliability.

a. Validity of Instrument

Validity is a requirement that important in tool evaluation. This means that validity is probably the single most important aspect of the design of any measurement instrument in educational research. Kowever good our research design of sophisticated our statistical analyzes, the result will be meningless if we are not actually measuring what we are purporting to measure. Validity could be divided into four types, namely content validity, construct validity, predictive validity and concurrent validity.⁴⁶

To test the validity of the instrument in this study, researcher used a type of construct validity for the variables in this stude related to phenomena and abstract objects, but the symptoms could be observed

⁴⁶ Daniel Muijs, Doing Quantitative Research in Education with SPSS, 66

and measured. As for how to calculate it by using the product moment correlation with formula.⁴⁷

$$R_{xy} = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(n\Sigma X^2 - (\Sigma X)^2)(n\Sigma Y^2 - (\Sigma Y)^2)}}$$

Notes:

r_{xy} : Digit of Index Product Moment Correlation

ΣX : The total score X

ΣY : the total score Y

ΣXY : the total of result multiplication between score X dan Y

N : total the respondent

The calculation validity of the instrument item is 25 items about the variable vocabulary with 23 students. As for knowing the answer to test score for vocabulary test of the variable can be seen in appendix. In a book “Statistika” using technique the product moment correlation technique purposed by Pearson. Test is said valid if the result $> 0,413$ (“r” 5%), but if $< 0,413$ the item instrument is declared invalid.⁴⁸ The table as below:

Table 3.2

Recapitulation Test Item Validity

No. Item	“r” arithmetic	“r” table	Explanation
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⁴⁷ Retno Widyaningrum, Statistik Edisi Revisi, (Ponorogo: STAIN PO Press, 2014), 107.

⁴⁸ Retno Widyaningrum, Statistik Edisi Revisi, (Ponorogo: STAIN PO Press, 2014), 229.

1	0.052	0.413	Invalid
2	0.725	0.413	Valid
3	0.45	0.413	Valid
4	0.672	0.413	Valid
5	-0.605	0.413	Invalid
6	0.657	0.413	Valid
7	0.449	0.413	Valid
8	0.555	0.413	Valid
9	0.013	0.413	Invalid
10	0.09	0.413	Invalid
11	0.194	0.413	Invalid
12	-0.437	0.413	Invalid
13	0.657	0.413	Valid
14	0.333	0.413	Invalid
15	0.521	0.413	Valid
16	0.05	0.413	Invalid
17	0.658	0.413	Valid
18	0.618	0.413	Valid
19	0.672	0.413	Valid
20	0.145	0.413	Invalid

21	0.183	0.413	Invalid
22	0.347	0.413	Invalid
23	0.75	0.413	Valid
24	0.295	0.413	Invalid
25	0.658	0.413	Valid

b. Reliability of Instrument

Test reliability is defined as the extent to which the results can be considered consistent or stable.⁴⁹ In this research, researcher uses K-R.20 (Kuder-Richardson 20) formula as follow:

$$r_{xx} = \frac{K}{K-1} \left(\frac{s_x^2 - \sum pq}{s_x^2} \right)$$

r_{xx} : reliability of the whole test

K : number of items on the test

S_x^2 : variance of scores on the total test (squared standard deviation)

P : proportion of correct responses on a single item

Q : proportion of incorrect responses on a single item

⁴⁹ James Dean Brown, *Testing in Language Programs: A Comparative Guide to English Language Assessment* (New York: The McGraw Companies, 2005), 175.

1) Calculating Variance of Scores on the Total Test

$$S_x^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$S_x^2 = \frac{6097 - \frac{136,161}{23}}{23}$$

$$S_x^2 = 7.693761739$$

$$S_x^2 = 7.694$$

2) Calculating reliability using KR-20

$$r_{xx} = \left(\frac{K}{K-1} \right) \cdot \left(\frac{S_x^2 - \sum pq}{S_x^2} \right)$$

$$r_{xx} = \left(\frac{25}{25-1} \right) \cdot \left(\frac{7,694 - 3,567}{7,694} \right)$$

$$r_{xx} = \left(\frac{25}{24} \right) \cdot \left(\frac{4,127}{7,694} \right)$$

$$r_{xx} = 0,5616$$

$$r_{xx} = 0,562$$

The calculation of reliability above can know the value 0,562 then consulted with “r” table on significance level of 5% is 0,413 because “r” count > “r” table, so the instrument can be said reliable.

2. Documentation

Documantation is a way of getting data or information. Suharsimi Arikunto said, “dokumentasi yaitu mencari data mengenai hal-hal atau variabel yang berupa catatan, transkrip, buku, surat kabar, majalah, prasasti, notulen rapat, lengger, agenda, dan sebagainya.”⁵⁰

In this study, the documentary technique is used to get data about students' names, condition of the teachers and staffs, vision, mission, goals, facilities, infrastructure, and the structure organization of school.

E. Technique of Data Analysis

After the collecting data, the researcher uses t-test to analyze the data. This research is used to compare the result of the posttest the experiment class and control class.

The formulas to analyze the data are:

1. Determining of mean posttest from each group

$$Mx = M' + i \left[\frac{\sum fx'}{n1} \right] \quad My = M' + i \left[\frac{\sum fy'}{n2} \right]$$

2. Determining of standard deviation of each group

$$SDx : \sqrt{\frac{\sum fx'^2}{n1} - \left[\frac{\sum fx'}{n1} \right]^2} \quad SDy: \sqrt{\frac{\sum fy'^2}{n2} - \left[\frac{\sum fy'}{n2} \right]^2}$$

3. Determining of standard of error mean from each group

⁵⁰ Suhasimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, edisi revisi V (Jakarta:Rineka Cipta, 2006), 206

$$SE_{M1} = \frac{SD1}{\sqrt{n1-1}} \qquad SE_{M2} = \frac{SD1}{\sqrt{n2-1}}$$

4. Determining the differentiation standard error between the mean variable I and variable II

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

5. Determining of t-test

$$t_o = \frac{M1-M2}{SE_{m1-m2}}$$

6. Interpretation

Interpretation is consulting the result between t_t (t-table) and t_o (t-observation). If t_o higher than t_t , H_o is refused and H_a is received. If t_o smaller than t_t , so H_o is received, H_a is refused.

Notes :

M_1 = mean of variable X

M_2 = mean of variable Y

i = interval

$\Sigma fx'$ = sum of frequency and x'

$\Sigma fy'$ = sum of frequency and y'

N_x = the number of sample variable x

N_y = the number of sample variable y

SD_1 = standard deviation of variable x

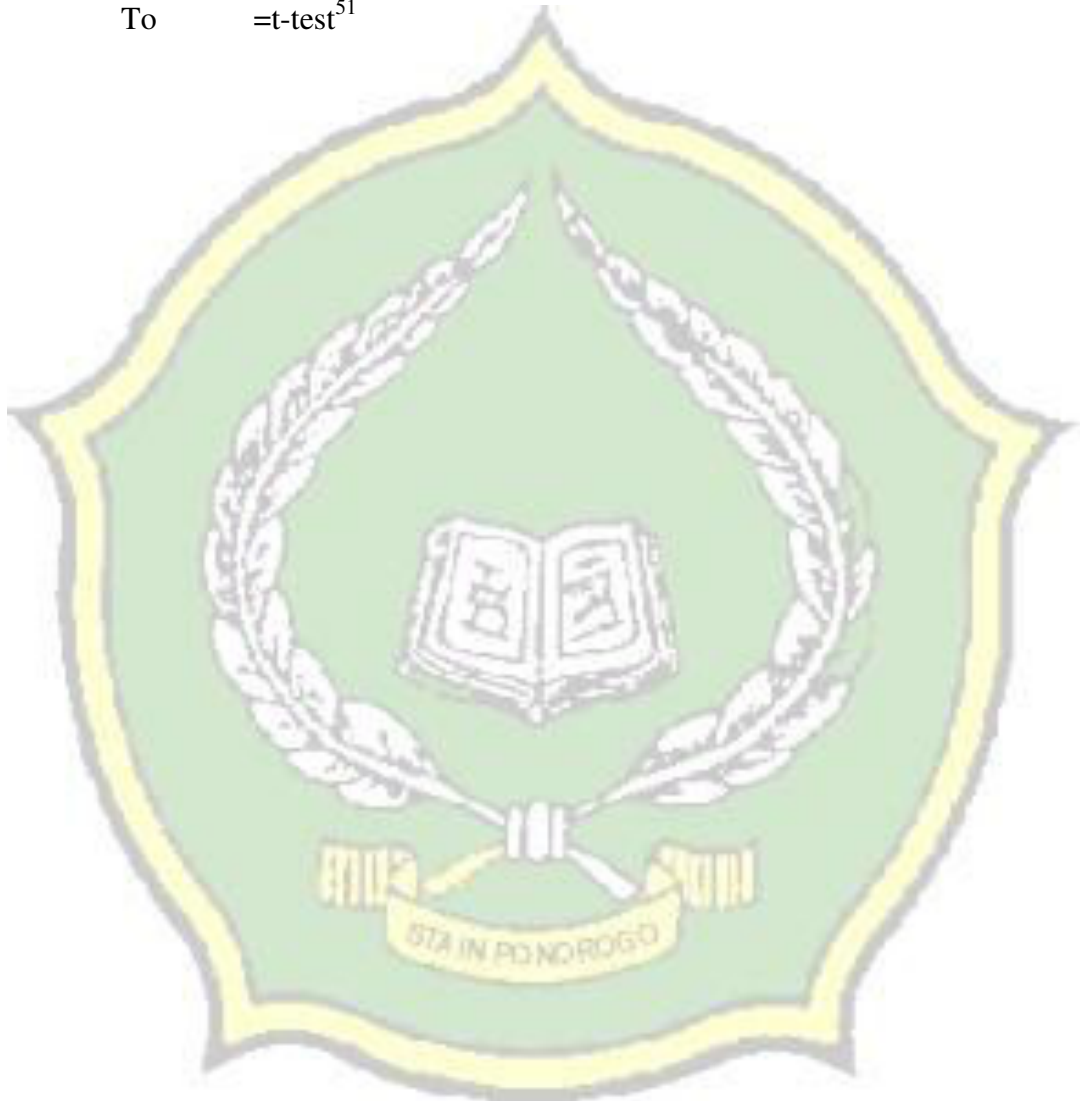
SD_2 = standard deviation of variable y

SEM_1 = standard error of mean x

SEM_2 = standard error of mean y

SEM_{1-2} = standard error between the mean from variable I and variable II

To $=t\text{-test}^{51}$



⁵¹ Retno Widyaningrum, Statistik Edisi Revisi (Ponorogo: STAIN Ponorogo Press, 2007), 159.

CHAPTER IV

RESEARCH RESULT

A. Research Location

The researcher conducted the research at SMPN 1 Siman in academic year 2015/2016. It is located in Siman Street, Demangan Siman Ponorogo. For more information about SMPN 1 Siman.⁵²

B. Data Description

The population that was used in this research was the seventh grade students of SMPN 1 Siman Ponorogo in academic year 2015/2016. The researcher took 45 students as a sample; it consists of two classes/groups. The first group as experimental group was the students taught using hyponymy game and the second group as control group was the students not being taught using hyponymy game.

1. Data of students' vocabulary achievement whitout using hyponymy game.

This research takes 7B as a control class. This class taught using gueesing game. It is trying to make teaching and learning process naturally. So the result of the students describes the capability of the students truly.

⁵²See Appendix 3-6.

There are 23 students. The learning process done in a set of the learning process involved in this study such as pre-test, first and second treatment with the guessing game and post test. Pre-test was held on March, 29th 2016, first and second treatment were held on March, 30th 2016, and April, 5th 2016. Finally, the post test was held on April, 6th 2016.

In pre-test, there are 25 items of test. The items of test are multiple choice (15 items), matching (5 items), and fill the blank (5 items). The students choose and answer the correct vocabulary from the question related to the descriptive text. In scoring the students' work, the writer has the following criteria:

- a. The 0 score was assigned if the students were incorrect.
- b. The 1 score was assigned if the answer was correct.
- c. The total raw scores were 25, because the number of items was 25.

After giving the treatments by using a guessing game in teaching vocabulary, the writer held a post-test to know the students' achievement. It was held on Wednesday, April 6th 2016. One of the students was not present in this meeting. So, the students that followed the post-test are 22 students.

The post-test item is different with pre-test item. There are 19 numbers of descriptive text where the students choose and answer the correct vocabulary of the question.

The table below showed the score of students' vocabulary achievement who are not using hyponymy game as the median in learning vocabulary.

The score students' vocabulary achievement are:

Table 4.1
The Score of Students Class VII B as Control Class

No.	Name	Pretest	Posttest
1.	Alfian Fahruk Fatwa Tonik	52	74
2.	Alfrinda Dwi Damayanti	72	63
3.	Ali Mustopa Khakiki	76	74
4.	Andika Wahyu Vernando	76	79
5.	Candra Adi Prasetyo	76	84
6.	Eka Marstya Putri	76	63
7.	Erik Yoga Pratama	68	79
8.	Fa'izza Amrul Waruzaq	64	74
9.	Galuh Yulianti	48	74
10.	Intan Cahya Ningrum	64	58
11.	Ipendi	56	63

12.	Muhammad Adittiya	72	79
13.	Muhammad Febriansyah	52	79
14.	Nafis Dwi Satwika	72	63
15.	Noka Arya Bagaskara	68	79
16.	Putri Wulandari	64	58
17.	Rendra Adam Yudhistira	72	74
18.	Reza Firmansyah	48	53
19.	Sakti Wira Yudha	64	-
20.	Samudro Wahyu Utomo	32	42
21.	Velia Febrianti	72	74
22.	Wafi Putri Agustin	68	63
23.	Wahyu Hidayat	64	79

2. Data of students' vocabulary achievement who are using hyponymy game.

This research uses 7A as experiment class that is taught by using hyponymy game. Same with the control class, the writer also conduct a pre-test to know the students' capability in the experiment class. There are four meetings for this class. There is pre-test, first and second treatment with hyponymy game and post-test. Pre-test was held on March, 30th 2016, first and second treatment were held on March, 31th

2016, and April, 6th 2016. Finally, the post test was held on April, 7th 2016.

In the pre-test there are twenty two students who joined the test. There are 25 items of test. The item of test is multiple choice (15 item), matching (5 item), and fill the blank (5 item). The students choose and answer the correct vocabulary from the question related of the descriptive text. In scoring the students' work, the writer has the following criteria:

- a. The 0 score was assigned if the students was incorrect.
- b. The 1 score was assigned if the answer was correct.
- c. The total raw scores were 25, because the numbers of the items were 25.

After conducting the treatments in teaching vocabulary, the writer holds post-test to know the effect of the treatment by using hyponymy game. The items test are same with the items test in the post-test of control group.

The post-test item is different with pre-test item. There are 19 numbers of descriptive text where the students choose and answer the correct vocabulary of the question.

The table below showed the score of students' vocabulary achivement who are using hyponymy game as the median in learning vocabulary. The score students' vocabulary achivement are:

Table 4.2**The Score of Students Class VII A as Experiment Class**

No.	Name	Pretest	Posttest
1.	Ahmad Prayoga	76	84
2.	Ahmad Wildan Musthofa	76	63
3.	Ahsanul Muklisiin	68	84
4.	Alfi Cahyani	52	74
5.	Bagas Aldiansyah	76	79
6.	Candra Lingga Pramesty	76	79
7.	Elang Alfa Ruqi	48	68
8.	Erfan Faruq Alfian	52	68
9.	Fitria Nadatul Zuma'iyah	72	79
10.	Ilham Bagus Widiyanto	72	58
11.	Indah Ayu Pawestri	72	79
12.	Mehua Elsa Wardani	-	-
13.	Muhammad Bayu Yulianto	72	63
14.	Naufal Pratama Iqbal Y. R.	64	58
15.	Putri Bintang Maharani	56	68
16.	Refaldo Pactrise Kurniawan	72	63
17.	Rekar Nabilion	80	89

18.	Roni Krisdianto	72	79
19.	Sahrul Irfan Pradana	76	79
20.	Siti Mariyam	60	79
21.	Tiara Sesilia Anggraini	64	84
22.	Vito Martaretha	72	79
23.	Vricilia Wahyu Rizki	64	84

C. Data Analysis

To know the effectiveness of using hyponymy game in improving vocabulary, there are some step of calculation to be done.

1. Normality Test

Normalitas test is used in order to measure wheather the data is normal or not. The hypothesis of this normality test are:

Ho = the data have normal distribution.

Ha = the data have un-normal distribution.

Ho is accepted if $D_{\text{table}} < D_{\text{actual}}$ and Ha is accepted if $D_{\text{actual}} > D_{\text{table}}$. The table below is result of calculating normality test using Kolmogorof-Smirnov.

Table 4.3 The Result of Normality test

Sample Group	$D_{\text{table}} (5\%)$	Result	Conclusion
--------------	--------------------------	--------	------------

Control Class	0,294	0,2636	Normal
Experiment Class	0,294	0,2744	Normal

Based on the table, the results of normality test in control class and experiment class are smaller than D_{table} . So, H_0 is accepted. It can be concludes that for the significance stage 5%, the data from the sample both control and experiment class have normal distribution.

2. Homogeneity Test

Homogeneity test is used in the [analysis of variance](#) to verify that different groups have a similar [variance](#). This test is used Harley's test homogeneity. The hypotheses of this homogeneity test are:

H_0 = the data is homogeneous.

H_a = the data is un-homogeneous.

H_0 is accepted if $F_{(max)}$ value $<$ $F_{(max)}$ table and H_a is accepted if $F_{(max)}$ value $>$ $F_{(max)}$ table. The table 4.4 below is the result of calculating homogeneity test using Harley.

Table 4.4 The Result of Homogeneity test

Sample Group	$F_{(max)}$ table (5%)	Result	Conclusion
Control Class	2,95	1,027943038	Homogenuous

and Experiment			
Class			

Based on the table, the results of homogeneity test is smaller than $F_{(max)}$ table. So, H_0 is accepted. It can be concludes that for the significance stage 5%, the data from the sample is homogenous.

3. Calculate T-test

a. Determine the measurement table and hypothesis

Table 4.5 The Measurement Table of Experiment Class (Variable X)

X	F	X'	FX'	X' ²	Fx' ²
89	1	2	2	4	4
84	4	1	4	1	4
79	8	0	0	0	0
74	1	-1	-1	1	1
68	3	-2	-6	4	12
63	3	-3	-9	9	27
58	2	-4	-8	16	36
Total	22	-	-14	-	80

Table 4.6 The Measurement Table of Control Class (Variable Y)

X	F	X'	FX'	X' ²	Fx' ²
84	1	2	2	4	4
79	6	1	6	1	6
74	6	0	0	0	0
63	5	-1	-5	1	5
58	2	-2	-4	4	8
53	1	-3	-3	9	9
42	1	-4	-4	16	16
Total	22	-	-8	-	48

Test the Hypothesis

Ha : Hyponymy game strategy is effective in improving students' vocabulary to the seventh grade students at SMPN 1 Siman Ponorogo in academic year 2015/2016?

Ho : Hyponymy game strategy is not effective in improving students' vocabulary to the seventh grade students at SMPN 1 Siman Ponorogo in academic year 2015/2016?

b. Measure the Mean of X and Y

$$\begin{aligned}
 Mx &= M' + i \left[\frac{\sum fx'}{n1} \right] \\
 &= 79 + 1 \left[\frac{\sum -14}{22} \right]
 \end{aligned}$$

$$= 79 - 0,64 = \mathbf{78,36}$$

$$My = M' + i \left[\frac{\sum fy''}{n1} \right]$$

$$= 74 + 1 \left[\frac{\sum -8}{22} \right]$$

$$= 79 + 1[-0,64]$$

$$= 79 + 1[-0,36]$$

$$= 79 - 0,36 = \mathbf{73,64}$$

c. Measure Standart Deviation of X and Y

$$SDx = \sqrt{\frac{\sum fx'2}{n1} - \left[\frac{\sum fx'}{n1} \right]^2}$$

$$= \sqrt{\frac{\sum 80}{22} - \left[\frac{\sum -14}{22} \right]^2}$$

$$= \sqrt{3,64 - (-0,18)^2}$$

$$= \sqrt{3,64 - 0,4096}$$

$$= \sqrt{3,2304} = \mathbf{1,797331335}$$

$$SDy = \sqrt{\frac{\sum fy'2}{n1} - \left[\frac{\sum fy'}{n1} \right]^2}$$

$$= \sqrt{\frac{\sum 48}{22} - \left[\frac{\sum -8}{22} \right]^2}$$

$$= \sqrt{2,18 - (-0,36)^2}$$

$$= \sqrt{2,18 - 0,1396}$$

$$= \sqrt{2,0504} = \mathbf{1,431921786}$$

Measure the standard error of variable x and variable y

$$\begin{aligned}
 SE_{Mx} &= \frac{SDx}{\sqrt{n1-1}} \\
 &= \frac{1,797331335}{\sqrt{22-1}} \\
 &= \frac{1,797331335}{\sqrt{21}} \\
 &= \frac{1,797331335}{4,582575695} \\
 &= \mathbf{0,39220985}
 \end{aligned}$$

$$\begin{aligned}
 SE_{My} &= \frac{SDy}{\sqrt{n2-1}} \\
 &= \frac{1,431921786}{\sqrt{22-1}} \\
 &= \frac{1,431921786}{\sqrt{21}} \\
 &= \frac{1,431921786}{4,582575695} \\
 &= \mathbf{0,312470751}
 \end{aligned}$$

d. Measure SE_{M1-M2}

$$\begin{aligned}
 SE_{Mx-My} &= \sqrt{SE_{Mx}^2 + SE_{My}^2} \\
 &= \sqrt{0,39220985^2 + 0,312470751^2} \\
 &= \sqrt{0,153828571 + 0,097161904}
 \end{aligned}$$

$$= \sqrt{0,251466666}$$

$$= \mathbf{0,501464521}$$

e. Determine t_0

$$t_0 = \frac{M_x - M_y}{SE_{m_x - m_y}}$$

$$= \frac{78,36 - 73,64}{0,501464521}$$

$$= \frac{4,72}{0,501464521}$$

$$= 9,412430595$$

$$= \mathbf{9,412}$$

Based on calculation above, it refers that students' vocabulary mean result that is taught without using hyponymy game is 73,64 and the students' mean result that is taught using hyponymy game is 78,36. Then, from the calculation of t-test, the result is 9,412. Furthermore, the writer compare the t-value to the t-table. The result is t-value > t-table. It means that using hyponymy game strategy is effective in improving student's vocabulary.

D. Discussion and Interpretation

This research is done to answer the hypothesis. Based on the result of analysis, it is found that using hyponymy game strategy is effective to

improve students' vocabulary to the seventh grade students of SMPN 1 Siman Ponorogo.

The interpretation is if t-value is higher than t-table, H0 is rejected and Ha is accepted. And if t-value smaller than t-table, H0 is accepted and Ha is rejected.

1. Alternative hypothesis (Ha)

Ha : Hyponymy game strategy is effective in improving students' vocabulary to the seventh grade students at SMPN 1 Siman Ponorogo in academic year 2015/2016?

2. Hypothesis nol (H0)

Ho : Hyponymy game strategy is not effective in improving students' vocabulary to the seventh grade students at SMPN 1 Siman Ponorogo in academic year 2015/2016?

The first step to makes interpretation, the writer determines of db/df (degree of freedom) with the formula:

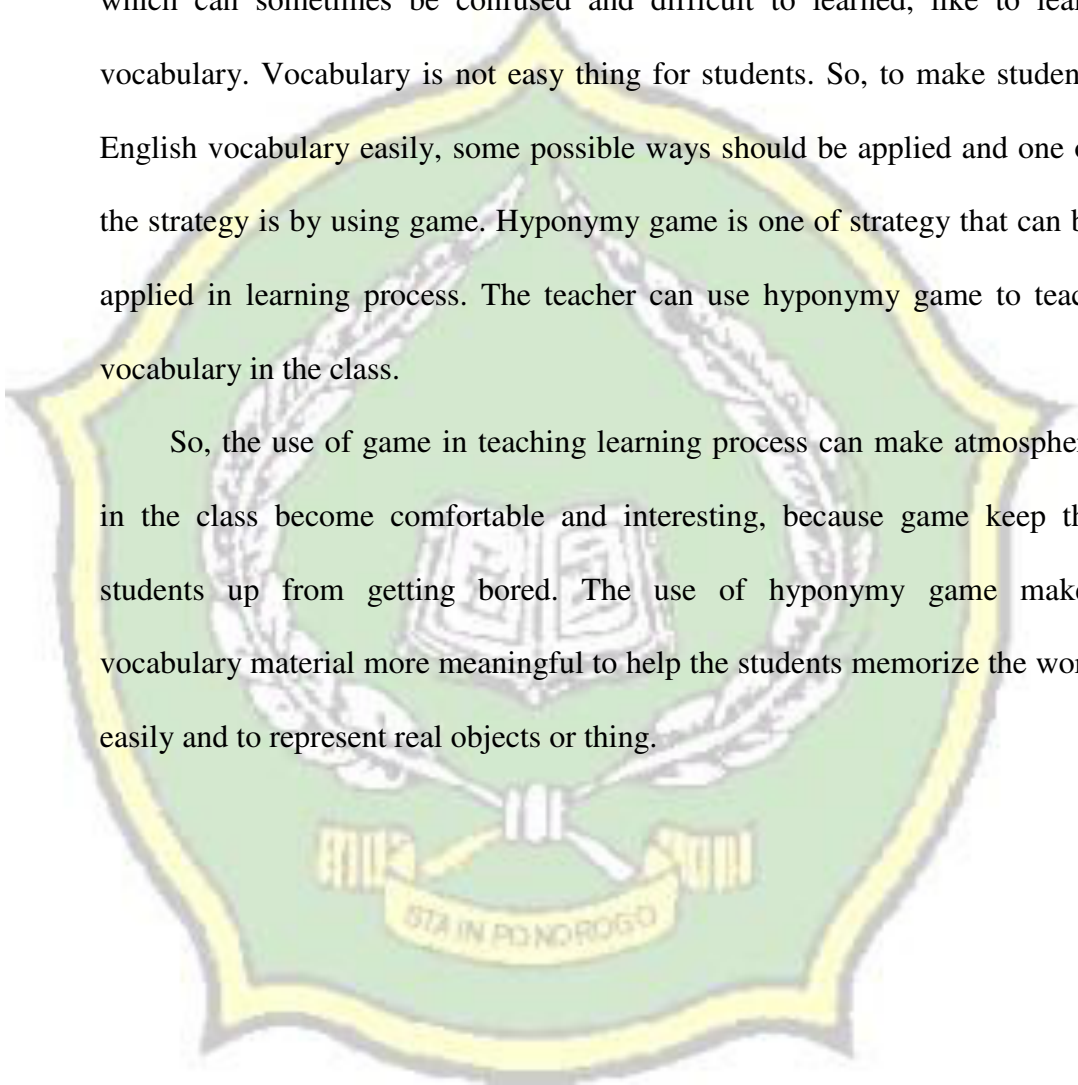
$$\begin{aligned} Db / df &= (N + N) - 2 \\ &= (22+ 22) - 2 = 42 \end{aligned}$$

From the formula above, it is known that db/df = 42. For db/df = 42, in 5% signification level is 2,02 and in 1% signification level 2,71. The result of t-value is 9,412. It means that t-value is higher than t-table. So, H0 is rejected that means hyponymy game is the effectiveness strategy in improving

students' vocabulary to the seventh grade students of SMPN 1 Siman Ponorogo.

Referenced of the background in chapter I, English learning is a lesson which can sometimes be confused and difficult to learned, like to learn vocabulary. Vocabulary is not easy thing for students. So, to make students English vocabulary easily, some possible ways should be applied and one of the strategy is by using game. Hyponymy game is one of strategy that can be applied in learning process. The teacher can use hyponymy game to teach vocabulary in the class.

So, the use of game in teaching learning process can make atmosphere in the class become comfortable and interesting, because game keep the students up from getting bored. The use of hyponymy game makes vocabulary material more meaningful to help the students memorize the word easily and to represent real objects or thing.



CHAPTER V

CLOSING

A. Conclusion

Hyponymy game is effective strategy in improving students' vocabulary to the seventh grade students of SMPN 1 Siman Ponorogo in academic year 2015/2016. It is based on the data analysis that the result of t-value is 9,412 and t-table in 5% signification level is 2,02 and in 1% signification level is 2,71. It means that t-value is higher than t-table. So, H₀ is rejected and H_a is accepted that means hyponymy game is the effective strategy to improve students' vocabulary to the seventh grade students of SMPN 1 Siman Ponorogo.

Beside that, the result of the data analysis on the students' vocabulary taught without using hyponymy game is inadequate level. The mean scores of the post-test is 73,64. It means that the students in control class who are taught using gueesing game are not fully able to improve their vocabulary. Whereas, the result of the data analysis of the students' vocabulary that are taught using hyponymy game is good enough. The mean score of post-test is 78,36 or in the category of adequate. It means that the students are able to improve students' vocabulary by using hyponymy game.

B. Recommendations

After getting the results of the study in this research, the writer would like to give some suggestions, as follow:

1. For the teacher

- a. The English teachers should promote active learning in English teaching learning process so the students will easy and fun to learn new knowledge.
- b. The English teacher should have the comprehensive knowledge about all sort teaching strategy to get teaching more effective, in order to make students easier to understand the new vocabulary they learn and use it.
- c. The English teachers are encouraged to use varies teaching strategy, so the students can achieve the better material understanding.
- d. The English teachers should be creative in developing the teaching learning activities in classroom to make the class alive and theirs students do not get bored.
- e. The English teachers should encourage the students to be active participating in teaching process so the students will get long memories easier.

2. For the students

- a. The writer hopes that the students have a great motivation to improve their English skill and they should have a good self-confidence to learn, especially in vocabulary.
- b. The students should know that improving vocabulary is not always difficult because improving vocabulary can be enjoyable and easy.

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