

**THE EFFECTIVENESS OF USING HYPONYMY GAMES IN  
TEACHING VOCABULARY**

*(A Quasi-Experimental Study at the Sevettth Grade of SMP  
SombaOpu)*



**A THESIS**

*Submitted to the faculty of Teacher Training and Education  
Muhammadiyah University of Makassar in Partial Fulfillment of the  
Requirement Forthe Degree of Education in English Departement*

**IKA HARDIANTI**  
**10535 5574 13**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHERS TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR  
2018**



## **SURAT PERNYATAAN**

Saya yang bertandatangan dibawah ini:

**Nama** : **Ika Hardianti**

**Nim** : **10535557413**

**Jurusan** : **Pendidikan Bahasa Inggris**

**Judul Skripsi** : *The Effectiveness of Using Hyponymy Games in Teaching Vocabulary (A Quasi-Experimental Study at the First Grade of SMP SombaOpu )*

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**Ika Hardianti**

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Saya yang bertanda tangan di bawah ini:

**Nama** : Ika Hardianti

**Nim** : 105355574 13

**Jurusan** : Pendidikan Bahasa Inggris

**JudulSkripsi** : *The Effectiveness of Using Hyponymy Games in Teaching Vocabulary (A Quasi-Experimental Study at the First Grade of SMP SombaOpu )*

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# Motto

“Say Alhamdulillah as much as you  
can, and you will be happy”

**So which of the favors of your Lord would you deny?**

“At the first you make habits, at the last habits make you”

“Be the best for you, and be the best for your life”

## 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

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Makassar, 03 Oktober 2017

Writer

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is a system of communication. According to Johnston (2008: 26) Language is the process or set of processes used to ensure there is agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication. In the globalization era, English language as an important especially in international communication to development of education, economy, and politic. Many people spend time to study English language to use as a international communication.

English is one of international languages, it means that English is learnt by many countries in the world, many people have used English for international communication and it is used as a key of knowledge, science and technology. Thus, English is very important to conduct communication everywhere, every time, and everything. English language consists of four skills: listening, speaking, reading and writing. Vocabulary is one component of those skills. One cannot express his idea if he lacks of vocabulary. David in Munir (2016: 1) states that Vocabulary is important for the students to support their four language skills. It means that if the students master vocabulary, it will make the students easier to learn English language.

Vocabulary is a unique to a content area which unique as fingerprints to a human being. Teachers know they must do something with the language



of their content areas, but they often have trouble with what they should do. Harmer (1991: 156) explains that the first thing to realize about vocabulary item is that they frequently have more than one meaning. Sometimes words have meaning in relation to other words. Thus students need to know the meaning of vegetable as a word to describe any one of a number of other things (e.g., carrots, cabbage and potatoes). 'Vegetable' has a general meaning whereas 'carrot' has more specific. Words have opposite (antonym): the opposite of good for example is 'bad' they also have other words with similar meaning (synonym): for instance the meaning of "strange" is similar to that of 'unfamiliar'. As far as meaning goes, then students need to know about meaning in context and they need to know about sense relations

Based on interviewed from the English teacher of SMP SombaOpu. Most of the seventh grade students were difficult to increase students' vocabulary. It is because the technique of teaching from the teacher is not interested and students feel bored since they just learn vocabulary rewrite the vocabulary that's written by teacher on the white board. They just pay attention on what the teacher's explanation without understand the meaning of the words.

Based on the fact above, it is necessary and important for anyone who concerns in teaching English to find out the effective technique to make learning vocabulary easier and more pleasant for the students. Thus, they will enjoy following English class. Therefore, one of the ways in teaching vocabulary is using hyponymy technique. Hyponymy is one way to make a

hierarchy link by giving a word as a *super ordinate* or *general* and some words as *subordinate* or *specific*, such as, “flower” as a super ordinate and “rose”, “jasmine”, “orchid”, etc. as the subordinate. It is hoped to help the teachers to explain vocabulary items easier by giving examples in the relation of a word with the other words. “What a word means is often defined by its relationship to other words”. Then, the students will have description about the vocabulary items which are explained by their teacher.

Another reason the writer using hyponymy games in teaching vocabulary “people begin with giving example or connecting one word with other words that has relation. It is suitable with Celce (1991: 301) 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. Someone learn words better when someone learns words in groups, where one can be associated with another through meaning or association. So that, this is the best way to make the students interest and give more motivation in mastery vocabulary.

Based on the explanation, the writer was interested to use Quasi-experimental and the writer would like to carry out the research under title “*The Effectiveness of Using Hyponymy Games in Teaching Vocabulary (A Quasi-Experimental Study at the Seventh Grade of SMP Somba Opu)*”.

## **B. Research Question**

Based on the problems that has been stated in the background, the research question was formulated as follows: Is the used of Hyponymy Game effective in teaching vocabulary at the Seventh Grade of SMP Sumba Opu?

## **C. Objective of the Research**

The general objective of the study was to find out the effectiveness of using hyponymy games in teaching vocabulary at the Seventh Grade of SMP Sumba Opu.

## **D. Significance of the Study**

The result of this study was expected to be used theoretically and practically. Theoretically, this research was expected to be an effort to change the students' images that memorize vocabulary is difficult. This is also could be as an information and reference alternative method for the teacher and student in the process of learning vocabulary. Practically, the teacher knows how to teach vocabulary and applied hyponymy games as a method. This research also used as teaching technique to realized that hyponymy game could make the students be more interested and know how to memorize the words easier. The last for the next writer, the result of the study was expected to be useful and meaningful information for the next writer who were going to conduct the research on the same subject matter.

## **E. Scope of the Study**

The scope of this writing was about the use of Hyponymy Games in order to get understanding to the students about words and their meaning. The

writer used brainstorming round an idea. The writer uses two classes. They were experiment and control classes. Then, the writer compares the results of the pre-test and post-tests that giving before and the last meeting both of them. This study was limited at the First Grade of SMP Somba Opu.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

In this research, there are several previous related researches to prove the originality of this research, as follows:

1. Taslim (2014). *“An Experimental Study Of Teaching Vocabulary By Using Hyponymy Games At Seventh Grades Of Mts Stech Ibrahim Payakumbuh”*. The Researcher was concludes that using Hyponymy Games is Effective to increase students’ ability in mastering vocabulary. It can be seen that the class which is taught by hyponymy games get higher score (8,9) than the class which is not taught by hyponymy games get score (2,64). It indicates that by using Hyponymy games in teaching vocabulary, it can increase the students’ ability in mastering vocabulary.
2. Kurnia (2016). *“The Effectiveness of Crossword Puzzle Game towards Students’ Vocabulary Mastery (An Experimental Study at the Second Grade of SMP Puspita Bangsa Ciputat”*. Conclude that using crossword puzzle game was effective towards students’ vocabulary mastery at the second grade of SMP Puspita Bangsa Ciputat. This was based on the T-test result which showed that  $t_{count} > t_{table}$  ( $4.11 > 2.38$ ) in the degree significance 1%. It means that  $H_a$  was accepted and  $H_o$  was rejected. Therefore, it can be concluded crossword puzzle game is effective towards students’ vocabulary mastery.

3. Febriyansyah (2015). In his thesis *“Improving Students’ Vocabulary Mastery Through Bingo Game (An Action Classroom Research For Grade X Of Sman 4 Purworejo In The Academic Year Of 2014/2015)”* He conclude that the implementation of bingo game improved students’ vocabulary mastery. It was indicated by the increase of the mean of students’ vocabulary score in the pre-test and post-test (64,3 to 89,1). The students’ involvement and classroom interaction during the implementation of the game were improved. It was showed by students’ enthusiasm during the game. They tried to be the first winner and raised their competitiveness among them. In addition, the implementation of Bingo Game and the complementary actions were successful to help the students memorize and understand new words easily.

Based on previous related research finding, there were similarities and differentiate of this research. The first research uses the same method using hyponymy games in Vocabulary mastery. While, The differentiate of this research were From The second and the third research when using crossword puzzle game and Bingo Game to improve Students’ vocabulary mastery also using Classroom Action Research (CAR).

## **B. Pertinent Ideas**

## **1. The Nature of Vocabulary**

### **a. General Concept of Vocabulary**

In every single day, people say something, express their feelings and tell what people want to say. All the things need the words, and these words are called vocabulary.

Vocabulary plays an important role in improving our skills in English. It becomes one of aspects for improving communication skill. Without having enough vocabularies, communication will end up in unpleasant situation and make the students difficult to continue their sentences or ideas.

Therefore it is highly essential for English teacher to help their students in mastering vocabulary.

### **b. Definition of Vocabulary**

According to Ur (1996: 60) vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term “words” here means that the new item of vocabulary maybe more than a single word, for example, father-in-law and police office, which are made up from two or more words but express a single definition or idea. In other case there are also compound words called as multi-word idioms, for example call it a day.

According to Zubaidah in Putri (2017: 12) mention that vocabulary is essential component of all used of language. While Nunan in Munir (2016) states that vocabulary is more than lists of target language word. Based on the

definition above it can conclude that vocabulary is intimately interrelated in grammar. In fact, it is possible to divide the lexical system of most language into grammatical word. A learner of a foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the capability of using it accurately. All skills demand much on the vocabulary mastery.

Richard and Schmidt (2002: 580) argue that a set of lexemes, including single words, compound words and idioms.

From the definition above, it can be concluded that vocabulary is a set/list of words of a particular language including single words, compound words and idioms that individual speakers of a language might use.

### **c. Kinds of Vocabulary**

According to Harmer in Munir (2016: 17), there are two kinds of vocabulary. As follows:

#### 1) Active vocabulary

Active vocabulary is used in oral and written expression by the students. The words that the students understand well enough they use the words effectively in both speaking and writing.

#### 2) Passive vocabulary

Passive vocabulary is deals with words the students will recognize understand in a context that helps them recall the word meaning. The



students usually apply passive vocabulary in listening and reading materials.

From the explanation above, the kinds of vocabulary can be classified into two these are active and passive vocabulary. Active vocabulary used in speaking and writing skills and passive vocabulary used in listening and reading skills.

According to Nation (2001: 24), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary.

While Kamil and Hiebert (2005: 3) propose that Productive Vocabulary is the set of words that an individual can use when writing or speaking. They Are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.

#### **d. Teaching Vocabulary**

Teaching is an activity or process of transforming knowledge to help someone require changes and develops their skills, attitudes, ideas and appreciations. They are influenced by affective, cognitive and psychomotor

domains. In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching (Richard) in (Munir,2016: 19).

Traditionally, the teaching of vocabulary above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of language skills, which has been proved not enough to ensure vocabulary expansion. Nowadays, it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. The vocabulary is the center of language teaching because the language consists of grammatical lexis, not lexicalized grammar.

In addition, according to Wallace (1982: 27), 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.

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 students, teacher should focus on the topic; words about things around us are given in the one topic, words about animals, is another etc.

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

### **e. Techniques in Teaching Vocabulary**

Brown (2001: 16) states that technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. Gairns and Redman (1986: 74) 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 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.

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 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.

## **2. The Concept of Hyponymy Game**

### **a. Definition of Game**

Game is effective ways to encourage students to more active in the teaching learning process. According to Stephen (1985:68) “many well-known games can be effectively used to reinforce basic element in the language”. Jill Hadfield (1996: V) 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.

Wright (2006: 164) 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.

Allen (1983: 52) said that “Games are helpful because they can make students feel that certain words are important and necessary.” Thus, 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.

Deighton in Ulfatu (2016: 21) 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.

Agoestyowati (2010: 314), there were several reasons why the teacher 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 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.

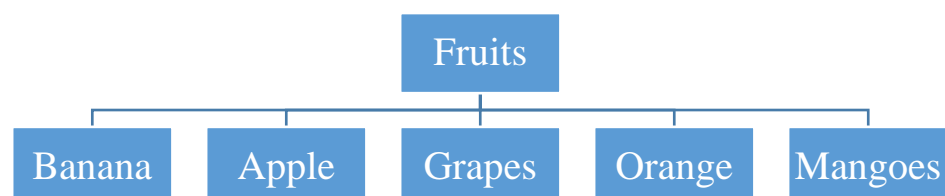
- 2) The game context makes the foreign language immediately useful to the children.
- 3) Games are welcoming break from the usual routines of the language class. They can be use as relaxation of teaching and learning process.
- 4) Games help students to make and sustain the effort of learning.
- 5)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

Based on those reasons above, the teacher knew that game was good to be applied in language learning. Game made the students enjoy in teaching learning process and master the material easily.

#### **b. Definition of Hyponymy**

Hyponymy is the specific meaning of the word include in the general word. It word included in lexical relations. In wangpeng's journal (2016: 5) Mititelu said that hyponymy is the semantic relation of being subordinate or belonging to a lower rank or class. The word, which is more general in meaning, is called the superordinate, and the more specific words are called its hyponyms.

For example:



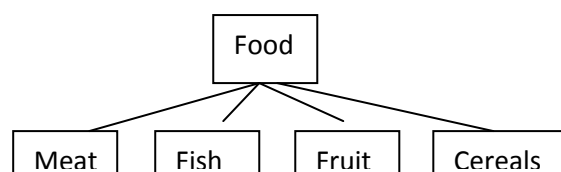


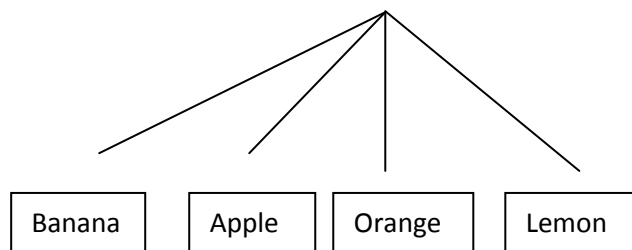
**Figure.2.1. hyponymy and super ordinate (Adapted from Mititelu in wangpeng's journal: 2016)**

From the diagram, the writer could say that banana is hyponym of fruits. Fruits are as super ordinate or hyponym. Two or more word that has same level and has same super ordinate has co hyponym relation. The relation between banana and apple is called by co hyponym.

Barret (1999:138) gave another opinion about hyponymy. "Hyponymy is the relation between subordinate term (e.g. *cow*) and a superordinate term (e.g. *mammal*).

Harmer (1983:18) 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:





**Figure 2.2: Hyponyms and superordinates (adapted from *The Practice of English Language Teaching By Harmer (1983:25)*)**

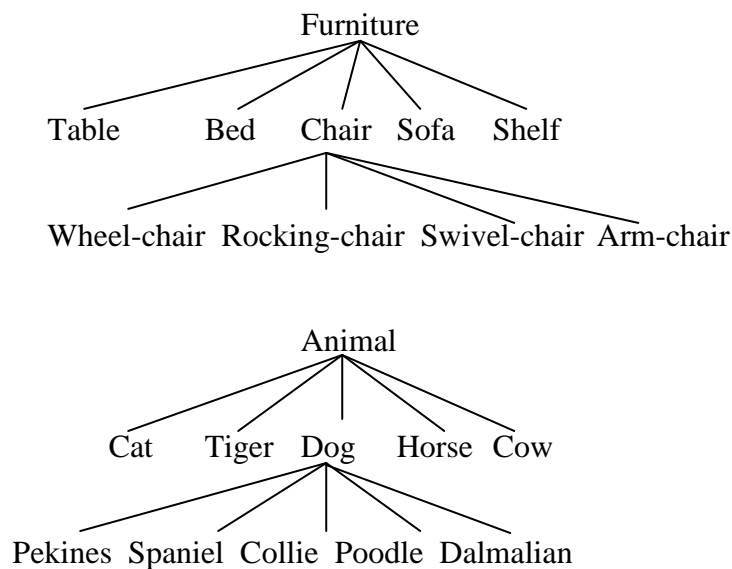
Nation (2001: 53) argued that “The relationship between items in a hierarchy is called hyponymy (*tree* is the hypernym, *beech* is the hyponym). *Hypo-* means ‘under’ as in *hypodermic* – an injection *under* the skin.”

Hyponymy is specific meaning of the word include in general word. There is a belief that related words are easier to remember than a random list. A lot of the brain’s work is based on association, and it automatically links different subjects together to create a system, a brain system. Someone learn words better when someone learns words in groups, where one can be associated with another through meaning or association.

Another reason is the other experiment suggests that in teaching “new vocabulary”, the teacher begun with giving example or connecting one word with other words that has relation. It is suitable with Celce (1991: 301) 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 super ordinate class of items belongs.” There are two reason of why should hyponym in this case.

In wangpeng’s journal (2016) Palmer states that hyponymy as a kind of semantic relationship, is a sort of concept about inclusion relation. Here we will see another example of hyponymy. It looks like a tree that shows the top word is superordinate and other words below it are hyponym.



**Figure.2.3. Example of Tree Hyponymy (Adapted from Palmer In Wangpeng’s Journal: 2016)**

In the example above, *wheel-chair*, *rocking-chair*, *swivel-chair*, *arm-chair* and *Pekinese*, *spaniel*, *collie*, *poodle*, and *dalmalian* are, respectively, the hyponym of *chair* and *dog*; then *chair* and *dog* are also the hyponym of *furniture* and *animal*. Thus, hyponymy is a transitive relation. It can be seen, the word that contains other words and can express extensive meaning is

called superordinate, and the word which expresses more concrete and narrow meaning is called hyponym.

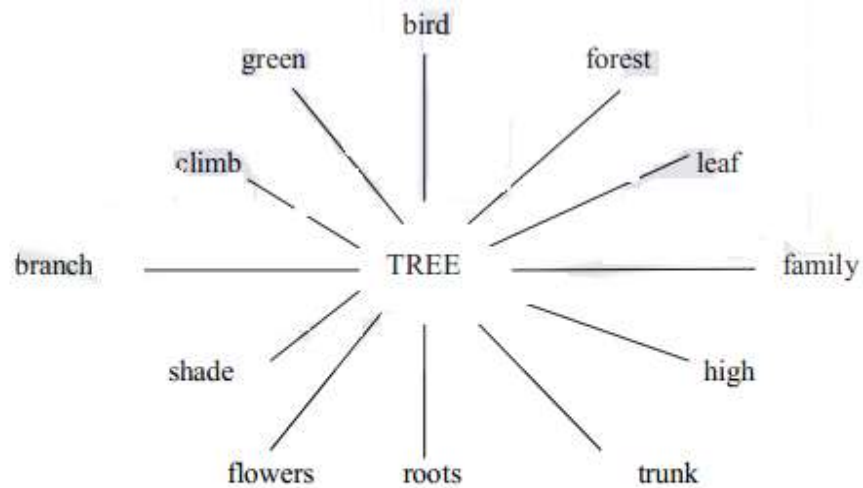
### **c. How to Teach Vocabulary Using Hyponymy Games**

Hegde (2000: 122) 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”.

Ur (1996:69) 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:

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.



***Fig***

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”.

Woodward in Ulfatu (2016: 28) 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”.

Another description is given by Carter (2000: 219) that said “Such access to word-meanings may also be much more productive than looking up words in dictionary since words are best defined in relation to each other, so that fine gradations and differences of meaning can begin to be measured in as efficient and economic a manner as possible”.

Buckby in Ulfatu (2016: 28) creates two variation games which connected with hyponymy games:

**Variation I: Key words in a topic.**

Preparation

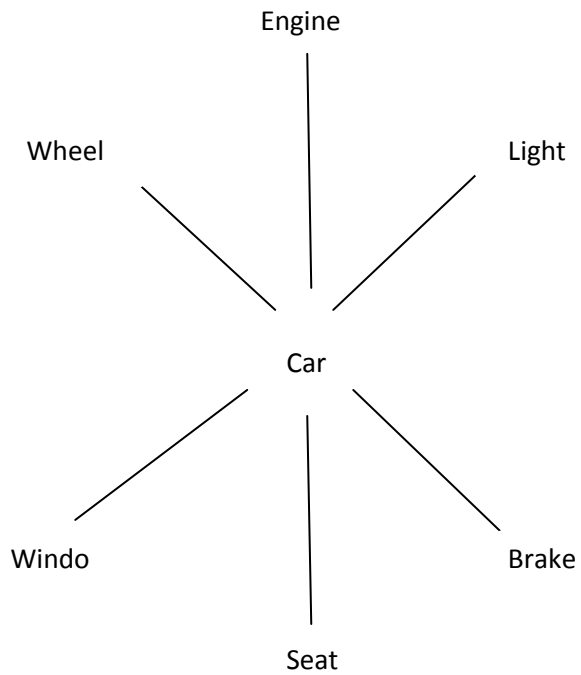
Prepare (mentally or on paper) a list of topics which you would like to practice, e.g. work, school, holidays, food, college or school home, sports, hobbies, animals, seasons.

- 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 they describe.

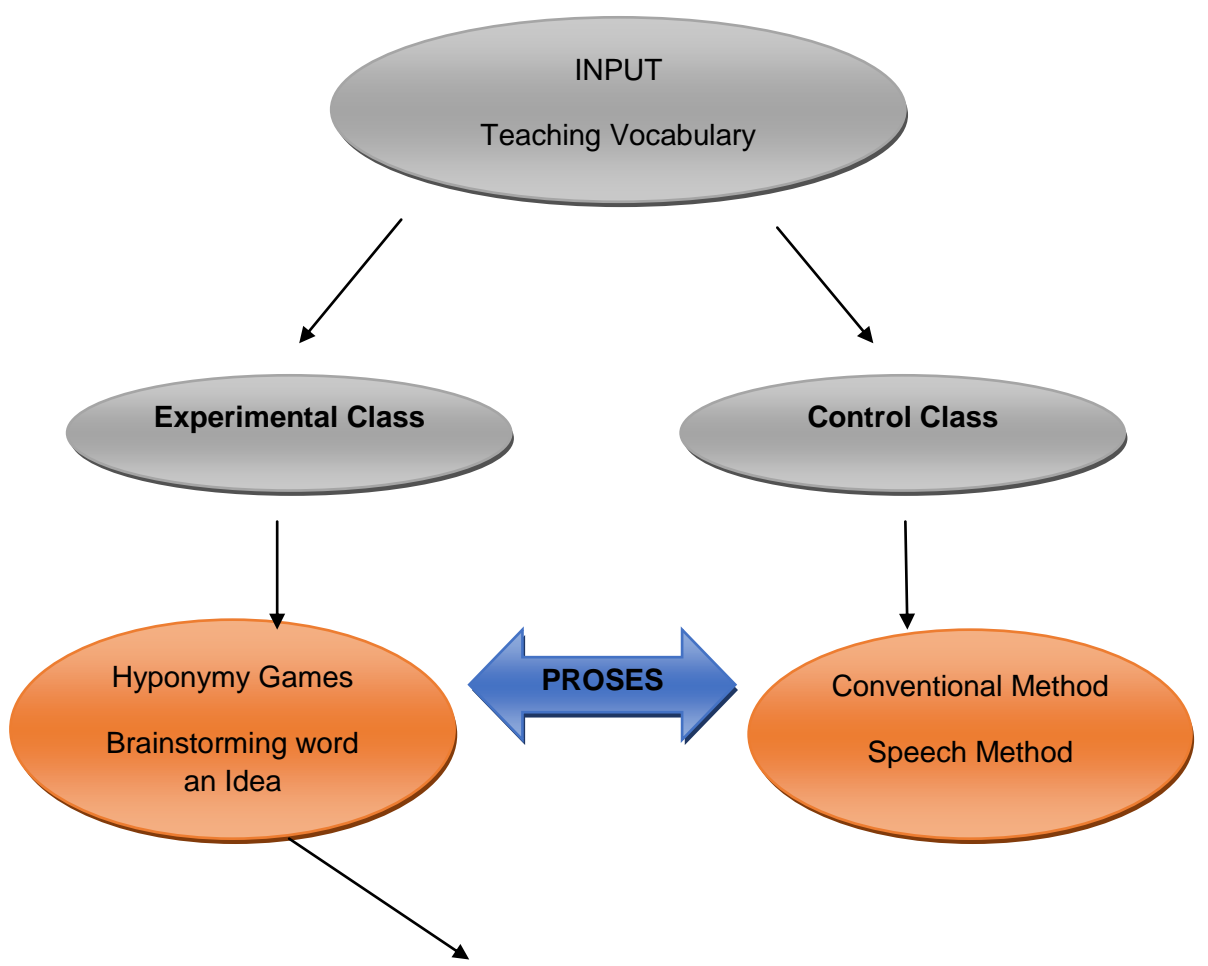
**Variation II: Words webs.**

- 1) Demonstrate on the board, how to make a word web centering on 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.

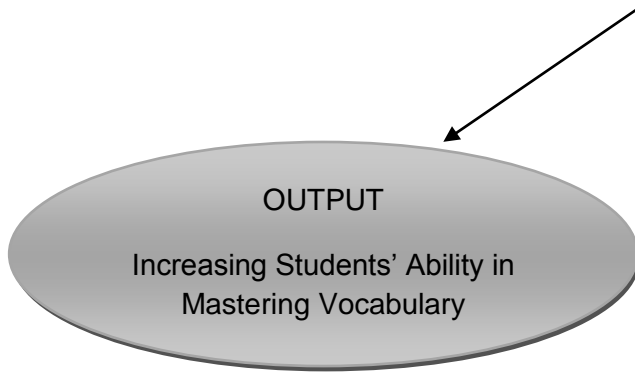


*Figure 2.5 Example word of car (Adapted from Games for Language Learning by Buckby)*

**C. Conceptual Framework**







**Figure 2.6. Conceptual Framework**

1. Input : Teaching Material

Before apply the media in the class, the researcher gave observation and gave test to know the students' prior knowledge in the classroom.

2. Process : Treatment given using Hyponymy Games

For the class experiment, the writer applied Hyponymy Games as a technique in experimental class and applied conventional method in control class.

3. Output : The treatment that was given in the process of the research is evaluated by looking at indicator of the students' achievement in increasing their ability in mastering vocabulary.

## CHAPTER III

### RESEARCH METHOD

The design of the research was quasi experimental design. In a quasi-experimental design, the researcher lacked control over the assignment to conditions and/or did not manipulate the causal variable of interest. The research design that used in this research was “The Nonequivalent Control Group Design”. This design whether experimental group or control group was compared without random. It was similar with pre-test and post-test group control, but it could not involve subject placement into group by random.

Moreover, the aim of research event was to measure students’ vocabulary shows that there was a difference before and after students were given treatment in VII A and VII B in SMP Somba Opu.

#### A. Research Design

**Table 3.1 Pattern of Quasi-Experimental Control Group Design**

CLASS	PRE TEST	TREATMENT	POST TEST
E	O1	X1	O2
C	O1	X2	O2

(Emzir, 2015: 102-105)

Note:

E : Experimental group

This class conducted Hyponymy Games technique

C : Control group

This class applied the Conventional Method in teaching vocabulary

O1 : Pre test

The writer gave the test to know the limit of students in mastering vocabulary

X1 : Treatment by using hyponymy Games

The teacher applied the use of hyponymy Games in teaching vocabulary.

O2 : Post test

The writer used quasi-experiment as the design of the experimental research to see the effectiveness of Hyponymy Games to increase students' ability in mastering vocabulary. As stated by Muijs that, "quasi-experimental research is especially suited to looking at the effects of an educational invention, such as a school improvement program, a project to improve a specific element." Also, Wiersma and Jurs stated that, "a quasi-experiment is an approximation of a true experiment that uses groups that have not been formed randomly. Such research can make valuable contributions, but it is important that the researcher be especially cautious about interpreting and generalizing result." The purpose of this method is to determine cause and effect.

To conduct this research, the writer took two classes of the seventh grade students of Junior High School as the experiment class and control class to see the effectiveness of Hyponymy Games by looking pre-test and post-test

measurement and comparing the gained scores between both classes. The effectiveness will be seen from the improvement of students' score of experiment class in post test after they had been given some treatments and from the comparing of both classes. The experiment class gave the technique by using Hyponymy Games and the control class without Hyponymy Games.

## **B. Variables and Indicators**

### 1. Variable

There were two variables in this research; those were independent variable and dependent variable. The variables were as follows:

- a. Students' Vocabulary as Dependent Variable (Y)
- b. Hyponymy Games as Independent Variable (X)

### 2. Indicator

The indicator of this research was the effectiveness of using hyponymy games in order to get students' understanding about words and their meaning.

## **C. Research Hypothesis**

This research was to know whether using hyponymy in teaching vocabulary better for the students to learn English. To found the answer of the problem, the writer should proposed alternative hypothesis (Hi) and null hypothesis (Ho) as below:

1. Alternative Hypothesis (Hi): There is a significant difference between teaching vocabulary by using hyponymy games and teaching vocabulary by

using conventional method (speech) for the seventh grade students of junior high school.

2. Null Hypothesis (Ho): There is no a significant difference between teaching vocabulary by using hyponymy games and teaching vocabulary by using conventional method (speech) at the seventh grade student of junior high school.

#### **D. Population and Sample**

1. Population

The population of this research was Seventh grade students of SMP Sumba Opu. There were two classes and each class consist 30 students.

2. Sample

The sampling technique of this research was purposive sampling. The writer select this technique based on the statement of the teacher that students' achievement in seventh grade was getting low in English, especially in vocabulary. The writer selected samples were VII.A as the experiment class and VII.B as the control class. Both of the classes have similar ability in vocabulary test. There were 60 students in both classes.

#### **E. Research Instrument**

Before collecting data, the writer made the test as instrument. Harris (1969:71) states: "there are two basic kinds of test instrument used to measure the four language skills of the students, i.e. the objective test and essay test". And the writer decided to use objective test that consisting of 10 questions vocabulary matching test. The test made by the writer as a teacher in the class.

## **F. Procedure of Data Collection**

Mujis (2010:56) stated that data collection is done by observing a situation, setting or interaction using the constructed instrument. To collect the data needed, the writer used procedure as follows:

### **1. Pre-test**

The writer gave pre test before treatment. The writer made the instrument that consisting of 10 questions vocabulary test of matching tests. The test had been answered by 30 students and the writer gave the students 40 minutes to answer the questions. The writer gave a pre-test to know the students' ability in mastering vocabulary before treatments carried out.

### **2. Treatment**

The writer did the teaching learning process six meetings each class before giving the post-test for the students. The writer explained the treatment using hyponymy games in every meeting in the following:

#### **a. The first meeting**

##### **1) Pre- activity**

a) Teacher gave simulation and motivation before the process of teaching.

b) Teacher introduced hyponymy games as a method in teaching vocabulary.

##### **2) While-activity**

- a) Teacher divided students into five groups.
  - b) Teacher explained the way of the treatment by using hyponymy games in every group.
- 3) Post-activity
- a) Teacher asked the questions about their difficulties vocabulary.
  - b) Teacher answered the students' questions and give motivations.
  - c) Before closing the class, teacher explained briefly about the next material
- b. Second meeting
- 1) Pre-activity
    - a) Teacher gave simulation and motivation before the process of teaching.
    - b) Teacher asked about material today.
    - c) Teacher introduced the name of the things.
  - 2) While- activity
    - a) Teacher wrote a single word about the things in the centre of the board.
    - b) Teacher asked the students to brainstorm all the words they could think of that are connected with it and looking for the meaning of the words.
    - c) Students would pay attention and every group did what the teacher asked.
    - d) Teacher controlled the student's activity in class.
  - 3) Post- activity



- a) A student in every group read loudly the words and meaning of the brainstorming.
  - b) Teacher asked the questions about their difficulties in the material.
  - c) Teacher answered the students' questions and give motivations.
  - d) Before closing the class, teacher explained briefly about the next material
- c. Third meeting
- 1) Pre-activity
    - a) Teacher gave simulation and motivation before the process of teaching.
    - b) Teacher asked about the material today.
    - c) Teacher introduced the name of animals
  - 2) While-activity
    - a) Teacher wrote a single word about the things in the centre of the board.
    - b) Teacher asked the students to brainstorm all the words they could think of that are connected with it and looking for the meaning of the words.
    - c) Students would pay attention and every group will do what the teacher ask
    - d) Teacher controlled the student's activity in class.
  - 3) Post-activity

- a) A student in every group read loudly the words and meaning of the brainstorming.
  - b) Teacher asked the questions about their difficulties in the material.
  - c) Teacher answered the students' questions and give motivations.
  - d) Before closing the class, teacher explained briefly about the next material
- d. Fourth meeting
- 1) Pre-activity
    - a) Teacher gave simulation and motivation before the process of teaching.
    - b) Teacher asked the material about things and animals
  - 2) While-activity
    - a) Teacher shown the students pictures about things and animals
    - b) Teacher asked students about the names of the pictures
    - c) Students would pay attention and every group will mention it.
    - d) Teacher gave a score if students have a correct answer
  - 3) Post-activity
    - a) Teacher asked the questions about their difficulties in the material.
    - b) Teacher answered the students' questions and give motivations.
    - c) Before closing the class, teacher explained briefly about the next
- d. Fifth meeting

1) Pre-activity

- a) Teacher gave simulation and motivation before the process of teaching.
- b) Teacher asked about the material today.
- c) Teacher introduced the name of profession

2) While-activity

- a) Teacher wrote a single word about the things in the centre of the board.
- b) Teacher asked the students to brainstorm all the words they could think of that are connected with it and looking for the meaning of the words.
- c) Students would pay attention and every group did what the teacher asked.
- d) Teacher controlled the student's activity in class.

3) Post-activity

- a) A student in every group read loudly the words and meaning of the brainstorming.
- b) Teacher asked the questions about their difficulties in the material.
- c) Teacher answered the students' questions and gave motivations.
- d) Before closing the class, teacher explained briefly about the next material.

e. Sixth meeting

- 1) Pre-activity
  - a) Teacher gave simulation and motivation before the process of teaching.
  - b) Teacher asked the material about profess
- 2) While-activity
  - a) Teacher shown the students pictures about profession
  - b) Teacher asked students about the names of the pictures
  - c) Students would pay attention and every group mentioned it.
  - d) Teacher gave a score if students have a correct answer
- 3) Post-writing activity
  - a) Teacher asked the questions about their difficulties in the material.
  - b) Teacher answered the students' questions and give motivations.
  - c) Before closing the class, teacher explained briefly about the next material.

Conventional method is one of method that usually applied in the class. The writer explained the treatment by using conventional method in every meeting in the following:

- a. The first meeting
  - 1) Pre-activity
    - a) Teacher gave simulation and motivation before the process of teaching.
    - b) Teacher checked attendance.

- 2) While-activity
    - a) Teacher explained about the material.
    - b) Students as a listener
  - 3) Post-activity
    - a) Teacher asked the questions about their difficulties in the students' vocabulary.
    - b) Before closing the class, teacher explained briefly about the next material
- b. The second until fifth meeting
- 1) Pre-activity
    - a) Teacher gave simulation and motivation before the process of teaching.
    - b) Teacher checked attendance.
  - 2) While-activity
    - a) Teacher gave title about the name of the animals and the profession.
    - b) Students as a listener
  - 3) Post-activity
    - a) Teacher asked the questions about their difficulties in students' vocabulary.
    - b) Before closing the class, teacher explained briefly about the next material.
- c. The sixth meeting

- 1) Pre-writing activity
  - a) Teacher gave simulation and motivation before the process of teaching.
  - b) Teacher checked attendance.
- 2) While-writing activity
  - a) Teacher explain about the material
  - b) Students as a listener
  - c) Student did the exercises.
  - d) Teacher collected the exercises.
- 3) Post-writing activity
  - a) Teacher asked the questions about their difficulties in vocabulary.
  - b) Teacher Closed the class
- 4) Post-test

After the writer gave a treatment for each class. The writer gave post-test to the students with the same time duration but the instrument has a different difficulty level than a pre-test. In a post-test the writer gave 10 questions vocabulary test of matching test. The writer gives post-test to know the students' development after conducting the treatment. Thus, the total meeting of this research were eighth times for each class, it conclude pre-test, treatment, and post-test. From the score of this test, the writer tried to find out the effectiveness of using hyponymy games as technique in teaching vocabulary. The result of the scoring then compared with pre-

test. In this case, the writer knew how far the effectiveness of using hyponymy games in increasing students' ability in mastering vocabulary.

## G. Data Analysis

In analyzing the data collected through the pre-test and post-test, the writer used t-test, the procedure were follows:

1. Scoring the result of the students' vocabulary test classified as follow:

Table 3.2: classification in scoring vocabulary

Classification	Score	Criteria
Excellent	6	Correct selection of words and meaning. Variety of vocabulary
Very good	5	Correct selection of words and meaning. Some variety of vocabulary.
Good	4	Mostly correct choice of vocabulary. Meaning is clear.
Average	3	Noticeable vocabulary errors that occasional confuse meaning. Reliance on simple vocabulary to communicate.
Poor	2	Many vocabulary errors. Listeners' attention is diverted to the errors rather than the message. Meaning is often unclear or broken Unacceptable.

Very poor	1	Too many errors in this task for a student at this level. Communication is impeded
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(Heaton, 1988:100)

2. Based on data acquisition scores/test of students how to calculate as follow:

$$\frac{\text{Total score}}{\text{Maximum score}} \times 100$$

(Nurgiyantoro, 2012: 393)

3. Calculate the mean value (mean) Calculating the mean score by using the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = The mean score

$\sum x$  = The total raw score

N = The number of the students

(Gay, 1981)

4. The mean score of the students classify into six levels as follows:

- a. 8-10 as excellent
- b. 7 as very good
- c. 6. as good
- d. 5 as average



- e. 4 as poor
- f. >4 as very poor

(Taufik, 2012, as cited in Heaton,1988:5)

5. To Calculate the percentage of the students' score, the formula which used as follows:

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

Where

- P = Rate Percentage
- F = Frequency of the correct answer
- N = The total number of students

(Sudjana, 1999)

6. Calculating the value of t-test to indicate the significance between post-test and pre-test, the researcher used the formula as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

**Where:**

- t** = Test of significance
- $\bar{X}_1$**  = Mean score of experimental class
- $\bar{X}_2$**  = Mean score of control class
- SS<sub>1</sub>** = Sum square of experimental class
- SS<sub>2</sub>** = Sum square of control class

$n_1$  = Number of students of experimental class

$n_2$  = Number of students of control class

**Where:**

$$SS_1 = \sum X_1^2 - \frac{(\sum x_1)^2}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum x_2)^2}{n_2}$$

(Gay in Fikridiyanti, 2014)

**CHAPTER IV**  
**FINDINGS AND DISCUSSIONS**

**A. Findings**

The findings obtained through vocabulary test in the seventh grade students of SMP Somba Opu were presented as follows:

**1. The Students Vocabulary Mastery by Using Hyponymy Games**

The findings of this research presented the result description of the research through the distribution score of pre-test and post-test in terms of students' vocabulary achievement by using hyponymy games. It showed from mean score of the students in pre-test and post-test.

**a. The Students' Vocabulary Mastery in Experimental Class.**

The students' vocabulary achievement as indicator of pre-test and post-test in experimental class could be seen in the table 4.1:

**Table 4.1: The Students' Vocabulary Mastery in Experimental Class**

<b>Indicator</b>	<b>Mean Score</b>	
	<b>Pre-test</b>	<b>Post-test</b>
Experimental class	36.11	82.77

Table 4.1 showed that the mean score of the students in pre-test was 36.11 and the mean score of the students in post-test was 82.77.

**b. The Students' Vocabulary Mastery in Control Class.**

The students' vocabulary achievement as indicator of the students' result of pre-test and post-test in control class could be seen in the table 4.3:

**Table 4.3: The Students' Vocabulary Mastery in Control Class**

Indicator	Mean Score	
	Pre-test	Post-test
Control class	34.99	52.22

Table 4.3 showed that the mean score of the students in pre-test was 36.11 and the mean score of the students in post-test was 52.22.

**c. Scoring Classification of the students' Pre-test between Experimental Class and Control Class.**

As a linking of the data analysis, which after analysis the students' vocabulary of the sample score was classified into mastery vocabulary dealing with meaning of the words. In order to know the differences between used of hyponymy games and conventional method.

The classification of the sample vocabulary score presented in the table 4.2:

**Table 4.2: The Classification of Sample Vocabulary in Pre-test**

No.	Classification	Experimental Class		Control Class	
		F	%	F	%

1	Excellent	0	0	0	0
2	Very good	0	0	0	0
3	Good	2	6.7	1	3.3
4	Average	9	30	8	26.7
5	Poor	0	0	0	0
6	Very poor	19	63.3	21	70

Table 4.2 showed that before giving vocabulary treatment in experimental group, there were only 2 (6.7%) out of 30 students was classified into good scores, 9 (30%) out of 30 students was classified into average scores, and 19 (63.3%) out of 30 students was classified into poor scores.

In control group the table before showed that the result of students' vocabulary achievement in pre-test there were only 1 (3.3%) out of 30 students was classified into good scores, 8 (26.7%) out of 30 students was classified into average scores, and 21(70%) out of 30 students was classified into poor scores.

**d. Scoring Classification of the students' Post-test between Experimental Class and Control Class.**

As a linking of the data analysis, which after analysis the students' vocabulary achievement of the sample score was classified into vocabulary dealing with meaning of the words. In order to knew the differences between used of hyponymy games and conventional method.

The classification of the students' sample vocabulary score presented in the following table:

**Table 4.4: The Classification of Sample Vocabulary in Post-test**

No.	Classification	Experimental Class		Control Class	
		F	%	F	%
1	Excellent	22	73.4	2	6.7
2	Very good	0	0	0	0
3	Good	7	23.3	7	23.3
4	Average	1	3.3	14	46.7
5	Poor	0	0	0	0
6	Very poor	0	0	7	23.3

Table 4.4 showed that after giving vocabulary treatment in experimental group, there were only 22 (73.4%) out of 30 students was classified into excellent scores. 7 (23.3%) out of 30 students was classified into good scores, and 1 (3.3%) out of 30 students was classified into average scores.

In control group the table before showed that the result of students' vocabulary achievement in pre-test there were only 2 (6.7%) out of 30 students was classified into excellent, 7 (23.3%) out of 30 students was classified into average scores, 14 (46.7%) out of 30 students was classified into average scores and 7 (23.3%) out of 30 students was classified into very poor scores.

A pre-test was done before the treatment, and post-test aimed to know whether there was a significant difference of the students' vocabulary achievement between the students who were taught by hyponymy games and who were taught by conventional Method as the conventional way of teaching. The mean scores of pre-test and post-test could be seen in the following table:

**e. Mean Score based on Pre-test and Post-test in Experimental Class and Control Class.**

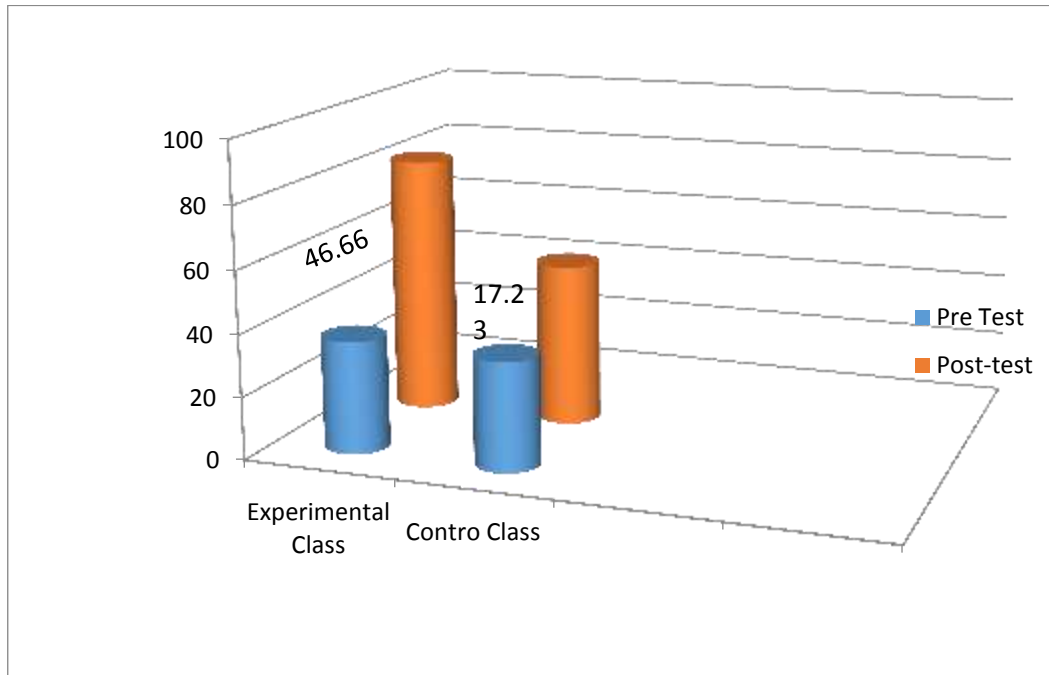
The mean score on pre-test and post-test had different result in experimental class and control class. The mean score of pre-test and post-test in both groups could be seen in the table 4.5:

**Table 4.5: Mean Score of Pre-test and Post-test in Vocabulary**

Class	Mean Score	
	Pre-test	Post-test
Experimental	36.11	82.77
Control	34.99	52.22

Table 4.5 showed that the students' vocabulary achievement of mean score for pre-test in experimental class was 36.11 and the students vocabulary achievement of mean score for post-test in experimental class was 82.77. In control class, the students' vocabulary achievement of mean score for pre-test was 34.99 and the students vocabulary achievement of mean score for post-test in control class was 52.22.

**Graphic 4.1: Percentage based on Pre-test and Post-test in Experimental Class and Control Class.**



The graphic 4.1 shows that, students' vocabulary achievement in Experimental Class increased from 36.11 became 82.77. Score students increased 46.66 after giving some treatments. And for the control class increased from 34.99 became 52.22. Score students increased 17.23. It can be concluded that using hyponymy games technique was better than using conventional method. It proved by the mean score after treatment. Experimental class got higher score than control class.

**f. Hypothesis Testing**

The hypothesis was tested by using t-test in order to verify whether students' vocabulary achievement by using hyponymy games. The hypotheses were testing between experimental class and control class known by using t-test.



**Table 4.6: The mean score of students' pre-test and post-test between both groups**

Class	Mean Score	
	Pre-test	Post-test
Experimental	36.11	82.77
Control	34.99	52.22

Table 4.6 above showed that the students' vocabulary achievement of mean score for pre-test in experimental class was 36.11 and the students vocabulary achievement of mean score for post-test in experimental class was 82.77. In control class, the students' vocabulary achievement of mean score for pre-test was 34.99 and the students vocabulary achievement of mean score for post-test in control class was 52.22.

To know the result of t-test. The writer had used t-test analysis on the level of the significant (p) 0.05 with the degree of freedom (df) = (n1= 30-1) and (n2=30-1) Where n1 = number of students of experimental class and n2= number of students of control class. Then, the value of t-table was 1.699. The table 4.7 showed the result of t- test calculation.

**Table 4.7 The Value of t-test**

Variable	T-test	T-table	Remark
Vocabulary	7.56	1.699	Significantly Different

Based on the table above, the *t-value* (7.56) > *t-table* (1.699). In post test, there was a significant difference between two groups' score because the *t-value* was higher than *t-table* (7.56 > 1.699). It meant that  $H_1$  was accepted and  $H_0$  was rejected in posttest. In other words, there was a significant difference of the students' score between both groups after receiving treatment.

Based on the data above, it proved that the experimental class with which thought by hyponymy games is giving significant improvement to the students' ability in vocabulary than treated with conventional method in control class. It indicated that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted.

## **B. Discussions**

In this part, the discussion covers the interpretation of the research findings derived from the result of statistical analysis to depict the students' vocabulary achievement in teaching by using hyponymy games.

The description of data collected from vocabulary test, as explanation in the previous section showed that the students' vocabulary achievement in both of Experimental Class and Control Class were improved. It was supported by mean score and percentage of the students' pre-test and post-test result in both of class. Based on the finding above, the used of hyponymy games made the students mean score higher in vocabulary achievement rather than before the students knew.

### **1. The Students' Vocabulary Mastery in Experimental and Control Class**

### **a. The Mean Score of Experimental Class**

The mean score of students' vocabulary achievement in experimental class of pre-test was 36.11 and the mean score of post-test was 82.77. Based on the mean score, the students' vocabulary achievement in experimental class increased from very poor to excellent.

Moreover, students got very poor in pre-test because there was not treatment. Students had not understood to use vocabulary in learning English. Then, Zubaidah in Putri (2017) mention that vocabulary is essential component of all used of language. Vocabulary acquisition is one of the prime important in learning English. When the learners acquaint new vocabulary, they must know the meaning of words; they must also know how to arrange individual words within the sentence. It was not related with this theory. It was happen students did know which one of word that appropriate to put on sentence and when words were used. Thus, the writer gave a treatment using hyponymy games in Experimental Class like:

- Food        →        Bread, rice, and cake.
- Fruit        →        apple, orange, and mango

Teacher said "Food" and students looking for the specific word of the food and then students said "Bread, rice, and cake". The teacher gave the games to improve students vocabulary, students should give an understood deeply about vocabulary in treatment that made students were understood faster and got higher score on vocabulary.

Furthermore, in treatment, students were given six materials about vocabulary. The material in first and the second meeting was about animals; third

and fourth meeting was things; then, fifth and sixth meeting was about professions. Students discussed about the materials in treatment through hyponymy games. Students showed the improvement little by little in each meeting. It was different before students gave treatment. Students were more active, enjoy, liked to learn English, got confidence, and etc. After giving some treatment the classification score of students from very poor in pre-test increase into excellent in post-test.

Meanwhile, students got excellent in post-test because students had gotten some treatment about vocabulary. Based on the findings result in mean score of post-test, it was related to Barret (1999: 138) defined that hyponymy is the relation between subordinate term and superordinate term. The aims of this learning model were to give to our students to fine out any kinds of situation in the context speaks and writes in English suitable with their vocabulary.

The students still got higher score in mean score. It was because the students had given a treatment. Students more enjoyed expressing students' idea freely. It was because the students had a big opportunity to share the result of students discussed in their group to their guess. Students more understand about vocabulary.

#### **b. The Mean Score of Control Class**

The mean score of students' vocabulary achievement in control class of pre-test was 34.99 and the mean score of post-test was 52.22. Based on the mean score, the students' vocabulary achievement in experimental class increased from very poor to average.

Furthermore, in treatment, students were given six materials about vocabulary. The material in first and the second meeting was about animals; third and fourth

meeting was things; then, fifth and sixth meeting was about professions. Conventional Method (Speech) was not good method that gave for the students if students wanted to increase their vocabulary without there a little improvement. It was different before students gave treatment. Students were a little of: active, enjoy, liked to learn English, got confidence, and etc. After giving some treatments the classification score of students from poor in post-test increased into excellent in post-test. But only 2 students got excellent. If it was compare with students who was teach by hyponymy games, there were 22 students got excellent.

The students got higher score in mean score. The different score between pre-test and post by using Conventional Method was not increase too much. Many students increased only one point or still on students score before and after giving some treatment. Conventional Method was not an appropriate method that had given to students if students wanted to increase their vocabulary.

### **c. Scoring Classification of Experimental Class**

The rate percentage of the students' vocabulary core obtaining the pre-test in experimental class were 0 (0%) students got excellent, 0 (0%) students got very good, 2 (6.7%) students got good, 9 (30%) students average, 0 (0%) students got poor, and 19 (63%) students got very poor.

The rate percentage of the students' vocabulary core obtaining the post-test in experimental class were 22 (73.4%) students got excellent, 0 (0%) students got very good, 7 (23.3%) students got good, 1 (3.3%) students average, 0 (0%) students got poor, and 0 (0%) students got very poor.

Furthermore, based on the writer, the used of Hyponymy games in improving the students' vocabulary achievement in experimental class significantly improved. The students' pre-test in experimental class was very poor. After gave the treatment by using Hyponymy games, the students' post-test was excellent.

In short, the writer concluded that, hyponymy games were more effective to use in teaching English to increased students' vocabulary.

#### **d. Scoring Classification of Control Class**

The rate percentage of the students' vocabulary core obtaining the pre-test in control class were 0 (0%) students got excellent, 0 (0%) students got very good, 1 (3.3%) students got good, 8 (26.7%) students average, 0 (0%) students got poor, and 21 (70%) students got very poor.

The rate percentage of the students' vocabulary core obtaining the post-test in control class were 2 (6.7%) students got excellent, 0 (0%) students got very good, 7 (23.3%) students got good, 14 (46.7%) students average, 0 (0%) students got poor, and 7 (23.3%) students got very poor.

Moreover, based on the writer, the use of Conventional Method was a little improved the students' vocabulary achievement in control class significantly. The students' pre-test in control class was very poor.

In short, the writer concluded that, Conventional Method was not effective to use in teaching vocabulary if it compared by using Hyponymy Games.

#### **e. The Significance of T-test Value**

The result of the t-test statistical analysis showed that there was significant different between student's ability in teaching vocabulary who got treatment by

hyponymy games in experimental class and control class who got treatment by using conventional Method. The statement was proved by the t-test value (7.56) which higher than t-table value (1.699) at the level of significance (0.05), and the degree freedom  $(n-1) = 30-1 = 29$ . It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

Seeing the result above, it concluded that hyponymy game is effective in teaching vocabulary at the seventh grade of SMP Somba Opu.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter consisted of two sections, they were conclusion and suggestions. Conclusion dealing with the finding of this research based on data analysis and discussion on the previous chapter, while suggestions deal with the researchers' recommendations.

#### A. Conclusion

Based on the research findings and discussion, the writer made conclusion that using Hyponymy Games was effective in teaching vocabulary. The students got understanding about words and their meanings. It was proved by the mean score based on pre-test and post-test in both experimental group and control group. The mean score in experimental group before and after treatment for students' vocabulary achievement was 36.11 becomes 82.77. In control group before and after treatment for students' vocabulary achievement was 34.99 becomes 52.22 with the t-test value was greater than t-table for students' vocabulary achievement ( $7.56 > 1.699$ )



## **B. Suggestions**

Based on the conclusion above, the writer proposed suggestion as follows:

1. For the English Teacher at the Seventh Grade of SMP Sumba Opu.

It is suggested that English teacher should be use hyponymy game in teaching vocabulary. It was effective to make students understand about words and their meanings.

2. For the next writer

For the next writer, particularly who have the same problem and interested in conducting research, it is suggested that this study can be a reference that using hyponymy games was effective in teaching vocabulary.

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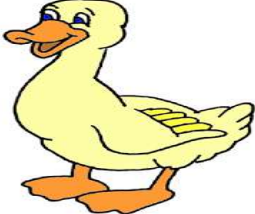


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APPENDIX A

Pre-test

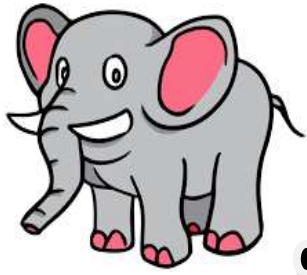
No	<i>Match the images on the left with their words in the right</i>	
1.		<i>Snake</i>
2.		<i>Bird</i>
3.		<i>Horse</i>
4.		<i>Rabbit</i>
5.		<i>Duck</i>

*Match their profession in the left with their place in the right*

<i>Profession</i>	<i>Place</i>
<i>6. Doctor</i>	<i>Restaurant</i>
<i>7. Policemen</i>	<i>School</i>
<i>8. Headmaster</i>	<i>Ship</i>
<i>9. Sailor</i>	<i>Hospital</i>
<i>10. Waitress</i>	<i>Police Office</i>

**Post –test**

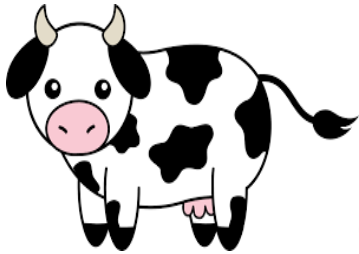
**Match the animals with the correct name!**



Butterfly



Elephant



Cat



Chicken



Cow

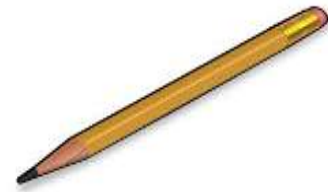
**Matching the words of the column with the picture!**

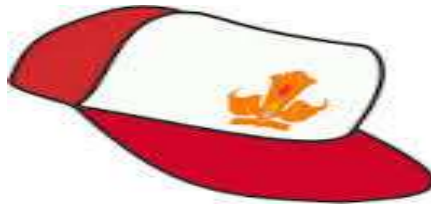


<b>Bag school</b>	<b>Sweep</b>	<b>Shoes</b>	<b>Hat</b>	<b>Pencil</b>
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AP

### LESSON PLANNING

#### I. Identity

School : SMP SombaOpuGowa

Subject : English

Class : 7A

Time Allocation : 2 X 30 menit

Academic year : 2010/2011

Target word : Shoes, sweep, pencil bag school, shoes, table, chair, blackboard, whiteboard, eraser, book, pen, marker, drawing book, rules, drawer, cow, elephants, cat, chicken, cow, snake, goat, goose, bird, horse, rabbit, duck, doctor, policemen, headmaster, sailor, waitress, students, teacher, farmer, police

**II. Teaching aids** : Things at School, Animals, Profession

### **III. Teaching activity**

b. The first meeting

1) Pre- activity

c) Teacher gave simulation and motivation before the process of teaching.

d) Teacher introduced hyponymy games as a method in teaching vocabulary.

2) While-activity

c) Teacher divided students into five groups.

d) Teacher explained the way of the treatment by using hyponymy games in every group.

3) Post-activity

d) Teacher asked the questions about their difficulties vocabulary.

e) Teacher answered the students' questions and give motivations.

f) Before closing the class, teacher explained briefly about the next material

b. Second meeting

1) Pre-activity

- d) Teacher gave simulation and motivation before the process of teaching.
- e) Teacher asked about material today.
- f) Teacher introduced the name of the things.

2) While- activity

- e) Teacher wrote a single word about the things in the centre of the board.
- f) Teacher asked the students to brainstorm all the words they could think of that are connected with it and looking for the meaning of the words.
- g) Students would pay attention and every group did what the teacher asked.
- h) Teacher controlled the student's activity in class.

3) Post- activity

- e) A student in every group read loudly the words and meaning of the brainstorming.
- f) Teacher asked the questions about their difficulties in the material.
- g) Teacher answered the students' questions and give motivations.
- h) Before closing the class, teacher explained briefly about the next material

c. Third meeting

1) Pre-activity

- d) Teacher gave simulation and motivation before the process of teaching.
- e) Teacher asked about the material today.
- f) Teacher introduced the name of animals

2) While-activity

- e) Teacher wrote a single word about the things in the centre of the board.
- f) Teacher asked the students to brainstorm all the words they could think of that are connected with it and looking for the meaning of the words.
- g) Students would pay attention and every group will do what the teacher ask
- h) Teacher controlled the student's activity in class.

3) Post-activity

- e) A student in every group read loudly the words and meaning of the brainstorming.
- f) Teacher asked the questions about their difficulties in the material.
- g) Teacher answered the students' questions and give motivations.
- h) Before closing the class, teacher explained briefly about the next material

d. Fourth meeting

1) Pre-activity

- c) Teacher gave simulation and motivation before the process of teaching.
- d) Teacher asked the material about things and animals

2) While-activity

- e) Teacher shown the students pictures about things and animals
- f) Teacher asked students about the names of the pictures
- g) Students would pay attention and every group will mention it.
- h) Teacher gave a score if students have a correct answer

3) Post-activity

- d) Teacher asked the questions about their difficulties in the material.
- e) Teacher answered the students' questions and give motivations.
- f) Before closing the class, teacher explained briefly about the next

f. Fifth meeting

4) Pre-activity

- d) Teacher gave simulation and motivation before the process of teaching.
- e) Teacher asked about the material today.
- f) Teacher introduced the name of profession

5) While-activity

- a) Teacher wrote a single word about the things in the centre of the board.
  - b) Teacher asked the students to brainstorm all the words they could think of that are connected with it and looking for the meaning of the words.
  - c) Students would pay attention and every group did what the teacher asked.
  - d) Teacher controlled the student's activity in class.
- 6) Post-activity
- a) A student in every group read loudly the words and meaning of the brainstorming.
  - b) Teacher asked the questions about their difficulties in the material.
  - c) Teacher answered the students' questions and gave motivations.
  - d) Before closing the class, teacher explained briefly about the next material
- g. Sixth meeting
- 5) Pre-activity
- c) Teacher gave simulation and motivation before the process of teaching.
  - d) Teacher asked the material about profession
- 6) While-activity
- e) Teacher shown the students pictures about profession

- f) Teacher asked students about the names of the pictures
  - g) Students would pay attention and every group mentioned it.
  - h) Teacher gave a score if students have a correct answer
- 7) Post-writing activity
- d) Teacher asked the questions about their difficulties in the material.
  - e) Teacher answered the students' questions and give motivations.
  - f) Before closing the class, teacher explained briefly about the next material.

## **VI. Learning Method**

### **Hyponymy Games**

## **V. Scoring Rubric**

Classification in scoring vocabulary

Classification	Score	Criteria
Excellent	6	Correct selection of words and idioms. Variety of vocabulary
Very good	5	Correct selection of words and idioms. Some variety of vocabulary.
Good	4	Mostly correct choice of vocabulary. Meaning is clear.

Average	3	Noticeable vocabulary errors that occasional confuse meaning. Reliance on simple vocabulary to communicate.
Poor	2	Many vocabulary errors. Listeners' attention is diverted to the errors rather than the message. Meaning is often unclear or broken. Unacceptable.
Very poor	1	Too many errors in this task for a student at this level. Communication is impeded

(Heaton, 1988:100)

Based on data acquisition scores/test of students how to calculate as follow:

$$\frac{\text{Total score}}{\text{Maximum score}} \times 100$$

Sungguminasa, Juli 2017

Mengetahui

IkaHardianti



## LESSON PLANNING

### I. Identity

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II. Teaching aids : Things at School, Animals, Profession

### III. Teaching activity

b. The first meeting

4) Pre-activity

c) Teacher gave simulation and motivation before the process of teaching.

d) Teacher checked attendance.

- 5) While-activity
    - a) Teacher explained about the material.
    - b) Students as a listener
  - 6) Post-activity
    - c) Teacher asked the questions about their difficulties in the students' vocabulary.
    - d) Before closing the class, teacher explained briefly about the next material
- d. The second until fifth meeting
- 4) Pre-activity
    - c) Teacher gave simulation and motivation before the process of teaching.
    - d) Teacher checked attendance.
  - 5) While-activity
    - c) Teacher gave title about the name of the animals and the profession.
    - d) Students as a listener
  - 6) Post-activity
    - c) Teacher asked the questions about their difficulties in students' vocabulary.
    - d) Before closing the class, teacher explained briefly about the next material.
- e. The sixth meeting

- 4) Pre-writing activity
  - c) Teacher gave simulation and motivation before the process of teaching.
  - d) Teacher checked attendance.
- 5) While-writing activity
  - e) Teacher explain about the material
  - f) Students as a listener
  - g) Student did the exercises.
  - h) Teacher collected the exercises.
- 6) Post-writing activity
  - c) Teacher asked the questions about their difficulties in vocabulary.
  - d) Teacher Closed the class
- 8) Post-test

**VI. Learning Method**

**Conventional Method**

**V. Scoring Rubric**

Classification in scoring vocabulary

Classification	Score	Criteria
Excellent	6	Correct selection of words and idioms. Variety of vocabulary

Very good	5	Correct selection of words and idioms. Some variety of vocabulary.
Good	4	Mostly correct choice of vocabulary. Meaning is clear.
Average	3	Noticeable vocabulary errors that occasional confuse meaning. Reliance on simple vocabulary to communicate.
Poor	2	Many vocabulary errors. Listeners' attention is diverted to the errors rather than the message. Meaning is often unclear or broken. Unacceptable.
Very poor	1	Too many errors in this task for a student at this level. Communication is impeded

(Heaton, 1988:100)

Based on data acquisition scores/test of students how to calculate as follow:

$$\frac{\text{Total score}}{\text{Maximum score}} \times 100 =$$

Sungguminasa, Juli 2017

Mengetahui

Ika Hardianti

## **APPENDIX C**

### **TEACHING MATERIAL AND INSTRUMENTS**

*Write down those words. Then, Repeat after the teacher!*

**NOUN:**

- Pen = Pena
- Pencil = Pensil
- Eraser = Penghapus
- Pencil Case = Kotakpensil
- Paper = Kertas
- Book = Buku
- Textbook = BukuPelajaran
- Bookmark = PembatasBuku
- Drawer = Laci

Singular noun = a, the (a book, the kitchen)

Plural noun =(s), (pens, books)

**Animals:**

- Bull = lembujantan
- Calf = anak sapi
- Cat = kucing
- Chicken = ayam
- Cow = sapi
- Donkey = keledai
- Duck = bebek
- Goat = kambing
- Goose = angsa
- Hen = ayambetina
- Horse = kuda
- Lamb = anakdomba
- Pig = babi
- Rooster = ayamjantan
- Sheep = domba

Professions:

- Student = pelajar
- Teacher = guru
- Doctor = dokter
- Farmer = petani
- Police = polisi

**APPENDIX D****Table of Procedure to Get Score**

## 1. Experimental Class

## a. Students' vocabulary achievement in pre-test

Number of Samples	Vocabulary	
	Raw Scores	Formulas
1	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
2	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
3	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
4	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
5	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
6	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
7	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
8	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
9	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
10	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
11	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
12	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
13	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
14	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
15	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$

16	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
17	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
18	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
19	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
20	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
21	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
22	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
23	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
24	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
25	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
26	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
27	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
28	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
29	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
30	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
Mean score		$X = \frac{\sum x}{N} = \frac{1083.3}{30} = 36.11$

b. Students' vocabulary achievement in post-test

Number of Samples	Vocabulary	
	Raw Scores	Formulas



1	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
2	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
3	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
4	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
5	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
6	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
7	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
8	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
9	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
10	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
11	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
12	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
13	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
14	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
15	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
16	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
17	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
18	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
19	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$

20	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
21	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
22	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
23	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
24	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
25	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
26	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
27	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
28	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
29	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
30	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
Mean score		$\bar{X} = \frac{\sum x}{N} = \frac{2483.1}{30} = 82.77$

## 2. Control Class

### a. Students' vocabulary achievement in pre-test

Number of Samples	Vocabulary	
	Raw Scores	Formulas
1	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
2	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
3	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$

4	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
5	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
6	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
7	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
8	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
9	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
10	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
11	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
12	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
13	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
14	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
15	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
16	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
17	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
18	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
19	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
20	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
21	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
22	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$

23	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
24	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
25	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
26	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
27	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
28	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
29	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
30	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
Mean score		$X = \frac{\sum x}{N} = \frac{1049.8}{30} = 34.99$

b. Students' vocabulary achievement in post-test

Number of Samples	Vocabulary	
	Raw Scores	Formulas
1	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
2	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
3	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
4	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
5	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$

6	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
7	5	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
8	5	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
9	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
10	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
11	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
12	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
13	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
14	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
15	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
16	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
17	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
18	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
19	1	$\frac{x}{N} \times 100 = \frac{1}{6} \times 100 = 16.7$
20	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
21	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
22	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
23	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$
24	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.7$

25	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
26	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$
27	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
28	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
29	5	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
30	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
Mean score		$X = \frac{\sum x}{N} = \frac{1566.7}{30} = 52.22$

**APPENDIX E****Table of Score**

1. The students vocabulary achievement in pre-test

<b>Number of Samples</b>	<b>Experimental Class (X<sub>1</sub>)</b>	<b>Control Class (X<sub>2</sub>)</b>
1	16.7	50
2	50	66.7
3	50	50
4	50	50
5	50	33.3
6	33.3	16.7
7	66.7	16.7
8	66.7	16.7
9	50	16.7
10	50	33.3
11	33.3	50
12	16.7	50
13	16.7	33.3
14	50	33.3
15	50	33.3
16	33.3	33.3
17	16.7	33.3
18	33.3	16.7
19	16.7	50
20	33.3	33.3
21	33.3	33.3

22	33.3	33.3
23	33.3	33.3
24	33.3	50
25	33.3	50
26	16.7	16.7
27	16.7	16.7
28	16.7	33.3
29	33.3	33.3
30	50	33.3
	$\bar{X} = \frac{\sum x}{N} = \frac{1049.8}{30} = 36.11$	$\bar{X} = \frac{\sum x}{N} = \frac{1083.3}{30} = 34.99$

2. The students vocabulary achievement in post-test

<b>Number of Samples</b>	<b>Experimental Class (Y<sub>1</sub>)</b>	<b>Control Class (Y<sub>2</sub>)</b>
1	83.3	66.7
2	100	50
3	66.7	50
4	83.3	50
5	83.3	50
6	83.3	66.7
7	100	50
8	66.7	50
9	83.3	66.7



10	100	50
11	100	50
12	100	33.3
13	66.7	33.3
14	83.3	50
15	83.3	66.7
16	100	66.7
17	83.3	50
18	50	33.3
19	66.7	16.7
20	83.3	50
21	66.7	33.3
22	83.3	33.3
23	83.3	66.7
24	66.7	66.7
25	83.3	50
26	83.3	33.3
27	66.7	50
28	100	50
29	100	100
30	83.3	83.3
	$\bar{X} = \frac{\sum x}{N} = \frac{2483.1}{30} = 82.77$	$\bar{X} = \frac{\sum x}{N} = \frac{1566.7}{30} = 52.22$

**APPENDIX F****Table of Scores Combination**

## 1. Experimental Class

Number of samples	Vocabulary	
	Pre-test	Post-test
1	16.7	83.3
2	50	100
3	50	66.7
4	50	83.3
5	50	83.3
6	33.3	83.3
7	66.7	100
8	66.7	66.7
9	50	83.3
10	50	100
11	33.3	100
12	16.7	100
13	16.7	66.7
14	50	83.3
15	50	83.3
16	33.3	100
17	16.7	83.3
18	33.3	50
19	16.7	66.7
20	33.3	83.3

21	33.3	66.7
22	33.3	83.3
23	33.3	83.3
24	33.3	66.7
25	33.3	83.3
26	16.7	83.3
27	16.7	66.7
28	16.7	100
29	33.3	100
30	50	83.3
	$X = \frac{\sum x}{N} = \frac{1083.3}{30} = 36.11$	$X = \frac{\sum x}{N} = \frac{2483.1}{30} = 82.77$

## 2. Control Class

Number of samples	Vocabulary	
	Pre-test	Post-test
1	50	66.7
2	66.7	50
3	50	50
4	50	50
5	33.3	50
6	16.7	66.7
7	16.7	50
8	16.7	50

9	16.7	66.7
10	33.3	50
11	50	50
12	50	33.3
13	33.3	33.3
14	33.3	50
15	33.3	66.7
16	33.3	66.7
17	33.3	50
18	16.7	33.3
19	50	16.7
20	33.3	50
21	33.3	33.3
22	33.3	33.3
23	33.3	66.7
24	50	66.7
25	50	50
26	16.7	33.3
27	16.7	50
28	33.3	50
29	33.3	100
30	33.3	83.3
	$\bar{X} = \frac{\sum x}{N} = \frac{1049.8}{30} = 34.99$	$\bar{X} = \frac{\sum x}{N} = \frac{1566.7}{30} = 52.22$

## APPENDIX G

### Table of Mean Score

#### 1. Experimental Class

<b>Vocabulary</b>	
<b>Pre-test</b>	<b>Post-test</b>
$X = \frac{\sum x}{N}$ $= \frac{1083.3}{30}$ $= 36.11$	$X = \frac{\sum x}{N}$ $= \frac{2483.1}{30}$ $= 82.77$

#### 2. Control Class

<b>Vocabulary</b>	
<b>Pre-test</b>	<b>Post-test</b>
$X = \frac{\sum x}{N}$ $= \frac{1049.8}{30}$ $= 34.99$	$X = \frac{\sum x}{N}$ $= \frac{1566.7}{30}$ $= 52.22$

**APPENDIX H****Scoring Classification of the students' content pretest and posttest****A. Experimental Class**

<b>The Number of Students</b>	<b>Vocabulary</b>			
	<b>Pre-Test</b>	<b>Classification</b>	<b>Post-Test</b>	<b>Classification</b>
1	16.7	Very Poor	83.3	Excellent
2	50	Average	100	Excellent
3	50	Average	66.7	Good
4	50	Average	83.3	Excellent
5	50	Average	83.3	Excellent
6	33.3	Very Poor	83.3	Excellent
7	66.7	Good	100	Excellent
8	66.7	Good	66.7	Good
9	50	Average	83.3	Excellent
10	50	Average	100	Excellent
11	33.3	Very Poor	100	Excellent
12	16.7	Very Poor	100	Excellent
13	16.7	Very Poor	66.7	Good
14	50	Average	83.3	Excellent
15	50	Average	83.3	Excellent
16	33.3	Very Poor	100	Excellent
17	16.7	Very Poor	83.3	Excellent
18	33.3	Very Poor	50	Average
19	16.7	Very Poor	66.7	Good

20	33.3	Very Poor	83.3	Excellent
21	33.3	Very Poor	66.7	Good
22	33.3	Very Poor	83.3	Excellent
23	33.3	Very Poor	83.3	Excellent
24	33.3	Very Poor	66.7	Good
25	33.3	Very Poor	83.3	Excellent
26	16.7	Very Poor	83.3	Excellent
27	16.7	Very Poor	66.7	Good
28	16.7	Very Poor	100	Excellent
29	33.3	Very Poor	100	Excellent
30	50	Average	83.3	Excellent

### B. Control Class

The Number of Students	Vocabulary			
	Pre-Test	Classification	Post-Test	Classification
1	50	Average	66.7	Good
2	66.7	Good	50	Average
3	50	Average	50	Average
4	50	Average	50	Average
5	33.3	Very Poor	50	Average
6	16.7	Very Poor	66.7	Good
7	16.7	Very Poor	50	Average

8	16.7	Very Poor	50	Average
9	16.7	Very Poor	66.7	Good
10	33.3	Very Poor	50	Average
11	50	Average	50	Average
12	50	Average	33.3	Very Poor
13	33.3	Very Poor	33.3	Very Poor
14	33.3	Very Poor	50	Average
15	33.3	Very Poor	66.7	Good
16	33.3	Very Poor	66.7	Good
17	33.3	Very Poor	50	Average
18	16.7	Very Poor	33.3	Very Poor
19	50	Average	16.7	Very Poor
20	33.3	Very Poor	50	Average
21	33.3	Very Poor	33.3	Very Poor
22	33.3	Very Poor	33.3	Very Poor
23	33.3	Very Poor	66.7	Good
24	50	Average	66.7	Good
25	50	Average	50	Average
26	16.7	Very Poor	33.3	Very Poor
27	16.7	Very Poor	50	Average
28	33.3	Very Poor	50	Average
29	33.3	Very Poor	100	Excellent
30	33.3	Very Poor	83.3	Excellent



## APPENDIX I

### Table of the students' score percentage

#### A. The classification of sample vocabulary in pre-test

No.	Classification	Experimental Class		Control Class	
		F	%	F	%
1	Excellent	0	0	0	0
2	Very good	0	0	0	0
3	Good	2	6.7	1	3.3
4	Average	9	30	8	26.7
5	Poor	0	0	0	0
6	Very poor	19	63.3	21	70

#### Keterangan :

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

Where

P = Rate Percentage

F = Frequency of the correct answer

N = The total number of students

Experimental Class	Control Class
--------------------	---------------

<b>Good</b>	
$P = \frac{F}{N} \times 100$ $= \frac{2}{30} \times 100$ $= \frac{200}{30}$ $= 6.7$	$P = \frac{F}{N} \times 100$ $= \frac{1}{30} \times 100$ $= \frac{100}{30}$ $= 3.3$
<b>Average</b>	
$P = \frac{F}{N} \times 100$ $= \frac{9}{30} \times 100$ $= \frac{900}{30}$ $= 30$	$P = \frac{F}{N} \times 100$ $= \frac{8}{30} \times 100$ $= \frac{800}{30}$ $= 26.7$
<b>Very Poor</b>	
$P = \frac{F}{N} \times 100$ $= \frac{19}{30} \times 100$ $= \frac{1900}{30}$ $= 63.3$	$P = \frac{F}{N} \times 100$ $= \frac{21}{30} \times 100$ $= \frac{2100}{30}$ $= 70$

**B. The classification of sample vocabulary in post-test**

No.	Classification	Experimental Class		Control Class	
		F	%	F	%
1	Excellent	22	73.4	2	6.7
2	Very good	0	0	0	0
3	Good	7	23.3	7	23.3
4	Average	1	3.3	14	46.7
5	Poor	0	0	0	0
6	Very poor	0	0	7	23.3

**Keterangan :**

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

Where

P = Rate Percentage

F = Frequency of the correct answer

N = The total number of students

Experimental Class	Control Class
<b>Excellent</b>	
$P = \frac{F}{N} \times 100$ $= \frac{22}{30} \times 100$ $= \frac{2200}{30}$ $= 73.3$	$P = \frac{F}{N} \times 100$ $= \frac{2}{30} \times 100$ $= \frac{200}{30}$ $= 6.7$

<b>Good</b>	
$P = \frac{F}{N} \times 100$ $= \frac{7}{30} \times 100$ $= \frac{700}{30}$ $= 23.3$	$P = \frac{F}{N} \times 100$ $= \frac{7}{30} \times 100$ $= \frac{700}{30}$ $= 23.3$
<b>Average</b>	
$P = \frac{F}{N} \times 100$ $= \frac{1}{30} \times 100$ $= \frac{100}{30}$ $= 3.3$	$P = \frac{F}{N} \times 100$ $= \frac{14}{30} \times 100$ $= \frac{1400}{30}$ $= 46.7$
<b>Very Poor</b>	
-	$P = \frac{F}{N} \times 100$ $= \frac{7}{30} \times 100$ $= \frac{700}{30}$ $= 23.3$

## APPENDIX J

### Distribution of t-table

#### 1. Critical value of t-table

Level of significance for one-tailed test

Df	$\alpha$ (level of significance) ( <i>one-tailed test</i> )					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.7798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

(Sugiyono, 2014:332)

Df = N-1

Df = 30-1

Df = 29  $\longrightarrow$  t-table for  $(\alpha) = 0.05 = 1.699$

## APPENDIX K

### The value of t-test

#### 1. Calculating the t-test value of experimental class

Number of Students	X1 (pre)	X1 (2)	X1 (post)	X1 (2)
1	16.7	278.89	83.3	6938.89
2	50	2500	100	10000
3	50	2500	66.7	4448.89
4	50	2500	83.3	6938.89
5	50	2500	83.3	6938.89
6	33.3	1108.89	83.3	6938.89
7	66.7	4448.89	100	10000
8	66.7	4448.89	66.7	4448.89
9	50	2500	83.3	6938.89
10	50	2500	100	10000
11	33.3	1108.89	100	10000
12	16.7	278.89	100	10000
13	16.7	278.89	66.7	4448.89
14	50	2500	83.3	6938.89
15	50	2500	83.3	6938.89
16	33.3	1108.89	100	10000
17	16.7	278.89	83.3	6938.89
18	33.3	1108.89	50	2500
19	16.7	278.89	66.7	4448.89
20	33.3	1108.89	83.3	6938.89
21	33.3	1108.89	66.7	4448.89
22	33.3	1108.89	83.3	6938.89
23	33.3	1108.89	83.3	6938.89
24	33.3	1108.89	66.7	4448.89
25	33.3	1108.89	83.3	6938.89
26	16.7	278.89	83.3	6938.89
27	16.7	278.89	66.7	4448.89
28	16.7	278.89	100	10000
29	33.3	1108.89	100	10000
30	50	2500	83.3	6938.89
Total	1083.3	45826.69	2483.1	210786.7
Mean Score	36.11	1527.556333	82.77	7026.223

## 2. Calculating the T-test value in control class

Number of Students	X2 (pre)	X2 (2)	X2 (post)	X2(2)
1	50	2500	66.7	4448.89
2	66.7	4448.89	50	2500
3	50	2500	50	2500
4	50	2500	50	2500
5	33.3	1108.89	50	2500
6	16.7	278.89	66.7	4448.89
7	16.7	278.89	50	2500
8	16.7	278.89	50	2500
9	16.7	278.89	66.7	4448.89
10	33.3	1108.89	50	2500
11	50	2500	50	2500
12	50	2500	33.3	1108.89
13	33.3	1108.89	33.3	1108.89
14	33.3	1108.89	50	2500
15	33.3	1108.89	66.7	4448.89
16	33.3	1108.89	66.7	4448.89
17	33.3	1108.89	50	2500
18	16.7	278.89	33.3	1108.89
19	50	2500	16.7	278.89
20	33.3	1108.89	50	2500
21	33.3	1108.89	33.3	1108.89
22	33.3	1108.89	33.3	1108.89
23	33.3	1108.89	66.7	4448.89
24	50	2500	66.7	4448.89
25	50	2500	50	2500
26	16.7	278.89	33.3	1108.89
27	16.7	278.89	50	2500
28	33.3	1108.89	50	2500
29	33.3	1108.89	100	10000
30	33.3	1108.89	83.3	6938.89
Total	1049.8	41925.58	1566.7	90013.35
Mean Score	34.99333333 3	1397.51933 3	52.2233 3	3000.445

Calculating students' T-test of experimental class and control class



- **Sum square of experimental class**

$$\begin{aligned}
 SS_1 &= \sum X_1^2 - \frac{(\sum x_1)^2}{n_1} \\
 &= 210786.7 - \frac{(2483.1)^2}{30} \\
 &= 210786.7 - \frac{6165786}{30} \\
 &= 210786.7 - 205526.2 \\
 &= 5260.50
 \end{aligned}$$

- **Sum square of control class**

$$\begin{aligned}
 SS_2 &= \sum X_2^2 - \frac{(\sum x_2)^2}{n_2} \\
 &= 90013.35 - \frac{(1566.7)^2}{30} \\
 &= 90013.35 - \frac{2454549}{30} \\
 &= 90013.35 - 81818.3 \\
 &= 8195.05
 \end{aligned}$$

### T-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{82.77 - 52.22}{\sqrt{\left(\frac{5260.50 + 8195.05}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{30.5}{\sqrt{\left(\frac{13455.55}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t = \frac{30.5}{\sqrt{(231.99)(0.07)}}$$

$$t = \frac{30.5}{\sqrt{16.24}}$$

$$t = \frac{30.5}{4.03}$$

$$t = 7.56$$

**APPENDIX L**

## **STUDENTS WORKSHEET**

**APPENDIXE M**

## DOCUMENTATION





## CURRICULUM VITAE



IKA HARDIANTI, she was born 15<sup>th</sup> of January, 1995 in Makassar. She lives at Jl. Bontoduri VI No 38, Makassar. She is the first daughter of her parents, Darmawangsa and Hj. Karmila. She has three younger brothers. Her hobbies are watching and reading. She started her study at elementary school at MI Al-AbrarMakassar in 2001 and finished 2006. She continued her study at MTsN Model Makassar in 2006 and she finished in 2009. Then, she continued her study at SMK Teknologi Tri Tunggal “45”Makassar in 2009 and finished in 2012. And then she continued her study the S1 program of English Education Department of Muhammadiyah University of Makassar (UNISMUH) in academic year 2013/2014. In senior high school she joined organization namely : OSIS. She was active on the organization. Then, during a study at Muhammadiyah University of Makassar she also ever joined EDSA (English Departement Student Association) and English Course in Elang Community in 2014. She got many experinces from EDSA and course. Then, during she study at Unismuh she also ever worked as a English teacher course at SMK 2 Makassar in 2016and now as a English teacher private at Smart Home. Those experinces helped her to develop her english ability. After she graduated from Muhammadiyah University of Makassar, she wishes to share her knowledge to the other people.

