

ABSTRACT

Ika Hardianti. 2017. *The Effectiveness of Using Hyponymy Games in Teaching Vocabulary (Quasi-Experimental Study at the first Grade of SMP Somba Opu).* Thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Erwin Akib, and Hj. Ilmiah.

The objective of the research was to find out the effectiveness of hyponymy games in teaching English vocabulary at seventh grade of SMP SombaOpu, Gowa. This game can improve and increase student's ability to learn the target language and make them enjoy in the teaching learning process. It supposes to motivate students to learn English actively by using hyponymy games. Students also are encouraged to get long memorizing of the words and their meaning

This research employed Quasi-experimental Method that applied Hyponymy Games to taught vocabulary. The study had been done for eighth meetings that were designed; first meeting was for pre-test, 6 meetings for treatment, and the last meeting for post-test. The population was the first grade students of SMP SombaOpu in academic year 2016/2017. Total number of population was 60 students and class VII.A as experimental class and VII.B as control class was taken as sample by using Purposive Sampling Technique.

As the Quantitative Method, the writer analyzed the data by using t-test. The result showed that there were significance differences on the students' vocabulary in experimental class and control class taught with Hyponymy Games. The students' mean score of experimental class was 36.11 in pre-test to be 82.77 in post-test. Then, the students' mean score of control class was 34.99 in pre-test to be 52.22 in post-test. The study concluded that using hyponymy games was effective in teaching vocabulary at the seventh grade of SMP Somba Opu Gowa.

Key words: Vocabulary, Hyponymy, Games