

**THE EFFECT OF PONYMY GAME
ON STUDENTS' VOCABULARY MASTERY AT THE
SEVENTH GRADE OF SMP N 1 ANGKOLA BARAT**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfilment of the Requirement
of the Graduate Degree of Education (S.Pd) in English*

Written By:

IKA KOMARIA RAMBE

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

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2025

LETTER OF AGREEMENT

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To:
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In –
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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advices for necessary revision on thesis belongs to *Ika Komaria Rambe*, entitled "*The Effect of Hyponymy Game on Students Vocabulary Mastery at the Seventh Grade of SMP N 1 Angkola Barat*". we approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you

Wassalamu'alaikum Wr. Wb.

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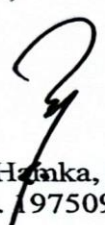
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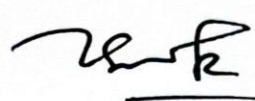
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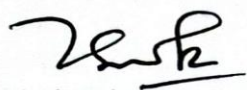
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ABSTRACT

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Thesis Title : The Effect of Hyponymy Game on
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This study concerned about the influence of hyponymy game on vocabulary mastery in the seventh grade of SMP N 1 West Angkola. The problems faced by students in mastering vocabulary are: 1) limited vocabulary, 2) lack in understanding the meaning of English vocabulary, 3) low motivation of students in learning English, 4) vocabulary scores are still low. The objectives of this study are: 1) to describe how students' vocabulary mastery before learning vocabulary using hyponymy game, 2) to describe how students' vocabulary mastery after learning vocabulary using hyponymy game, 3) to examine how to describe the significant impact of hyponymy game on vocabulary mastery in seventh grade students of SMP N 1 West Angkola. Quantitative research is experimental using pre-test and post-test control group design as the research method. The population of this study is all students of grade VII of SMP N 1 West Angkola. The sample was class VII D as an experimental group of 30 students and class VII B as a control class with 28 students. Data collection was carried out by pre-test and post-test in the form of multiple choice and analyzed using an independent T-test test. The results showed that the average score of the experimental class after using the hyponymy game was 80.40 and the average score of the control group was 64.79. In addition, the $t_{count} > t_{table}$ ($7.929 > 1.685$) so that H_a was accepted and H_o was rejected, meaning that the hyponymy game had a significant effect on the vocabulary mastery of seventh-grade students of SMP N 1 West Angkola.

Keywords : Hyponymy Game on Vocabulary Mastery;

ABSTRAK

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Judul : The Effect of Hyponymy Game on
Vocabulary Mastery at The Seventh Grade
Students of SMP N 1 Angkola Barat

Penelitian ini berfokus pada pengaruh permainan hiponimi terhadap penguasaan kosakata pada kelas tujuh SMP N 1 Angkola Barat. Permasalahan yang dihadapi siswa dalam menguasai kosakata adalah: 1) siswa memiliki kosakata yang terbatas, 2) siswa kurang memahami arti kosakata bahasa Inggris, 3) motivasi siswa dalam belajar bahasa Inggris rendah, 4) nilai kosakata siswa masih rendah. Tujuan penelitian ini adalah: 1) untuk mengetahui bagaimana penguasaan kosakata siswa sebelum belajar kosakata menggunakan permainan hiponim, 2) untuk mengetahui bagaimana penguasaan kosakata siswa setelah belajar kosakata menggunakan permainan hiponimi, 3) untuk mengetahui bagaimana menggambarkan dampak signifikan permainan hiponimi terhadap penguasaan kosakata pada siswa kelas tujuh SMP N 1 Angkola Barat. Penelitian kuantitatif adalah eksperimental dengan menggunakan desain kelompok kontrol pre-test dan post-test sebagai metode penelitian. Populasi penelitian ini adalah seluruh siswa kelas VII SMP N 1 Angkola Barat. Sampel adalah kelas VII D sebagai kelompok eksperimen yang terdiri dari 30 siswa dan kelas VII B sebagai kelas kontrol dengan 28 siswa. Pengumpulan data dilakukan dengan pre-test dan post-test dalam bentuk pilihan ganda dan dianalisis menggunakan uji T-test independen. Hasil penelitian menunjukkan bahwa skor rata-rata kelas eksperimen setelah menggunakan permainan hiponimi adalah 80,40 dan skor rata-rata kelompok kontrol adalah 64,79. Selain itu, $t_{cal} > t_{tabel}$ ($7.929 > 1.685$) sehingga H_a diterima dan H_o ditolak, artinya permainan hiponimi berpengaruh signifikan terhadap penguasaan kosakata siswa kelas tujuh SMP N 1 Angkola Barat.

Kata kunci : Permainan hiponimi, penguasaan kosakata;

ملخص البحث

الاسم	إيكا كوماريا رامبي
رقم التسجيل	٢٠٢٠٣٠٠٠٦٩:
عنوان البحث	تأثير أسلوب التهجنة على إتقان المفردات لدى طلاب الصف السابع من
المرحلة	الإعدادية ١ أنجكولا بارات

تركز هذه الدراسة على تأثير تقنيات التهجنة على إتقان المفردات في الصف السابع في المرحلة الإعدادية ١ غرب أنجكولا. المشاكل التي يواجهها الطلاب في إتقان المفردات هي (١) محدودية المفردات لدى الطلاب، (٢) افتقار الطلاب إلى فهم معنى مفردات اللغة الإنجليزية، (٣) انخفاض الدافعية لدى الطلاب في تعلم اللغة الإنجليزية، (٤) لا تزال درجات الطلاب في المفردات منخفضة. أهداف هذه الدراسة هي (١) معرفة مدى إتقان الطلاب للمفردات قبل تعلم المفردات باستخدام تقنيات فرط التسمية، (٢) معرفة مدى إتقان الطلاب للمفردات بعد تعلم المفردات باستخدام تقنيات فرط التسمية، (٣) معرفة الأثر الكبير لتقنيات فرط التسمية على إتقان المفردات لدى طلاب الصف السابع الإعدادي ١ غرب أنجكولا. البحث الكمي هو بحث تجريبي باستخدام تصميم المجموعة الضابطة قبل الاختبار القبلي والبعدي كأسلوب للبحث. مجتمع هذه الدراسة هو جميع طلاب الصف السابع من الصف السابع من المرحلة الإعدادية ١ غرب أنجكولا. وكانت العينة عبارة عن الصف السابع دال كمجموعة تجريبية مكونة من ٣٠ طالبًا وطالبة، والصف السابع باء كمجموعة ضابطة مكونة من ٢٨ طالبًا وطالبة. تم جمع البيانات عن طريق الاختبار القبلي والاختبار البعدي في شكل اختيار من متعدد وتحليلها باستخدام اختبار مستقل. أظهرت النتائج أن متوسط درجات الفصل التجريبي بعد استخدام تقنية الاستئصال التحتي كان ٨٠,٤٠ ومتوسط درجات المجموعة الضابطة كان ٦٤,٧٩. بالإضافة إلى ذلك، كانت النتيجة $7,929 > 1,685$ فتم قبولها ورفضها، وهذا يعني أن تقنية الفوقية كان لها تأثير كبير على إتقان المفردات لدى طلاب الصف السابع من المرحلة الإعدادية ١ غرب أنجكولا

الكلمات المفتاحية : تقنية هايونيمي تقنية إتقان المفردات

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I would like to express the sincere gratitude to all lectures, family and friends who have contributed in different ways. Therefore, in this chance i would like to express to deepest gratitude to the following people:

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I reliaze that there are still many shortcomings in this thesis. Therefore, I would be gratefull for correction to level up this thesis.

Padangsidempuan, Desember 2024

Researcher

Ika Komaria Rambe

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CHAPTER I

INTRODUCTION

A. The Background of Problem

Vocabulary is an important component of language in learning a language, especially in English as a foreign language. Thornburry states that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed.¹ Since grammar relates to the word's arrangements, students' need to master much vocabulary, they have nothing to arrange, and also even though we have good grammar skills, we are still lacking vocabulary so it will be useless.

Lacking of vocabulary makes students difficult to learn English. Without having a stock vocabulary, students get difficulty to master all of the language skills. In teaching and learning process, the students with limited vocabulary will have an ability to understand the English material such as reading a text and many others.² Vocabulary has wide aspects that makes learning vocabulary is not easy, beside people know the vocabulary, they have to know the meaning of it. Teaching vocabulary's problem is the word given to students can not be understood by students although that word is often used in daily activity or the word can be understood by pupils but not important in their daily activity. So, in learning vocabulary, it needs to sort out which vocabulary is important or not in daily conversation

¹ Scott Thornburry, *How To Teach Vocabulary*, Malaysia, Pearson Longman, hal.13.

² Mega Sofiana and Sudarkam R Mertoso, 'Using Hyponym To Increase Vocabulary Mastery', 1, 1-8.

Based on curriculum 2013 for Junior High School students learn about vocabulary, communicate interpersonally, functionally, transactionally about themselves, their family, as well as human, things and animals, concrete and imaginative which closest to life and students activity at home, school, and community as well as related to other subject and the world work. That is why vocabulary is important to be learned as a basic knowledge to master all skills in English. But, to learn vocabulary is sometimes not easy for students, students think that vocabulary has wide aspect to be talked and it is really complicated. In learning, students are seldom to talk in English because of it.

When conducting the observation of SMP N 1 Angkola Barat, the researcher found that he student still got difficulties to memorize word. They were confused in understanding the meaning of words and did know how to spell the words. They also get bored in teaching and learning process because the teacher only used conventional method. As a result the student the student were busy with other things when the teacher explained the lesson. Some made a joke with their friends, while others played truant. Shortly, the student did not pay attention to the lesson though by teacher. Therefore, in facilitating the students in learning vocabulary, English teacher need to create or think an interesting way to enrich students' vocabulary.

Based on interviews conducted by researcher with teacher stated that students lack of vocabulary was because students at the school on

avarage did not learn English when they were in Elementary School, let alone at home. The teacher also stated that the students lack of vocabulary was proven when he asked about some of the vocabularies, the student couldn't answer or even didn't know the meaning or significance. Students did not intent to bring a dictionary, students had no motivation to find out the meaning of difficult words, and students were not confident to speak English since they had very limited English vocabulary.³ So from the problem above the researcher choosed to use hyponymy game. The researcher felt interest to choose hyponymy game to improve students vocabulary mastery because hyponymy is effective and good way for students.

Hedge proposed the way how to teach vocabulary using hyponymy. She ensure that teaching vocabulary using hyponymy games is an easy and effective.⁴ She called it "Building word network". She argued that native speakers are to retrieve, very qickly, word with similar spelling or simillar prefixes and suffixes. It also seems to be case (as word-association games attest), that we organize words by meaning and that a particular word will gradally become part of semantic cluster or lexical set: for example, "egg, bacon, cereal, toast, and jam as the typical constituents of English breakfast, apple, pear, peach, nectarine, and plum as edible fruits, or father, mother, son and daughter as members of nuclear family in

³ Muhammad Sholeh, *Private Interview to Teacher of SMP 1 Angkola Barat* (Sitinjak: Rineka Cipta, 2023).

⁴ Tricia Hedge, *Teaching and Learning in the Language Classroom*: Oxford University Press, 2000.

fact a good deal of language teaching material is based on the assumption that learners categorizes words sistematically, building careful networks of meaning, which include the various relationship.

Another useful word relation is that of lexical set. One can facilitate the identification of an item by showing to what superordinate class of items belong. New word should not be presented in isolation and should not be learned by simple rote memorization⁵ Hyponym helps the students change their thinking systematically from generalities to spesifics.

Actually there are some previos researcher that conducted similiar research. First, it was conducted by Amalia Khusnul Khatimah, the method of this research is quantitative research, the result showed that there was significant influence on stdents vocabulary mastery of the eight grades of MTS Ma'arif 05 Bumi Nabung Central Lampung academic year 2023/2024. Second, Mery Herdayani, the method of this research is classroom action research method. The result of this research showed the hyponymy game improved students vocabulary mastery in a better achievement at the second grade of MTS Musthafawiyah academic year 2018/2019.

Based on the explanation previously, it can be concluded one of students 'problem in English is vocabulary. So the researcher tries to attract the students 'interest by using hyponymy game. By using hyponymy game, the student will get enjoyable situation in the class, they

⁵ Marianne Celce Murcia, Teaching English as a Second Languageor Foreign Language, Second Edition (Massachusetts: Heinle Publisher), p.60

will not feel bored due to easy way to find other words which related to a topics. Thus, the researcher choosed hyponymy game to improve students' vocabulary.

B. The Identification of the Problem

Based on background above, there are some problems in teaching-learning vocabulary in SMPN 1 Angkola Barat as followed:

1. The students have limited vocabulary.
2. The students' are lack in understanding the meaning of English vocabulary.
3. The students are low motivation in learning English.
4. The students' vocabulary score is still low.

C. The Limitation of the Problem

Based on the identifiication of problem above, the researcher limited the problem on forth problem, English teacher must do innovation in learning vocabulary, one of the innovations can use hyponymy game that can make students are interested in learning vocabulary. Then, the problems in vocabulary will be solved by using hyponymy game. By using hyponymy game, resesrcher focused the topic about "family and fruit" based on students handbook.

D. The Formulations of The Problem

According to the background, there are three formulations of the problem that weres talked in this research, they are:

1. How is students' vocabulary mastery before learning vocabulary using hyponymy' game at the seventh grade of SMP N 1 Angkola Barat ?
2. How is students' vocabulary mastery after learning vocabulary using hyponymy game at the seventh grade of SMP N 1 Angkola Barat?
3. Is there any significant effect of hyponymy game on students' vocabulary mastery at the seventh grade of SMP N 1 Angkola Barat?

E. The Objectives of The Research

Based the formulation above, the objective of this research are:

1. To describe how is students vocabulary mastery before learning vocabulary using hyponymy game at the seventh grade of SMP N 1 Angkola Barat.
2. To describe how is students vocabulary mastery after learning vocabulary using hyponymy game at the seventh grade of SMP N 1 Angkola Barat.
3. To examine significant effect of hyponymy game on vocabulary mastery at the seventh grade of SMP N 1 Angkola Barat.

F. The Significances of the Research

The researcher expects this research may be helpful and valuable provided as follow:

1. Teachers

Teachers can play this game to attract their students' interests. The teachers can use this game to make their lesson fun and not boring. The students are active in learning English. The teachers do not teach English strictly.

2. Head Master

As information to guide English teacher in teaching English especially in teaching vocabulary.

3. Readers

This study is expected to give knowledge to further researcher to do the better research to teaching and learning process, give the other researcher known deeply about the effect of hyponymy game on students vocabulary mastery and the writer easier to do the research.

G. The Defenitions of Operational Variables

In this research the operational definition of the variables is as follow:

1. Hyponymy Game

Hyponymy game is a game that aims to find special meanings of words that have more general meanings.

2. Vocabulary Mastery

Vocabulary mastery is the ability words knowing, how to spell, and also knowing the word class are known.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary Mastery

a. The Defenition of Vocabulary

According to Kamil and Hiebert “vocabulary is generically understood as the knowledge of meanings of words”.⁶ It means that what we know and understand about the meaning of words named as vocabulary.

Vocabulary is important element in English study, vocabulary is needed to master all skills in English. Vocabulary is an important component of language in learning a language, especially as basic of language so that is why vocabulary is important in education.⁷ In every singel 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.

Therefore, it is highly essential for English teacher to help their student in mastering vocabulary. There are numerous definitions of vocabulary given by some experts, one of them is

⁶ Elfrieda H. Hiebert and Michael L. Kamil. Teaching and Learning Vocabulary. London: Lawrence Erlbaum Massociates. p.3

⁷ Fitri Rayani, ‘Male and Female Students’ Vocabulary Mastery’, *English Education : English Journal for Teaching and Learning*, 10.2 (2022), 237–49 <<https://doi.org/10.24952/ee.v10i2.6755>>.

Richards in widyaningsih says that vocabulary is the core component of language ability.⁸ It provides many foundations for learners' speaking, listening, reading, and writing skills. Schmitt and Mc. Carthey in widyaningsih state that vocabulary is one among the important skill in the language. People use words and arrange them together to form a sentence.⁹

Similarly Sahrawi in widyaningsih explains that vocabulary is the foundation of language development. Besides, Sahrawi claims that vocabulary is the basis of language communication. Therefore, without having enough vocabulary, it is difficult to master English skills. When someone has a conversation with others, he or she will not be interested in continuing the conversation due to a lack of vocabulary and poor communication progress.¹⁰

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

⁸ Muhammad Sofian Hadi and Monica Lucy Widiyaningsih, "Hyponymy Games i Enriching Students' English Vocabulary: A Case Study in Junior High School, *Scope: Journal of English Language Teaching*, 6.1 (2021), 37 <<https://doi.org/10.30998/scope.v6i1.9487>>

⁹ Muhammad Sofian Hadi and Monica Lucy Widiyaningsih, "Hyponymy Games i Enriching Students' English Vocabulary: A Case Study in Junior High School, *Scope: Journal of English Language Teaching*, 6.1 (2021), 37 <<https://doi.org/10.30998/scope.v6i1.9487>>

¹⁰ Muhamad Sofian Hadi and Monica Lucy Widiyaningsih, 'Hyponym Games in Enriching Students' English Vocabulary: A Case Study in Junior High School', *Scope: Journal of English Language Teaching*, 6.1 (2021), 37 <<https://doi.org/10.30998/scope.v6i1.9487>>.

b. The Types of vocabulary

Some expert have classified some kinds of vocabulary. Hanson and Padua divided vocabulary into two, those are receptive and productive vocabulary.¹¹

1) Receptive vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.

2) Productive vocabulary is the word which understand, pronounce, and use by the learners in speaking and wiriting.¹²

Hardianti said that productive vocabulary is the set of words that 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.¹³

So receptive and productive vocabulary are the types of vocabulary. Receptive vocabulary refers to ord recognize and

¹¹ Susan Hanson and Jennifer F M Padua, 'Teaching Vocabulary Explicitly', *Pacific Resources for Education and Learning*, 2011, 5.

¹² Alqahtani.

¹³ Ika Hardianti, "The Effectiveness of using Hyponymy Game in Teaching Vocabulary":

understood the context but not produced by learners. In contrast, productive vocabulary consist of words learners understand, pronounce, and use speaking and writing.

c. The importance of vocabulary

Vocabulary makes easier to understand spoken text or ideas conveyed by other person, makes easier to understand written text and also can be easier to share ideas. “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Vocabulary is the first step to be taught before teaching other aspects of language. Vocabulary as a fundamental in English foreign language where by using vocabulary to develop students basic in speak English. Than vocabulary can be essential for making a word paragraph. Vocabulary is also make the students be active in speak English be clearly. The vocabulary used in such context is rather simple because grammatical and phonologic aspects are emphasized: and as a result, the lexical aspects in neglected. In other words, learner just know how to use the vocabulary in an exact form, but they do not know how to use it in with different shades of meanings in real life communication.

The teacher should give the materials through an interesting technique in order to make the learners enjoy the teaching-learning process. As a Nation cited in Linse Carolani claims that “teachers should facilitate vocabulary learning by teaching learners useful

words and by helping learners use words and by helping learners figure out meanings on their own". Moreover, the learners are children who love to play and learn best when they are enjoying themselves. They are not always aware that they are learning language.¹⁴ Without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the students' ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading vocabulary, vocabulary helps learners in comprehending the text. In writing, it helps learners to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally. The meaning shows that vocabulary mastery has important roles in communication.

Ultimately, Vocabulary plays a crucial role in language learning, enabling students to understand and convey ideas effectively. It is essential for reading, writing, listening, and speaking abilities. Teachers should facilitate vocabulary learning through engaging techniques, helping learners discover meanings independently. Mastery of vocabulary is vital for effective communication and its importance cannot be overstated, as without vocabulary nothing can be conveyed.

¹⁴ Linse Carolani, *Practical English Language Teaching* (Jakarta: Rineka Cipta, 2023).

d. The Aspects of Vocabulary

According to Ur there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, as follow:

1) Form: pronunciation and spelling

The students have to know what is pronunciation and what is spelling. Because they are very influential on the meaning of words when learning English. Therefore, the teachers should make sure that other these aspects are accurately presented and learned.

2) Grammar

Grammar is very important in learn English. Because, it is one the rules in English and how is using some kinds of words in a sentence. An item may have an unpredictable change of form I certain grammatical contexts may have some idiosyneraticway of connecting with other words in the sentence. Grammar is traditionally subdivided in two different but inter-related areas of study morphology and syntax.

3) Aspect of Meaning: denotation, connotation, appropriateness

Denotation is the meaning of a word is primarily what it refers to in the real world. Conotation is the association, or

positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. Appropriate is a more subtle aspect of meaning that often needs to be taught is whether a particular item to use in a certain context or not.

4) Aspect of meaning; meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship: here are some of the main ones.

- a) Synonyms: item that mean the same, or nearly the same; for example, bright, clever, smart may serve as synonym of intelligent.
- b) Antonym: items that mean the opposite; rich is antonym of poor. Antonym is a term used in semantics as part of the study of oppositeness of meaning.
- c) Hyponyms: items that serve as specific examples of general concept; dog, lion, mouse are hyponyms of animal
- d) Co-hyponym or co-ordinates: other items that are the 'same kind of thing' ; red, blue, green and brown are co-ordinates.
- e) Superordinates: general concepts that 'cover' specific items; animal is the superordinates of dog, lion, mouse.

f) Translation: word or expression in the learners' mother tongue that are more or less equivalent meaning to the item being taught.¹⁵

The teacher may wish to teach the common prefixes and suffixes in English. Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information-perhaps mainly for more advanced learners.

According to Ur, there are several aspects of vocabulary that students should master when learning a foreign language. These aspects include form (pronunciation and spelling), grammar, meaning (denotation, connotation, and appropriateness), and meaning relationships (synonyms, antonyms, hyponyms, co-hyponyms, and superordinates). Understanding these aspects can help students effectively learn and use vocabulary.

¹⁵ Penny Ur, *A Course in Language Teaching: Practice and Theory* (New York: Cambridge University press, 2018).

e. The Problem in Learning Vocabulary

In learning vocabulary, the students often found the problem in learning that make them less of vocabulary. The problem in learning vocabulary is divided into four problems, that is described as below:

- 1) The number of words that is needed to be learnt so as to be understood and and to be utilized both orally and in writing with proficiency. The vocabulary size is really large, the students complain that learning vocabulary is boring. The learners have to memorize many vocabulary.
- 2) The interspace between children's word knowledge levels.

Levels of word knowledge are different. Some of the learners are rich of vocabulary but some of the others are lack of vocabulary.

- 3) Before kids ever start school, there is a difference in word knowledge levels. Many students have different level of word knowledge. The students are divided into beginner, intermediate and advanced level. The teacher has to be able to make a balance between beginner, intermediate and advanced level.

- 4) Children are not taught word-learning strategies or how to appreciate words in traditional vocabulary instruction. Traditional vocabulary instruction does not give the variations of learning that makes the students are bored to learn with the same way day by day.

The students finds the obstacles in learning vocabulary that makes students feel bored to learning vocabulary. The problem that faced by students in learning vocabulary are the number of vocabulary that is really large makes the students feel difficult to memorize vocabulary, teacher has no variation in learning as well as. The process of learning vocabulary poses several problem for students. These problem include the vast number of words to be learned, varying levels of word knowledge among students, differences in word knowledge levels prior to formal education, and the lack of effective word-learning strategies in traditional vocabulary instruction. These obstacles can lead to student boredom and difficulty in learning vocabulary.

f. Principles of Teaching Vocabulary

Carolani contended that students see vocabulary as vital language advancing part and one of the troubles in arranging the

vocabulary part of a course is ensuring that it doesn't overpower other fundamental pieces of the course.¹⁶

1) Emphasize Both Direct and Indirect Teaching

Direct instruction refers to teaching the words and their meaning. Indirect instruction refers to helping children learn appropriate strategies so they can figure out the meaning of words on their own.

2) Teaching Vocabulary before A New Activity

When the vocabulary words are taught before a new activity, students benefit in two ways. First, they are better able to comprehend the activity. Second, teaching vocabulary words in advance makes it more likely the students will actually acquire the target vocabulary words.

3) Teach How to Use Context Clues Appropriately

Students can benefit from learning how to use context clues and guessing the meaning from the text.

4) Present Multiple Exposures to New Vocabulary Items

¹⁶ Linse Carolani, *Practical English Language Teaching* (Jakarta: Rineka Cipta, 2023).

Young learners make educational gains when they are exposed to vocabulary items repeatedly in rich context.

5) Give Opportunities for Deep Processing of Vocabulary Items deep processing means working with information at a high cognitive and personal level. The use of dictionaries as a tool for EFL and ESL instruction has come back into style.

6) Teach Students to Use Dictionary

The use of dictionaries as a tool for EFL and ESL instruction has come back into style.

7) Have Students Keep Vocabulary Notebooks

Vocabulary notebooks provide students with opportunities to develop a variety of vocabulary acquisition strategies and also help students have more control over their learning.

In teaching vocabulary, it is needed a guide to help students in emphasizing the knowledge in knowing a word. The principles can be a way for students in memorizing word. The principles above can be practiced in teaching-learning process.

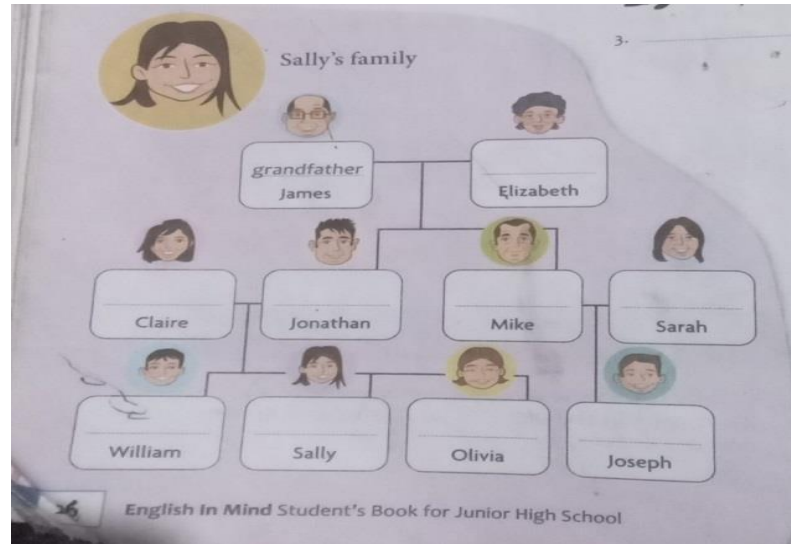
Effective vocabulary instruction involves emphasizing both direct and indirect teaching, introducing vocabulary before new activities, teaching context clues, providing multiple exposures, promoting deep processing, and encouraging dictionary use and vocabulary notebooks. These principles enable students to develop vocabulary acquisition strategies, gain control over their learning, and memorize words effectively.

g. Material of Teaching Vocabulary

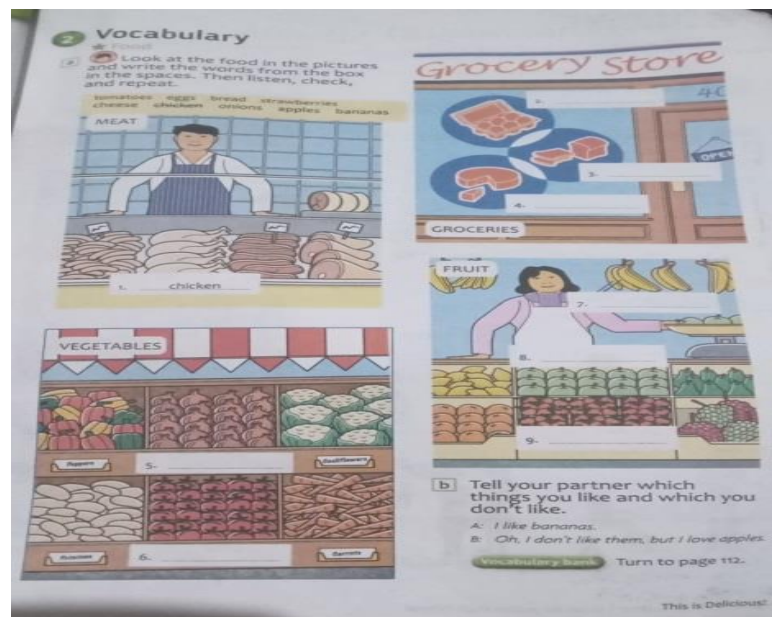
Vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary- type definition, or an equivalent word in their own language.¹⁷ Hyponymy is a relationship between two words, in which the meaning of one of the words includes the meaning of the other words. For example, in English *fruit* and *apple* are related such a way that *apple refers to a type of a fruit*. So *apple* is hyponymy of *fruit*. And *family* and *uncle* are related such a way that *uncle* refers to a type of *family*. So *uncle* is hyponymy of *family*.

¹⁷ Linse Carolani, *Practical English Language Teaching* (Jakarta: Rineka Cipta, 2023).

a) Family



b) Fruit



From the picture above, there are several types of fruit such as bananas, apples, avocados, oranges, strawberries and others. The relation of hyponym captures

idea of “is kind of”, as when you give the meaning of word by saying “ apples are kind of fruit”.

2. Hyponymy Game

a. Defenition of Hyponymy Game

There are various types of language games that can be applied in the English vocabulary learning process. Game making students more active and motivate them to learn. Hyponymy is basically a meaning relations but hyponymy can be a game according to some articles and many researcher have succeeded in using this game. Hyponymy game is a game that aims to find special meanings of words that have more general meanings.¹⁸

Hyponymy game can be one of alternatif game to teach vocabulary according to Ningsih and friends.¹⁹ By using hyponymy game students can easy to learn vocabulary. They can easier to categorizes the word. It can make the the teacher asy to teach the students with give example or connecting one word to the others word that has relation.

¹⁸ Amalia Khusnul Khatimah, The Influence of Using Hyponymy Games on Students vocabulary Mastery of MTS Ma'arif 05 Bumi Nabung Central Lampung, 2023/2025.

¹⁹ Ester Surya Ningsih Zebua, Hasrat Sozanolo Harefa, Yasminar Amaerita, Telaumbanua, Yaredi Waruwu, “Increasing The Students’ Vocablary Mastery By Using Hyponymy Game at the Eight Grade og SMP Negeri 1 Gunungsitoli Barat in 2022\2023”, Journal on Education.

Hyponymy game is one of the right solutions to enrich students vocabulary according to Kristiani Uni.²⁰ Teacher can use game in teaching. Game can make students more interested to enjoy learning English, instead of stressing about the unfamiliar grammatical structures students have to learn.

According to “Maharani, Sunra and Hasrianin, Hyponymy game in vocabulary instruction gives a best method to improve the students vocabulary mastery as teacher could start with offering examples or connecting one word with other terms that have relevance potentially be interestin for the students.”²¹

Hedge proposed the way how to teach vocabulary using hyponymy. She ensure that teaching vocabulary using hyponymy games is an easy and effective.²² She called it “Building word network”. She argued that native speakers are to retrieve, very qickly, word with similar spelling or simillar prefixes and suffixes. It also seems to be case (as word-association games attest), that we organize words by meaning and that a particular word will gradally become part of

²⁰ Ignasia Kritiani Uni, “Using Hyponymy Game To Improve Stdents’ Vocabulary Mastery at the Seventh Grade of SMK Yapenthom 1 Maumere in the Academic Year of 2020\2021”, Edunipa, vol.2 No. 1 Mei 2021.

²¹ Srikandi Bulan Maharani, La Sunra, Hasriani G, “Using Hyponymy Game to Improve Seventh-Grade Students’ Vocabulary Mastery at SMP Negeri 29 Makassar”, Journal of English ducation and Literature vol.3, No. 2, p.171-190.

²² Tricia Hedge, Teaching and Learning in the Language Classroom, (Oxford: Oxford University Press, 2000), p.122.

semantic cluster or lexical set: for example, “egg, bacon, cereal, toast, and jam as the typical constituents of 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 categorizes words sistematically, building careful networks of meaning, which include the various relationship.

According to Astuti Hyponymy is a relationship between two words, in which the meaning of one of the words includes the meaning of the other words. For example, in English *flower* and *rose* are related such a way that *rose refers to a type of a flower*. The spesific term, rois called a hyponym, and the general term, flower, is called a hypernym.²³ Teaching Hyponym is an effective form of practice because is easy to apply, to understand and to remember. Teaching hyponym is an effective form of practice because it is easy to apply, to understand and to remember.

Murcia said “ A common way for a teacher to elucidate the meaning of a target word is to relate it ot another word that the student already know. Another useful word relation is that of lexical set. One can facilitate the identification of an item by

²³ Astuti, Widia Margi, Teaching Vocabulary Trough Hyponymy, and Experimental Study at the First Grade of SMP N1 Sumbang in Academic Year 2014/2015.

showing to what superordinate class of items belong.²⁴ Ur also has the same idea how to present new vocabulary using hyponymy.²⁵ From the explanation above, Murcia and Penny Ur suggest that teachers can effectively teach new vocabulary by relating target words to familiar words or by using lexical sets and hyponymy. This helps students identify and understand the meanings of new words.

Widiyaningsih and Hadi said that the relationship is portrayed as a hyponymy when the significance of one structure is remembered for the importance of another, and some runof the mill model sets are rose - flower, canine – creature, carrot – vegetable, banyan – tree. The idea of ‘consideration’ required here is the possibility that assuming an article is a rose, it is fundamentally a blossom, so the significance of the bloom is remembered for the importance of the rose. Or on the other hand rose is a hyponym a flower.²⁶ Which involves introducing new words by showing relationship to other words. By providing examples and connections, teacher can help the students understand and learn new vocabulary more effectively.

²⁴ Marianne Celce Murcia, *Teaching English as a Second Language or Foreign Language*, Second Edition (Massachusetts: Heinle Publisher, 1991), p.60

²⁵ Penny Ur, *A course in Language Teaching: Practice and Theory* (New York: Cambridge University press, 1996), p.63

²⁶ Monica Lucy Widiyaningsih and Muhamad Sofian Hadi, ‘Improving Students Vocabulary through Hyponym Game: A Study of English in Junior High School’, *Linguistics and Education Journal*, 1.1 (2021), 30–41.

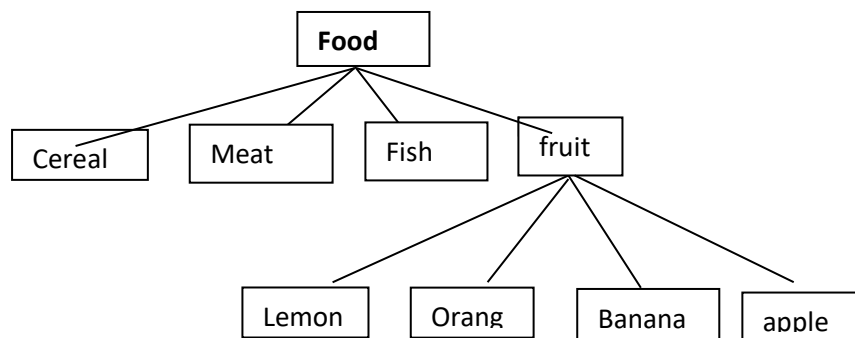


Figure 1

Hyponyms of Game Diagram

From the diagram above, fruit is a hyponym of food or that banana is a hyponym of fruit. The main case that only thing some people know about the meaning of a word in their language is that it is a hyponym of another term. That is, you may know nothing more about the meaning of poodle other than that it is a kind of dog.²⁷ Hyponym helps the students change their thinking systematically from generalities to specifics. It can be used to break down broad categories into main topic and subtopic.

A hyponym includes the meaning of a more general of word. In language learning. Hyponymy is includes the meaning into semantic relation besides synonym, antonym, metonym, polysemy that can be used to present meaning into semantic relation among words.²⁸ In language learning, hyponymy is include into semantic relation besides synonym, antonym, meronym, polysemy etc. that can be used to present meaning and semantic

²⁷ Yule, George, "The Study of Language", Cambridge University Press, third edition, 2006.

²⁸ Uni.

relation among words. Yule said that when the meaning of one form is included in the meaning of another, the relationship is described as hyponymy.²⁹ Hedge also said that hyponymy is a relationship where by one word includes others a hierarchy, so we have superordinate words and subordinate words. So, 'flower', 'carnation', and 'rose' are in hyponyms of 'flower'; and co hyponyms of each other.³⁰ For example, blue, green are kinds of colour. They are specific colours and colour is general term for them. Therefore, colour is called the super ordinate term, and blue, red, green, yellow, etc are called hyponyms.

Carter said that 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 economical manner as possible.³¹ 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.³² In

²⁹ Yule...

³⁰ Muhammad Ihsan and Iwan Supardi, *Teaching Vocabulary By Using Hyponymy* (Pontianak: Ghalia Indonesia, 2014).

³¹ Carter R, *Vocabulary Applied Perspective Second Edition* (Jakarta: Ghalia Indonesia, 2000).

³² Harmer, Jeremy, "The Practice of English Language Teaching Fourth Edition", London : Longman Group, 1983, p.36

lexical field, hyponymy may exist at more than one level. A word may have both a hyponym and super ordinate term.

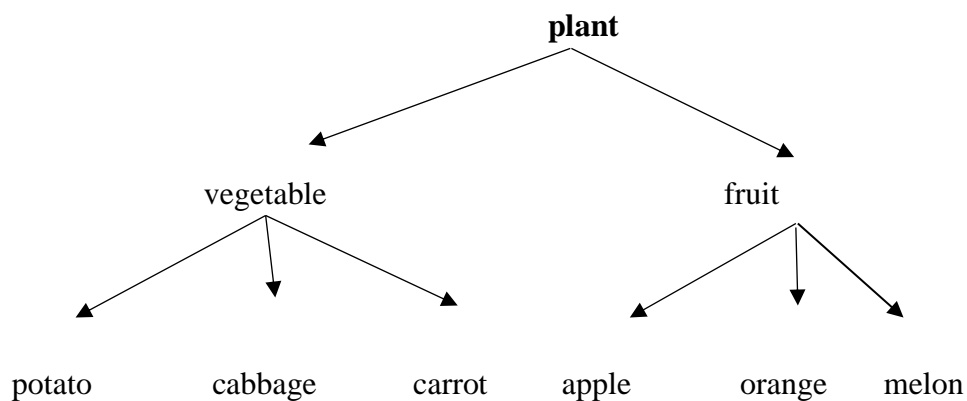


Figure I.1 : Hyponymy of Plant

b. The Advantages of Hyponym Game

There are some advantages of hyponym game in teaching vocabulary.³³ first, it can increase students' interest in the subject matter; second, it reduces the amount of content that the teacher must explain to the class; third, hyponymy game can stimulate the students to learn and memorize English vocabulary: forth, hyponymy can enrich the students vocabulary. The last advantages, hyponymy game makes the students directly know the meaning of unfamiliar words.

The advantages of using hyponym game in teaching vocabulary according to Herdayani in Widiyaningsih are : ³⁴

³³ Sofiana and Mertosono.

³⁴ Lucy Widiyaningsih and Sofian Hadi.

- 1) The student could be more excited in learning the material.
- 2) The teacher didn't need to explain the whole materials.

By using hyponym game, the teacher is able to motivate the students and to get their attention to the material provided in the textbook.³⁵ It also helps the teacher to make the students focus on the learning process without making them feel bored in learning English. It also can be a tool for transferring knowledge. By using hyponymy game, the students get an enjoyable situation in the class, they do not feel bored due to the easy way to find other words related to a topic.

Ultimately, the Hyponymy Game offers several advantages in teaching vocabulary, including increasing student interest, reducing teacher explanation, stimulating learning and memorization, enriching vocabulary, and providing direct understanding of unfamiliar words. Additionally, it motivates students, captures their attention, and facilitates knowledge transfer, making learning English an enjoyable experience.

c. The Purpose of Hyponymy Game

The purpose of hyponymy game is to make students connect new vocabulary, to understand the concepts and to display the information in graphical format. Hyponymy can help them establishing connections between new materials, and

³⁵ Sofiana and Mertosono

can also help them learn new words and deepen their understanding.

d. The Teaching Vocabulary Using Hyponymy Game

According to Nation there are some steps in teaching vocabulary using hyponymy, as follows:³⁶

- 1) The teacher provides the learners with a list of categories like food, animals, jobs, etc.
- 2) Each learner chooses or is given one category.
- 3) The learner then has to write as many words as possible under the category heading on a piece of paper
- 4) So, food should contain items like bread, meat, etc.
- 5) The learners should write known words, not look up unknown words
- 6) After set time, a learner passes their paper to the next learner who then tries to add words not already listed.
- 7) Then the paper is passed on until each learner regains their original sheet of paper.
- 8) 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.

The game involves providing learners with categories, having them list words under each category, and then sharing and adding

³⁶ Nation, "Learning Vocabulary in Another Language", Cambridge University, Third Edition, 2022.

to the lists. This activity encourages learners to think creatively, build vocabulary, and develop spelling skills. The resulting class dictionary serves as a valuable resource for future learning. 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. The Review Related Findings

The researcher has discovered several related studies about the hyponymy. In light of this, the researcher develops three theses on the impact of the hyponymy game on student's vocabulary retention.

First, research conducted by khatimah, the method of this research is experimental method.³⁷ The result showed that there was significant influence on students vocablary mastery of the eight grades of MTS Ma'arif 05 Bumi Nabung Central Lampung academic year 2023/2024.

Second, Hardianti conducted an experimental study on seventh grade of SMP N 1 SombaOpu.³⁸ The result showed that there was a significance differences on students vocabulary in experimental class and control class thaugh hyponymy games. The students' mean score of experimental class was 36.11 in pretest to be 82.77 in post test. Then, the students' mean score of control class was 34.99 in pretest to be 52.22 in post test. It indicates that using hyponymy game was effective in teaching at seventh grade of SMP SombaOpu academic year 2018.

³⁷ Amalia Khusnul Khatimah, The Influence of Using Hyponymy Games on Students vocabulary Mastery of MTS Ma'arif 05 Bumi Nabung Central Lampung, 2023/2024.

³⁸ Ika Hardianti, 'The Effectiveness of Using Hyponymy Game in Teaching Vocabulary', 2018/2019.

Third, Puspita, an experimental study at the first grade of SMP Negeri 1 Belalau academic year 2018/2019.³⁹ The result of sig (p_{value}) is $0.000 < \alpha = 0.05$, it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. There was a significant influence of using hyponymy towards vocabulary mastery.

The researcher discovered similarities and discrepancies between the results of the earlier study and the current investigation based on the aforementioned study. This study's approach to teaching vocabulary the hyponymy games is similar to those of earlier studies. Conversely, the variations include the research's methodology, location, and topic matter.

C. The Conceptual Framework

Vocabulary is a basic knowledge to master all skills in English. If the people want to master English, they have to know a basic knowledge namely vocabulary. People are not able to speak, to write, to listen, to read English because they are lack of vocabulary. Of course that is a big problem that has to be solved if people want to master English. People as well as are difficult in remembering a new vocabulary, easy to feel bored in memorizing vocabulary with traditional or conventional method. They are some problems in learning vocabulary.

³⁹ Fransiska Maya Puspita, *The Effectiveness of Using Hyponymy Towards Student's Vocabulary Mastery at First Semester of the Seventh Grade of Smp N 1 Belalau* (Lampung Barat, 2018/2019).

To solve this problem, it is needed a method. One of ways that can be aplicated is game. Game can make people interested in learning English. In this case, the researcher chooses hyponymy game as method to master vocabulary.

The researcher use the hyponymy game to find out whether the hyponymy game have a significant influence on students' vocabulary mastery. To test a hypothesis, the researcher give a pretest to students to determine their knowledge. Then devide them into an experimental class using the hyponymy game and a control class using conventional strategies. The last post test to know the effect of hyponymy game on vocabulary mastery at grade VII students SMP N 1 Angkola Barat.

Based on the above, conceptual framework can be seen from the figure below:

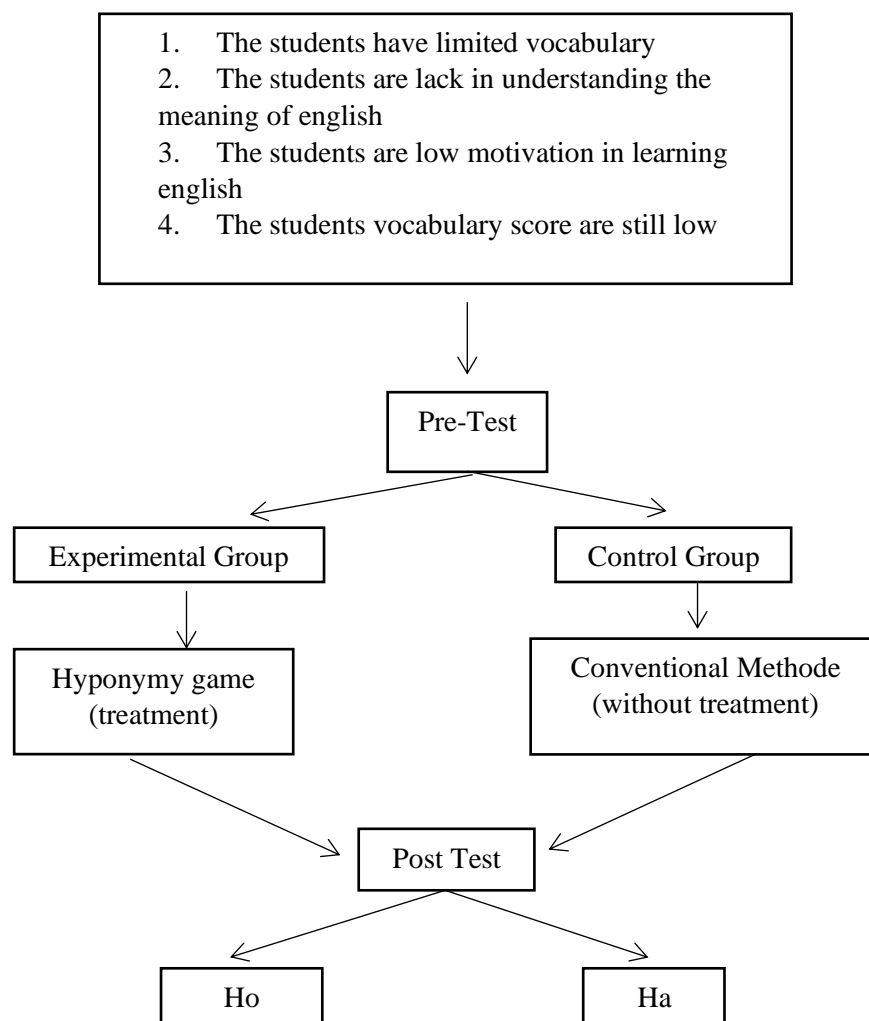


Figure II : Conceptual Framework

D. The Hypoythesis of the Research

The researcher formulates the hypothesis of the research is started as follow :

1. Alternative hypothesis : there is a significant effect on students' vocabulary mastery by using hyponymy game

CHAPTER III

Research Design

A. The Place and Time of the Researcher

The place of the research is in SMP Negeri 1 Angkola Barat. It is located on Jl. Sibolga Km.15, Sitinjak, West Angkola District, South Tapanuli Regency, North Sumatera Province. It start on March 2024 until January 2025.

B. The Research Design

The type of this research is quantitative research with true experimental. It is manipulated the independent variable and observe the effect of independent variable. The manipulated variable is called experimental treatment or the independent variable and the observed and measured variable is called the dependent variable.

True experimental is use in this research with pretest-post test control group design. The researcher found the population, take the sample and make the sample into two class (control class and experimental class). Then, give the pre-test to know the basic condition of the two classes. After that, do the experiment to the experimental class. Last, both of class give post- test. The result of the test compared to know the different effect of treatment to experimental class.

The research design for pretest-posttest control group design by using one treatment can be seen below:

Tabel I
Pretest-Posttest Control Group Design

No	Class	Pre-Test	Treatment	Post-Test
1	Experimental class	√	Hyponymy game	√
2	Control Class	√	Teachers way of teaching	√

C. The Population and sample

1. Population

The research was conducted on seventh grade students of SMP Negeri 1 Angkola Barat. There are 6 classes with a population of 174 students. Let us look at the table below:

Table II.1

The population of the seventh grade SMP Negeri 1 Angkola Barat

No	Class	Total students
1	VII A	30
2	VII B	28
3	VII C	28
4	VII D	30
5	VII E	28
6	VII F	30
	Total	174

Source: Teacher of SMP N 1 Angkola Barat

2. Sample

Sampling is the process of choosing a group of people for a research such that they accurately reflect the wider group from which they were chosen. "A sample comprises individuals, items, or events

selected from a larger group referred to as population”.⁴⁰ This study’s population was sufficiently large and homogenous to require classification into classes or groups. In this study, the random sampling technique is used to select the sample at random. The researcher made a lottery system. First, provided three pieces of small paper contained the name of three classes, then rolled the paper and put the paper into a box. After that, the box is shaken. The researcher then takes the first paper for the experimental class and takes the second paper for the control class at last.

Table II.2
Sample of the Research

No	Class	Total
1	Experimental Class (VII D)	30
2	Control Class (VII B)	28
	Total samples	58

D. The Instrument of The Research

Instrument is the most necessary one in a research. A test served as the research’s instrument. In collecting the data, the writer planned to conduct a pre-test in the first meeting and a post test in the last meeting. The researcher gave a test about vocabulary that is related to “family and fruit”. The student will give a written test. In the written test, it is given 25 questions of multiple choice.

⁴⁰ L.R Gay, *Competencies for Analysis and Application* (Jakarta: Grafindo, 2000).

Table III. 1
Scoring of the test

No	Indikators	Items	Numb er of items	Score for each correct answer	Total score
1	Students are able to identify the name of the animal and fruit	7	19-25	4	28
2	Students are able to write the correct spelling word	9	1-9	4	36
3	Students are able to write the correct meaning of the word.	9	10-18	4	36
Total					100

The scoring is obtained using the following formula:

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{25} \times 100 = 4$$

B = number of question answer correctly

N = number of question⁴¹

There is 50 items multiple choices test in this research. Where 25 items for pre-test of experimental and control class before validated.

The test is consist of 25 items. The level of score of the result students test interpreted as very good, good, enough, less, fail.⁴²

Table III.2
Level of The Score

No	Interval	Prediction	Description
1	80-100	A	Very Good
2	66-79	B	Good
3	56-65	C	Enough

⁴¹ Asrul, Rusydi Ananda, and Rosinta, *Evaluasi Pembelajaran, Ciptapustaka Media* (Bandung: Ciptapustaka Media, 2014) [http://repository.uinsu.ac.id/928/1/Buku Evaluasi Pembelajaran.pdf](http://repository.uinsu.ac.id/928/1/Buku_Evaluasi_Pembelajaran.pdf).

⁴² Joko Widiyanto, *Evaluasi Pembelajaran* (sesuai dengan kurikulum 2013): Konsep, Prinsip & Prosedur, ed. By Asri Musnandi, Universitas PGRI Madiun (Madiun: UNIPMA PRESS, 2018).

L4	40-55	D	Low
5	0-39	E	Fail

The criteria of the students' ability can be classified into four criterias score 80-100 are classify into very good, score 66-79 are classify into good criteria, score 56-65 are classify into enough, score 40-55 are classify into low category and score 0-39 are fail criteria.

E. Validity and Realility of the Instrument

1. Validity Instrument

Validity is tool that use to measure the test. Sugiono state "Validity is a characteristic of the good test". The research used test and validityby the teacher of Junior high school. In this study, to determine whether or not the test questions was valid using SPSS v.29 using *Person Correlation* test. The result of the calculation of correlation of correlation coefficient, the question can be declared valid if $r_{xy} > r_{table}$, with a significant level of 5%.

The criteria of test validation as below :

- 1). If the Pearson Correlation value $> r_{table}$, the test is valid.
2. If the Pearson Correlation value $< r_{table}$, the test is not valid.

Based on the provisions in SPSS v.29, the significance value of 0.05 the instrument is said to be

valid if the *person correlation* has at least 1 star (*).

Based on the analysis of the pre-test validity test which was carried out using the SPSS v.29 with a value $r_{table} = 0.374$, there were 25 questions that were valid (the calculation result can be seen in appendix 7).

From the table above, it can be seen that 25 questions that met the criteria were valid, so the researcher used 25 questions because they have been tested.

2. Realibility Instrumen

Realibility instrument is test using *Cronbach's Alpha*, it is because the result of the calculation was more accurate and can approach the actual result. Testing the realibility of test devices in the form of multiple choice and completion using *Cronbach's Alpha* > 0.60 (high reliable). If the value of *Cronbach's Alpha* < 0.60 , the test items are not realiable.

F. The Procedure of Collecting Data

To get the data from the students, it was given the test and treatment to see the effect of the game is given. Procedures of the research are:

1. Pre-test

Pre-test is a test that conduct before doing the treatment. Pre-test is given to experimental class and control class. Pre-test means to

see the students basic knowledge before applying the hyponymy game. The researcher took some procedures for pre-test. The steps can be see below:

- 1) The researcher asks questions that consisted of vocabulary in the house.
- 2) The researcher distributed test papers and answer sheets to both classes, experimental and control class.
- 3) The researcher explaining the way to answer the test.
- 4) The students given time to answer.
- 5) The students' answer are collected
- 6) The researcher checked answer sheet and the student's score are counted.

2. Treatment

Treatment is where the researcher do the game. the researcher give material to students about vocabulary. The ways to teach both classes was in different ways. In experimental class, the students were taught with hyponymy games. Meanwhile, in control class the the students are teach with the teacher ways without a game or media.

- 1) The researcher introduces the topic about fruit and animal to the students.
- 2) The researcher asked the question related to the topic.

- 3) The researcher made explains how to play and how the rules.
- 4) The researcher provides the learners with a list of categories like food, flower, animal, fruit, etc.
- 5) Each learner chooses or is given one category.
- 6) The learner than has write as many words as possible under the category heading on a piece of paper. So, fruit should contains item like apple, banana, etc.
- 7) The learner should write known words, not look up unknow words.
- 8) After set time a learner passes their paper to the next learner who than tries to add words not alresdy list.
- 9) Then the paper is passed on until each learner regains the original sheet of paper.
- 10) The learner has to check the spelling with a dictionary that is added to as new are met.

3. Post-test

Post-test is a test that are give after giving the treatment. The test are give to both classes. Post-test is the last test in this research. It means to see whether there is a significant effect or not. In this test, the researcher did a lot of steps. They are:

- 1) The researcher preparing a test about vocabulary.

- 2) The researcher distributed test papers and answer sheets to both classes, experimental and control class.
- 3) The researcher explaining the tips to answer.
- 4) The students answer the question.
- 5) The students answer sheets are collected.
- 6) The researcher checked the students answer and counted the score.

G. The Technique of Data Analysis

After doing tests, data are collect. To analyze the data, independent sample t- test is use. There are two test that will be sdo before analyzing the data. The normlality test and homogeneity test.

1. Normally Test

A normality test can determine whether researc data are normal or not. Test of normality in this research use SPSS v.29 using the *Shapiro- Wilk* test with a significant level of 5% or 0.05 with criteria. If the value is significant (sig)> 0.05, the students' pre test and post-test were normally distributed. If the significant if the significant value (sig)< 0.05, the students' pretest and post test were normally distributed.

2. Homogeneity Test

Homogeneity test is use to see the data from two classes is same or different in variant case. Homogeneity test means to know whether control clasas and experimental class have same variant or not. The researcher us SPSS V.29 to calculate the data.

The test criteria are :

- 1) If the significance value (sig) >0.05 , the data variance of the two classes is homogeneous (accept H_0)
- 2) If the significance value (sig) <0.05 , the ata variance of the two classes is not homogeneous (accept H_a).

3. Hypothesis Test

T-Test is use to examine the hypothesis. The researcher use independent sample T-tets by using SPSS v.29. the result can be seen from the mean of score. The mean score would show whether there is the difference between mean score of control group and mean score of control experimental group. The researcher make the hypothesis from the data that have been analyzed by looking at the tcount and compare it to ttable.

The test criteria are:

- a. $H_a : \mu_1 \neq \mu_2$ (hyphothesis was accepted if tcount $>$ ttable or Sig.(2-tailed) <0.05), it means there is a significant effect of hyponymy game on students' vocabulary mastery at VII grade students of SMP Negeri 1 Angkola Barat).

BAB IV

RESULT OF RESEARCH

This chapter is presenting the research result. It is talking about the effect of hyponymy game on students vocabulary mastery. The data using pretest and posttest had been calculated. Quantitative research was used in this research and to test the hypothesis use the formulation of t-test.

A. Description of Data

1. Data Description of Pretest Experimental Class

The experimental class in this research was class VII D. Based on the students' performance in pretest, the students' score has been calculated in the table below:

Tabel IV.1
Data Description of Pre-Test Experimental Class

No	Description	Pre-Test
1	Total Score	1568
2	Highest Score	84
3	Lowest Score	16
4	Mean	52.27
5	Median	60
6	Modus	60
7	Range	68
8	Interval	11
9	Standart Deviation	18.789
10	Variant	353.030

Total score is the total of points that is got by students more than 1500 total of score in pre-test experimental class. From it can be seen that the highest score done by the students was 84 and the lowest score was under 50. Next mean can be said to be representative of the data set. Mean in this data was about 52.27.

Then, median is the middle of value after all the data is sorted, the researcher got 60 of median after calculating using SPSS v.29. Next, modus in this pre-test was 60. Range in this data was 68. Distance between classes is understanding of interval. It was 11 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value it is around 18. The last is variant in this data was 353.

For frequensy distribution of pre-test experimental class can be seen in the table below:

Tabel IV.2
Frequency Distribution of Pretest Experimental Class

No	Interval class	Mid Point	Frequency	Persentages
1	16-26	21	4	13.3%
2	27-37	32	5	16.7%
3	38-48	43	3	10.0%
4	49-59	54	1	3.3%
5	60-70	65	13	43.3%
6	71-84	77	4	13.3%
Total			30	100%

From the above, it can be seen that the most frequen score in this class was in between 60-70 (13 students/43.3%). Then, the least of frequent score was between 49-59 which are 1 student in percentages only 3.3%.

The histogram below provided a clear of description data. According to the picture below, 4 students had score between 16-26.

Interval 27-37 was 5, interval 38-48 was 3. Interval 49-59 was 1, interval 60-70 was 13 and interval 71-84 was 4.

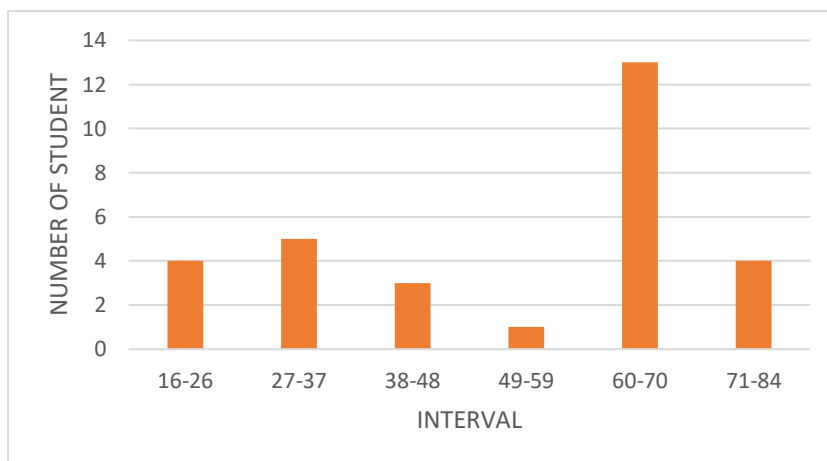


figure III.1 : Histogram of Experimental Class in Pre-Test

2. Data Description of Pre-Test Control Class

In the control class pre-test, the researcher calculated the students' scores, which are shown in the table below:

Tabel IV.3
The score of control class in pre-test

No	Description	Pre-Test
1	Total score	1.354
2	Highest score	80
3	Lowest score	24
4	Mean	48
5	Median	46
6	Modus	44
7	Range	60
8	Interval	10
9	Standard Deviation	11
10	Variant	122

Total score is the total of points that is got by students, more than 1.300 total of score in pre-test control class. From it can be seen that the highest score done by the students was 80 and the lowest score was 24. Mean can be said to be representative of the data set. Mean in this data was

48. Next median is the middle of value after all the data is sorted, the reseracher got 46 of median after calculating using SPSS.v29. Then, most of students got 44 score in this test . range is the differences between minimun and maximum in the data in this data was 60. Distance between classes is understanding of interval it was 10 in this data. Next standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 11. The last variant is the sum of the squares of all deviation of individual to the group mean, it was 122.

For frequency dintribution of control class in pre-test can be seen in the table below:

Table IV.4
Frequency Distribution of Control Class in Pre-Test

No	Interval Class	Frequency	Percentages
1	24-33	1	3.6%
2	34-43	5	17.9%
3	44-53	15	53.6%
4	54-63	5	17.9%
5	64-73	1	3.6%
6	74-84	1	3.6%
	$i = 10$	28	100%

From the table above, it can be seen that the most frequent in this class was in between 44-53 (15 students/ 53.6%) and the least of frequent score in this class was 1 students/ 3.6% in three interval class. They are 24-33, 64-73, 74-84. Clear description of the data in presented in hitogram below:

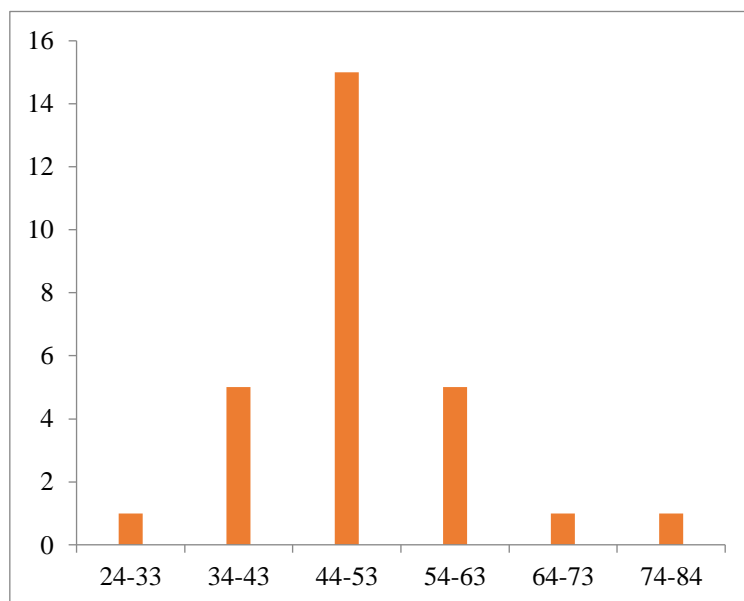


Figure III.2 : The Histogram of Control Class in Pre-Test

3. Data Description of Pos-test Experimenta Class

The calculation of the result that had been gotten by the students in doing the test after the researcher did the treatment by hyponymy technique. It can be seen in the table below:

Tabel IV.5
The score of Experimental Class in Post-test

No	Description	Post-test
1	Total Score	2.412
2	Highest Score	88
3	Lowest Score	72
4	Mean	80.40
5	Median	82
6	Modus	84
7	Range	16
8	Interval	5
9	Standard Deviation	5
10	Variant	24

Total score is the total of points that is got by students, more than 2000 total of score in pos-test experimental class. From it can be seen that the highest score done by the student was 88 and the lowest score

was 72 The different score between the highest and lowest score was 16 It is clarified that the students vocabulary mastery in experimental class after using hyponymy game was good because the mean in this score was 80.40. And most of students got 84 in this test.

For frequensy distribution of experimental class in post-test can be seen in the table below:

Table IV.6
Frequency Distribution of Experimental Class in Post-test

No	Interval class	Mid Point	Frequency	Persentages
1	72-74	73	5	16.7%
2	75-77	76	4	13.3%
3	78-80	79	6	20.0%
4	84-86	84	13	43.3%
5	87-88	87	2	6.7%
Total			30	100%

From the above, it can be seen that the most frequent score in this class was 83-85 where there are 13 students, it is almost 43.3% out of 30 students. Then the least of frequent score was 86-88 which are 2 students in percentage only 6.7% out of 30 students.

Clear description of the data from post-test experimental class in presented in histogram below:

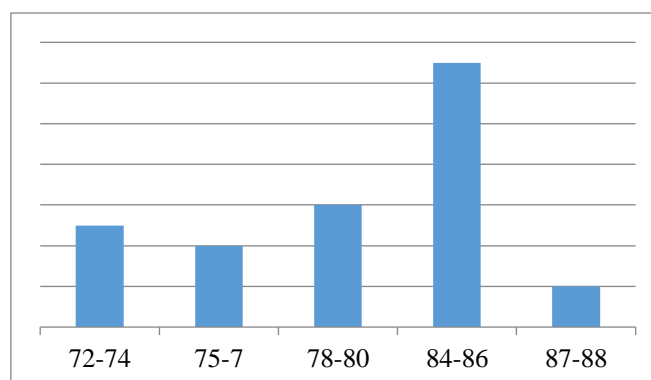


Figure III.3 : The Histogram of Experimental Class in Post-Test

4. Data Description of Control Class In Post-test

The calculated result from the control class tests with student had been taught vocabulary using traditional methods can be seen in the table below:

Table IV.7
Data Description of Post-test in Control Class

No	Description	Post-test
1	Total Score	1814
2	Highest Score	80
3	Lowest Score	30
4	Mean	64.79
5	Median	64
6	Modus	64
7	Range	50
8	Interval	5
9	Standard Deviation	10
10	Variant	100.249

Total score is the total of points that is got by the students, more than 1.800 total of score in post-test control class. From it can be seen that the highest done by the students was 80 and the lower score was 30. The difference between the highest and the lowest score was 50. Mean was 64.79, median was 64, modus was 64, interval was 3, standard deviation was 10 and variant in this class was 100.249

For frequency distribution of control class in post-test can be seen in the table below:

Table IV.8
Frequency Distribution of Control Class in Post-test

No	Interval	Frequency	Percentages
1	52-56	4	14%
2	57-62	3	11%
3	63-68	11	39%
4	69-74	6	21%
5	75-80	5	14%
	Total	28	100%

From the above, it can be seen that the most frequent score in this class was 63-68 where there are 11 students, it is almost 39% out of 28 students. Then the least of frequent scores were 57-62 which are 3 students, it is almost 11% out of 28 students and interval class between 63-68 which are 11 students, it is almost 39% out of 28 students. Clear description of the data is presented in histogram below:

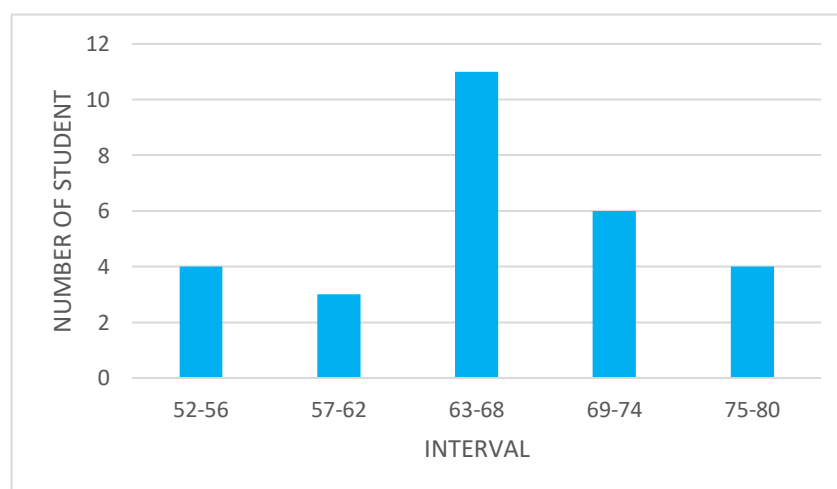


Figure III.4 : The Histogram of Control Class in Post-Test.

B. DATA ANALYSIS

1. Requirement Test

The purpose of requirement test is to determine the average score of the data and determine data whether the data is homogenous and normal.

a. Pre-Test

1) Normality Test

Data normality of the two groups was calculated using SPSS V.29 using *shapiro wilk* test because the number of samples in this study was less than 100 students, the significance level of test was 5% or 0.05. The result of normality test can be seen in the table below:

Table V.1
Normality Test in Pre-test

Class	Kolmogoro v-smirnov			Shapiro-wilk		
	Statistic	df	sig	Statistic	Df	Sig
Pre-test Experiment	.212	30	.002	,933	30	,064
Pre-test Control Class	.145	28	.134	,968	28	,512

Based on the table above, it can be seen that the significances is .064 for pre-test experiment and .512 for pre-test control, where $.064 > 0.05$ and $.512 > 0.05$, it means the data is normal.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance. The result in calculating the data can be seen in the table below:

b. Post-test

1) Normality Test

Data normality of the two groups was calculated using SPSS.v29 using Shapiro-wilk because the number of samples in this research was less than 100. The significance test in this research was 5% or 0.05. The result of normality test can be seen in the table below:

Table V.2
The Normality of Post-test Experimental and Control Class

No	Kelas	<i>Kolmogorov-Smirnov</i>			<i>Shapiro-wilk</i>		
		statistic	df	Sig	Statistic	Df	Sig
1	Experiment	.145	30	.134	.970	30	.586
2	Control	.151	28	.104	.956	28	.273

Based on the table above, it can be seen that significance was .586 for experiment class and .227 for control class. Where, $.586 > 0.05$ and $.273 > 0.05$, it means the data is normal.

C. Hypothesis Test

From the result of data analysis of requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample T-test using SPSS v.29. The hypothesis that was tested as follow:

Table V.1
Hypothesis Test

T count	T table
7.929	1.685

Based on the calculation in post-test, it was found that $t_{count} > t_{table}$ or $7.929 > 1.685$. Based on the criteria H_0 is rejected and H_a is accepted. It can be concluded that “Hyponymy Game is significantly effect on vocabulary mastery at seventh grade students of SMP N 1 Angkola Barat.

D. Discussion

The result of this research found that there was significant effect of using hyponymy game on vocabulary mastery at the seventh grade students of SMP N 1 Angkola Barat. It can be seen from the calculation of the data and the hypothesis by using T-test formula. It was proved by hypothesis that showed $t_{hitung} = 7.929$, significant value (sig) $\alpha = 0,05$ and $dk \ n1 + n2 - 2 = 56$ with $t_{table} = 1.685$, it means $t_{hitung} > t_{table}$. It was also sharpen by looking at sig (*2-tailed*) < 0.05 ($0.01 < 0.05$). So it can be conclude there was significant effect on vocabulary mastery at seventh grade students of SMP N 1 Angkola Barat. There are some discussion or

previous study about the effect of using hyponymy game on students vocabulary mastery, such as:

The first is conducted by Mery Herdayani examining the use of hyponymy game to improve students' english vocabulary mastery⁴³. The findings of her study that the teaching vocabulary through hyponymy game could help students improving their vocabulary building. The students got better score after the treatment of hyponymy technique with percentages 96% from 100%

The second researcher conducted by Hardianti examining an experimental study seventh grade of SMP N 1 SombaOpu⁴⁴. The result showed that there was a significance differences on students vocabulary in experimental class and control class through hyponymy game. The students' mean score of experimental class was 36.11 in pretest to be 82.77 in post test. It indicates that using hyponymy game was effective in teaching at seventh grade of SMP SombaOpu academic year 2018.

The last researcher conducted by Puspita examining an experimental study at the first grade of SMP Negeri 1 Belalau academic year 2018/2019⁴⁵. The result of sig (pvalue) is $0.000 < \alpha = 0.05$, it means

⁴³ Mery Herdayani, *The Use Of Hyponymy Game to Improve Students Vocabulary Mastery*, 2018/2019

⁴⁴ Ika Hardianti, 'The Effectiveness of Using Hyponymy Game in Teaching Vocabulary', 2018/2019.

⁴⁵ Fransiska Maya Puspita, *The Effectiveness of Using Hyponymy Towards Student's Vocabulary Mastery at First Semester of the Seventh Grade of Smp N 1 Belalau* (Lampung Barat, 2018/2019)

that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. There was a significant influence of using hyponymy towards vocabulary mastery.

In conclusion hyponymy game gave a significant on vocabulary mastery. This game can be used to increasing students vocabulary mastery. It was supported from discussion above that tell the hyponymy game is a good way for teaching vocabulary.

E. Treath of Research

The researcher found the treaths of the research are:

1. Some of the students did not take the learner process serious in concert session.
2. Some of the students were not answering pretest and posttest seriously
3. The limited of time research.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusions

After implementing this research, it can be seen that the results of students' vocabulary mastery scores

1. Before learning by using Hyponymy Game, students' vocabulary mastery was low. It can be seen from the mean score of pre- test in experimental class was score 52.27.
2. After learning by using Hyponymy Game, students' vocabulary mastery increasing became better than before. It can be seen from the mean score of post- test in experimental class was score 80.40.
3. There is a significant effect of Hyponymy Game on students' vocabulary mastery at the VII Grade of SMP N 1 Batang Angkola. The researcher founds the result where $t_{count} > t_{table}$. It means H_a is accepted.

B. Implications

Implication is the effect of an action which in this case the action in question is the result of the findings of a scientific study. The results of this study are about the effect of hyponymy game on students vocabulary at the seventh grade of SMP N 1 Angkola Barat. Based on the result of study, it is known that the hyponymy game variable has a significant influence on students vocabulary mastery at the seventh grade of SMP N 1 Angkola Barat.

Once a study has been conducted in an educational environment, the implications that can be drawn certainly have implications in the field of education and also subsequent research, in connection with these results, the implications are as follow:

1. Based on the results of the research above that the hyponymy game has a significant influence on students vocabulary mastery at the seventh grade of SMP N 1 Angkola Barat. Therefore , it is necessary to make efforts to apply consistently the hyponymy game on vocabulary mastery and other subject matter. It aims to improve the English language skills in SMP N 1 Angkola Barat.
2. Based on the theory tha has been tested by researchers, it can be seen that the hyponymy game is an easy and effective. In relizing this , teachers need to apply this game in accordance with existing procedures.

C. Suggestions

Based on the conclusion above, the researcher gives some suggestions :

1. To head master, to pay attention to the facilities needed by educators for the sake of the progress and increasing the ability to support learning.
2. To english teacher, expecially to english teacher at SMP N 1 Angkola Barat are used hyponymy game in teaching vocabulary to increase students vocabulary mastery.

3. To students of SMP N 1 Angkola Barat, hope to more active in learning process especially in learning vocabulary.
4. To other researcher/reader, to conduct more in depth by studying different theories, population or other english competencie.

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CURICULUM VITAE



I. Identify

Name : Ika Komaria Rambe

Reg. Number : 2020 300 069

Place/ Date of Birth : Simatorkis, 13 Agustus 2002

Gender : Female

Religion : Islam

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Phone Number : 081264436926

Email : ikakomariarambe28@gmail.com

II. Parents

Father's Name : Ilham Rambe

Job : Petani

Mother's Name : Lamtiur Ritonga

Job : Petani

III. Educational Background

Elementary School : SD N 1000101 Simatorkis

Junior High School : SMP N 1 Angkola Barat

Senior High School : MAS NU Batang Toru

College/ institute : UIN SYAHADA Padangsidimpuan

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 1 Angkola Barat

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Alokasi Waktu : 1 x 45 menit

Materi Pokok : She lives in washington (family and fruit)

A. Kompetensi Inti (KI)

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI.2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, dan percaya diri, dengan perkembangan anak di lingkungan, keluarga dan sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI.3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian yang tampak mata.

KI.4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar	Indikator
3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan memberi dan meminta informasi terkait nama buah dan keluarga. 3.4.2 Menganalisis Struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama buah dan keluarga.
4.4. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan sehari-hari, dengan memperhatikan fungsi	4.4.1 Membuat teks tulis sangat pendek dan sederhana untuk menyebutkan nama buah dan keluarga

sosial, stuktur teks, dan unsur kebahasaan yang benar sesuai konteks.	
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C. Tujuan Pembelajaran:

1. Mengidentifikasi nama buah, hewan dan benda disekitar kita melalui kegiatan permainan hyponymy .
2. Mengidntifikasi nama hewan dan buah menurut jenis- jenisnya mlalui kegiatan permainan hyponymy.

D. Materi Pemblajaran

a. Defenition

Hyponymy is a relationship between two words, in which the meaning of one of the words includes the meaning of the other words.

Hyponyms are words that are part of categories or themes.

b. Example

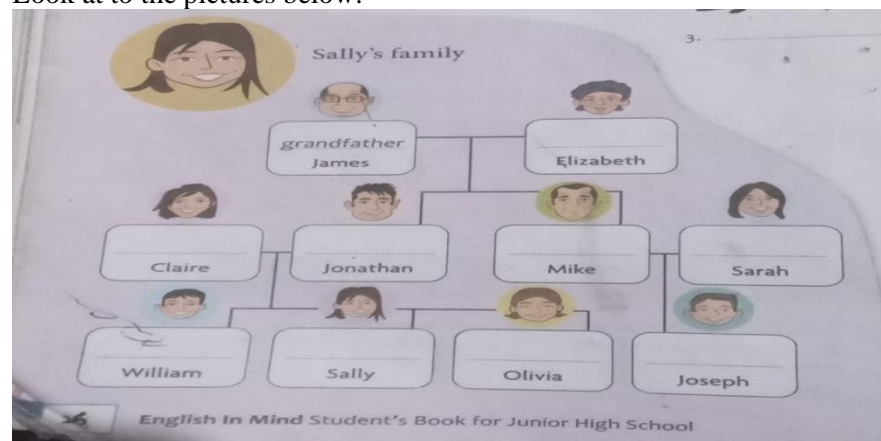
In English *apple* and *orange* are related such a way that *apple* refers to a type of a fruit. The spesific term, apple called a hyponym of fruit.

Look at another example below:

- | | |
|---------|----------|
| Animals | utensils |
| Familv | fruits |
- 1) Mother, father, sister, brother are hyponyms of FAMILY
 - 2) Dog, Cat, Rat, Cow are hyponyms of ANIMALS
 - 3) Spoon, knife, fork, plate are hyponyms of UTENSILS

FAMILY

Look at to the pictures below:



In this picture there are grand parents (grandfather, grandmother), parents (father, mother), uncle, aunt, children, daughter, son, sister, sience and nephew. Children refers to parents, so children are hyponyms of parents, and mother and father refers to grandparents. So mother and father are hyponyms of grandparents.

FRUIT

Picture 1



In this picture there are strawberry, raspberry, blueberry, blackberry, gooseberry, blackcurrant. All of them are hyponym of berries fruit.

Picture 2

RED FRUITS



In this picture there are pomegranet, strawbrry, cranberry, raspbrry, cherry, apple. All of them are hyponym of red fruits.

E. Metode Pembelajaran

Hyponymy game

F. Media dan Alat Pembelajaran

1. Media: paper
2. Alat: spidol, papan tulis

G. Langkah – Langkah Pembelajaran:

Kegiatan Pendahuluan

- a. Guru menyapa peserta didik, mengajak berdoa dan mengabsen peserta didik.
- b. Guru memotivasi siswa
- c. Guru menanyakan materi/ kegiatan pembelajaran sebelumnya untuk mengingat dan menghubungkan dengan materi selanjutnya.
- d. Guru mengaitkan materi/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik.
- e. Guru menjelaskan hal- hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

Kegiatan Inti:

- a. Guru memberi siswa daftar kategori terkait nama buah dan keluarga
- b. Setiap peserta didik memilih atau diberikan satu kategori

- c. Peserta didik harus menulis sebanyak mungkin kata di bawah judul kategori pada selembar kertas. Seperti contoh buah harus mengandung buah- buahan yaitu apel, mangga dan lain-lain.
- d. Peserta didik harusnya menuliskan kata-kata yang diketahui, bukan mencari kata- kata yang tidak diketahui.
- e. Setelah waktu yang ditentukan, seorang peserta didik memberikan kertasnya kepada peserta didik berikutnya yang kemudian mencoba menambahkan kata-kata yang belum dicantumkan.
- f. Kemudian kertas tersebut diteruskan sehingga masing – masing peserta didik mendapatkan kembali lembar kertas aslinya.
- g. Peserta didik harus memeriksa ejaan dengan kamus dan kemudian lembaran-lembaran ini menjadi kamus kelas yang ditambahkan ketika kata- kata baru ditemukan.

Penutup:

- a. Guru menyimpulkan materi dan melakukan refleksi terkait materi ***nama buah dan keluarga***.
- b. Guru memberikan penugasan terhadap peserta didik untuk dikerjakan di rumah agar peserta didik dapat mengulangi pelajaran di luar sekolah

H. Penilaian

1. Teknik dan bentuk :
 - a. Sikap dan pengetahuan : pengamatan, mengerjakan soal hyponymy
 - b. Keterampilan : Kinerja
2. Instrument
Worksheet
3. Rubric penilaian
 - a. Indikator penilaian

No	Indikators	Items	Numbe r of items	Score for each correct answer	Total score
1	Students are able to identify the name of the animal and fruit	7	19-25	4	28
2	Students are able to write the correct spelling word	9	1-9	4	36
3	Students are able to write the correct meaning of the word.	9	10-18	4	36
Total					100

b. Skor penilaian

No	Criteria	Score
1	Very good (A)	80 – 100
2	Good (B)	66 – 79
3	Enough (C)	56 – 65
4	Low (D)	40 – 55

Mengetahui

Guru Bahasa Inggris

Muhammad Faisal S.Pd.

NIP.

Padangsidempuan, Desember 2024

Peneliti

Ika Komaria Rambe

NIM. 2020300069

APPENDIX II

SOAL PRETEST

In this section you will be given 25 questions multiple choice about family and fruit. Choose the correct answer of each word given.

1. What do you call a female sibling?
 - a. Sister
 - b. Cousin
 - c. Niece
 - d. Aunt
2. Which term refers to your father's brother?
 - a. Uncle
 - b. Cousin
 - c. Grandfather
 - d. Nephew
3. What is the English word for "Ibu"?
 - a. Mother
 - b. Mote
 - c. Mather
 - d. Mother
4. Which term describes the son of your brother?
 - a. Cousin
 - b. Nephew
 - c. Grandson
 - d. Son
5. What is the English word for "Keponakan"?
 - a. Niece or Nephew
 - b. Niece or Nephew
 - c. Niece or Nephew
 - d. Niece or Nephew
6. What do you call your sister's son?
 - a. Cousin
 - b. Nephew
 - c. Son
 - d. Brother
7. What is the English word for "Mertua"?
 - a. In-law
 - b. In-law
 - c. In-law
 - d. In-law
8. What do you call your grandmother's sister?
 - a. Aunt

- b. Great-aunt
 - c. Cousin
 - d. Niece
9. What is the English term for "Anak perempuan"?
- a. Daughter
 - b. Daugter
 - c. Dauhter
 - d. Daghter
10. What do you call your wife's parents?
- a. In-laws
 - b. Cousins
 - c. Siblings
 - d. Friends
11. What is the English term for "Saudara perempuan"?
- a. Sisteer
 - b. Sisterr
 - c. Sister
 - d. Sister
12. Which term describes your grandfather's brother?
- a. Uncle
 - b. Great-uncle
 - c. Nephew
 - d. Cousin
13. What do you call your husband's sister?
- a. Sister-in-law
 - b. Cousin
 - c. Aunt
 - d. Niece
14. Which of the following is the correct spelling of "buah"?
- a. Frut
 - b. Pruit
 - c. Fruit
 - d. Pruid
15. What is the english word for "jambu"?
- a. Grape
 - b. Guava
 - c. Lime
 - d. Peach
16. What is the english word for "nanas"?
- a. Peach
 - b. Pear
 - c. Pineaplle
 - d. Plum
17. What is the english word for "kurma"?
- a. Date

- b. Dragon fruit
 - c. Duku
 - d. Durian
18. What fruit is known for its high vitamin C content and is often orange color?
- a. Apple
 - b. Banana
 - c. Orange
 - d. Grape
19. What is the English name of “delima”?
- a. Bluberry
 - b. pomegranate
 - c. Watermelon
 - d. Raspberry
20. Which of the following is a fruit?
- a. Cucumber
 - b. Carrot
 - c. Brocoli
 - d. Grape
21. What fruit is red and heart shaped?
- a. Strawberry
 - b. Raspberry
 - c. Blueberry
 - d. Blackberry
22. Which of the following is NOT a type of fruit?
- a. Carrot
 - b. Banana
 - c. Orange
 - d. Apple
23. What is the English word for “nangka”?
- a. Starfruit
 - b. Grape
 - c. Jackfruit
 - d. Watermelon
24. Which of the following is the correct spelling of “kelapa”?
- a. Coconout
 - b. Coconut
 - c. Coconot
 - d. Cocounot
25. Which of the following is the correct spelling of “mangga”?
- a. Manggo
 - b. Mango
 - c. Mengo
 - d. Menggo

Key Answer Pre-test

- | | |
|-------|-------|
| 1. A | 14. C |
| 2. A | 15. B |
| 3. D | 16. C |
| 4. B | 17. A |
| 5. A | 18. C |
| 6. A | 19. B |
| 7. C | 20. D |
| 8. B | 21. A |
| 9. A | 22. A |
| 10. A | 23. C |
| 11. C | 24. B |
| 12. B | 25. B |
| 13. A | |

Key Answer of Post-test

1. D
2. D
3. C
4. A
5. C
6. C
7. B
8. C
9. B
10. B
11. B
12. C
13. A
14. A
15. A
16. B
17. A
18. B
19. A
20. B
21. A
22. C
23. D
24. A

DOCUMENTATIONS

1. Pre-test in Experimental Class



2. Treatment in Experimental Class



3. Post-test in Experimental Class



4. Pre-test in Control Class



5. Post-test in Control Class





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

30 Oktober 2023

Yth.

1. Fitri Rayani Siregar, M.Hum. (Pembimbing I)
2. Sri Minda, M.Hum. (Pembimbing II)

Assalamualaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Ika Komaria Rambe
NIM	: 2020300069
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Using Hyponymy Game on Vocabulary Mastery at Sevent Grade Students SMP N 1 Angkola Barat.

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
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Yth. Kepala SMP N 1 Angkola Barat

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ika Komaria Rambe

NIM : 2020300069

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Simatorkis Sisoma, Angkola Barat

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Hyponymy Technique on Students Vocabulary Mastery at The Seventh Grade of SMP N 1 Angkola Barat".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 21 Oktober 2024 s.d. tanggal 21 November 2024 dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



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**PEMERINTAH KABUPATEN TAPANULI SELATAN
DINAS PENDIDIKAN DAERAH
SMP NEGERI 1 ANGKOLA BARAT**

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SURAT KETERANGAN

NO : 420 / 420 / SMPN1 AB / 2024

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Angkola Barat Kecamatan Angkola Barat Kabupaten Tapanuli Selatan Menerangkan bahwa :

Nama : **IKA KOMARIA RAMBE**
NIM : 2020300069
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris

Adalah benar mengadakan Penelitian di SMP Negeri 1 Angkola Barat tanggal 21 Oktober s/d 21 November 2024 untuk keperluan persyaratan menyelesaikan Skripsi dengan judul "The Effect of Hyponymy Technique on Students Vocabulary Mastery at The Seventh Grade of SMP N 1 Angkola Barat" Sesuai dengan Surat Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Fakultas Tarbiyah dan Ilmu Keguruan Prodi Tadris Bahasa Inggris Nomor: TL61/ Un.28/E.1 /TL.00.9/10/2024 Perihal Izin Penelitian Skripsi. Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Sitinjak, 20 Desember 2024

Kepala SMPN.1 Angkola Barat


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