THE EFFECTIVENESS OF TEACHING VOCABULARY USING HYPONYMY GAMES AT THE SEVENTH GRADE STUDENTS OF SMPN 1 DAMPELAS

THESIS

Submitted as Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) English Department at the Teacher Training and Tarbiyah Faculty State Islamic University Datokarama Palu

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2024

STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: "The Effectiveness of Teaching Vocabulary Using Hyponymy Games at the Seventh-Grade students' of SMPN 1 Dampelas" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all consequences thereafter due to this misconduct.

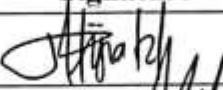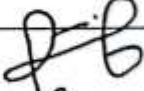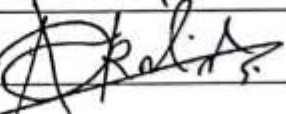Palu, August 22th, 2022 M
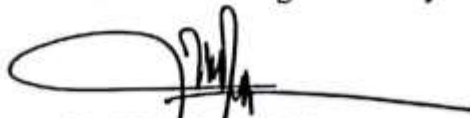24 Muharram 1444 H

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LEGALIZATION

A thesis by Apriadi NIM 15.1.16.0031 entitled "The Effectiveness of Teaching Vocabulary Using Hyponymy Games at the Seventh Grade Students of SMPN 1 Dampelas" which has been examined by examiner council of English Tadris Study Program, Teacher Training and Tarbiyah Faculty, State Islamic University (UIN) Datokarama Palu, on the date 15 September 2022 M which coincide with the date 18 safar 1444 H. it can be seen that the thesis has already fulfill the criteria of scientific writer and can be accepted as the regulations to require Sarjana Pendidikan (S.Pd) English Tadris Department with some of the corrective.

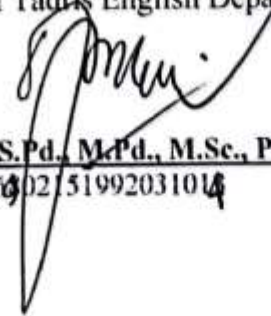| Position	Name	Signature
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بِسْــــــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

اَلْحَمْدُ للهِ رَبِّ الْعَالَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْنْ وَعَلَى اَلِهِ وَ صَحْبِهِ أَجْمَعِيْنْ أَشْهَدُ أَنْ لَا إِلَهِإِلَّا اللهُ وَحْدَهُ لَا شَرِيْكَ لَهُ، وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُوْلُهُ ، أَمَّابَعْدُ

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ABSTRACT

Name   : **Apriadi**
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Title   : **The Effectiveness of Teaching Vocabulary Using Hyponymy Games at the Seventh Grade Students of SMPN 1 Dampelas**

This thesis is entitled effectiveness of teaching vocabulary using hyponymy games at the seventh-grade students of SMPN 1 Dampelas. Hyponymy strategy is suitable be used to teach vocabulary for the students in Junior High School level. Hyponymy is expected to be able to increase vocabulary of the students. Besides on, they prefer play than learn. So, the researcher would teach the vocabulary while play the game of Hyponymy.

The one problem statement in this research: Can the use of hyponymy games in teaching vocabulary increase students' ability in mastering vocabulary at the seventh grade of SMPN 1 Dampelas? the objective of the research is to find out the effectiveness of using Hyponymy Games in increasing students' vocabulary mastery of the seventh grade in SMPN 1 Dampelas.

The researcher used quasi experimental research design which involves two classes of students; experimental class and control class. The sample of this research was the seventh-grade students of SMPN 1 Dampelas that consisted of 41 students, 21 students of VII A as experimental class and 20 students of VII B as control class. The instruments of data collection were pre-test and post-test. The pre-test was used to measure the prior vocabulary mastery of the students and the post-test was used to measure the development of the students' vocabulary mastery after the treatment. The test was used to compare the mean scores of both classes. In this research, the researcher analyzed the data by used manual statistical calculations. The researcher analyzed the data statistically. In analyzing the data, the researcher used a 0.05 level of significance and the degree of freedom ((df) = Nx + Ny = 21 + 21 − 2 = 40).

The result proved the use of hyponymy games could help students increase vocabulary. It can be seen from pre-test and post-test of the experimental class. The students of pre-test score on experimental class were 48.86 and control class was 46.5. Then, the students' post-test score on experimental class was 70.47 and control class was 51.

It concluded that has significant result of mean score between the pre-test and post-test of experimental class. The result indicates that the mean of the post-test and after the treatment using hyponymy games was better than the mean of the pre-test. So, it shows that the use of hyponymy games can increase students' vocabulary at the seventh-grade students of SMPN 1 Dampelas.

CHAPTER I

INTRODUCTION

A. *Background*

English is language which is used in the world as the second language but in Indonesia, English as a foreign language has been taught from elementary schools to university level. It is used by people to communicate to each other in the world. It also used in study, technology and commerce. Therefore, English is important to teach in schools.

English is very important in education. Both teacher and student should capable in using English. For Indonesian students, they have to study English Language besides Indonesian language as the foreign language. Thus, English is the main subject in curriculum which should be learnt from secondary level to university. Although in general, English is still considered as a difficult subject for the students because it is completely different from Indonesian language in the system of structure, pronunciation and vocabulary.

The aim of teaching English in Indonesia is to develop students' ability about English. They have to master four skills in English, such as, speaking, listening, reading, and writing. Teacher of English have to teach those skills to the students in learning activities in the classroom. So that, the students can implement it in their activities. Furthermore, there are several components in English language, such as pronunciation, grammar, vocabulary, etc. But the researcher is going to increase one of components, which is vocabulary.

First of all, teacher and student should understand the vocabulary because it is a base in mastering English. It is an important one in English, so student should know the meaning of vocabularies. We also should know that by understanding the vocabularies we can do anything in English. Vocabulary is the base of the beginning to master English.

Vocabulary is very important in communication, because it contains messages and purposes delivered by someone to others in speaking and writing. According to Manik and Christiani vocabulary is a total number of words which with rules combining them make up a language.[1] It means vocabulary is formed by words which arranged be languages and have the meaning for communication.

It is too difficult for Indonesian people to master English especially the students. Because English is not mother language but it should be to being learned. In the learning vocabulary process, students usually have problems in absorbing the new vocabulary and their meaning. Michael J. Wallace argued "Another teaching problem arises with words which are in the same rough area of meaning or semantics field.[2]

In curriculum 2013, School graduated are expected to have noble character, relevant skills and related knowledge to the subjects that learned in school. To achieve this goal, kemendikbud expects the teaching materials used

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[1] Manik, S., Christiani, M, *Teaching Vocabulary Using Matching Words On Computer Assisted,* Language Learning, International Journal of English Language, (2016), 4(7) 1-26.

[2] Michael J. Wallace, *Teaching Vocabulary* (London: Biddles Ltd, Guilford and King's Lynn, 1989), p. 21

by teachers in the class to be relevant to the competence required, to contain essential materials, and to the extent of development of learners. The learning processes that occur in schools should center on learners, contextual, and textbooks used in the classroom should contain the learning process, educational systems of judgment and expectation.[3] Base on the curriculum above, the students are only expected to have good character, they are not expected to achieve the many vocabularies. But in the fact, it is too difficult for most of the students in Indonesia to learn English. The students have to master vocabularies too.

So, the researcher gives an alternative technique to solve the problem by using semantics field. That is Hyponymy, it likes synonym (Similar words in meaning) and antonym (Opposite words in meaning) all of that is the relation words in meaning. Hyponymy is one way to make a hierarchy link by giving a word as a superordinate or general and some words as subordinate or specific, such as" Transportation" as a superordinate and "car", "motorcycle", bicycle", "Aero plane", etc. as the subordinate. It would to easier the teacher gives the words that have relation words.

Hyponymy is the one of strategy is too easy for the learning vocabulary process. The researcher would make the learning in the classroom be interest, because the researcher also uses the game to make the students be enjoyed with the learning process.

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[3] Kemendikbud, *Kurikulum 2013 Standar Kompetensi SMP dan MTS* (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2013).

Hyponymy strategy is suitable be used to teach vocabulary for the students in Junior High School level. Hyponymy is expected to be able to increase vocabulary of the students. Besides on, they prefer play than learn. So, the researcher would teach the vocabulary while play the game of Hyponymy. So that, teaching vocabulary accepted of the students be easily.

The researcher would do the research in SMPN 1 Dampelas. It located on Jl. Samiun no.54 Sabang. It uses curriculum 2013 or Kurtilas. Based on the observation the students still lack in English especially in vocabularies. So, the researcher takes the title "*The Effectiveness of Teaching Vocabulary Using Hyponymy Games*" Hyponymy Games is believed to be effective to make the students in mastery vocabulary.

B. *Research Question*

From the background stated above, the research question is formulated as follows:

Can the use of hyponymy games in teaching vocabulary increase students' ability in mastering vocabulary at the seventh grade of SMPN 1 Dampelas?

C. *The Objective of Research*

Based on the research question above, the objective of the research is to find out the effectiveness of using Hyponymy Games in increasing students' vocabulary mastery of the seventh grade in SMPN 1 Dampelas.

D. *Significance of the Research*

The significances of this research were for the teacher and the students. For the teacher, this research showed to the teacher how hyponymy game can

increase the students' vocabulary mastery. It also can be a good reference for the teacher in order to make the English class become more interactive and enjoyable. For the students, this research showed to the students can that hyponymy game can increase the students' vocabulary mastery.

E. *Operational Definitions of Key Terms*

An operational definition of key terms contains a definition that related to the focus of study. There are several operational definitions of key terms that the researcher uses in the study. The operational definitions of the key terms are as follows:

1. Effectiveness is a measurement to see if the hyponymy game brings improvement or not.

2. Teaching vocabulary

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. Vocabulary is very important in communication, because it contains messages and purposes delivered by someone to others in speaking and writing.

3. Hyponymy is the state or phenomenon that shows the relationship between more general term (*lexical representation)* and the more specific instances of it.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. *Related Research*

There were previous research that has the relevant to the researcher's title. The first researcher was conducted by Fadilla Taslim STKIP Abdi Payakumbuh Department of English with the title "An experimental Study of Teaching Vocabulary by Using Hyponymy Games at Seventh Grader F of MTs Syech Ibrahim Payakumbuh" and the second researcher was conducted by Rifki Lutfi Purnamasari Study Program of Teacher Training and Education Faculty English Language Education with the title "Developing Teaching Material of Vocabulary to Support Reading Skill Through Hyponymy Games".

Fadilla Taslim found that using hyponymy games is an effective way to increase vocabulary students' ability. She uses the experimental research. The data were collected through test. The test is divided into two tests. That is pre-test and post-test. In this case, hyponymy game is an interesting way in teaching vocabulary. It can be concluded that teaching vocabulary using hyponymy games is adequate success. It can be seen from the its calculation and from the table of the students' vocabulary scores by using hyponymy games is increase from pre-test to post-test. It means there is significant influence of using hyponymy in teaching vocabulary. [4]

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[4] Fadilla Taslim, *An experimental Study of Teaching Vocabulary by Using Hyponymy Games,* Vol 21 No. 3 2014, p. 189-197

Rifky Lutfi Purnamasari found that using hyponymy games could develop teaching material of vocabulary to support reading skill. She uses the research and development. The steps of this research are collecting and information, planning, developing preliminary form product, testing preliminary field, revising main product, testing main field, operational product revision, operational field testing, final product revision, dissemination and implementation. The researcher eliminated final product revision and dissemination and implementation product. It is because of limited time, spend a lot of money, and need wide population.[5]

From the previous studies above discussed about using hyponymy games to develop teaching material of vocabulary. But in this study, the researcher wants to know whether using hyponymy games is effective in teaching vocabulary. The researcher also takes different place. This study conducts in SMPN 1 Dampelas.

B. *Vocabulary*

In this part, the researcher would discuss more of the general concept of vocabulary, definition of vocabulary, types of vocabulary, principle of teaching and learning vocabulary and how to teach vocabulary.

1. The Importance of Vocabulary Mastery

In every day situation, when we do communication to others, tells someone about the information, or express our feelings. All the things need the words, and these words are called vocabulary.

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[5] Rifky Lutfi Purnamasari, *Developing Teaching Material of Vocabulary to Support Reading Skill Through Hyponymy Games,* 2017.

Vocabulary is very important in communication. Without of words the others will not understand what we say and the conversation never good happened. According to Zimmerman cited in Coady and Huckin stated that "Vocabulary is central to language and of critical importance to the typical language learner." [6] So it means that vocabulary is the key and basic component to master in four English skills there are: listening reading, speaking, writing, because every language must have its vocabulary. By mastering vocabulary, the students have a basic element of language to communicate with others. The importance of vocabulary includes:

a. An extensive vocabulary aids expressions in communication.

b. Vocabulary size has been directly linked to reading comprehension.

c. Linguistic vocabulary is synonymous with thinking vocabulary.

d. A person may be judged by others based on his or her vocabulary.

Therefore, as the English teacher have to help the students in mastery vocabulary.

2. Definition of vocabulary

Many definitions of vocabulary put forward by experts, but the researcher chooses several of them only.

Fauziati expresses that vocabulary is central to language and of critical importance to typical language learner.[7] By using naturalistic and

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[6] J Coady and Huckin T, *Second Language Vocabulary Acquisition,* (Cambridge: Cambridge University Press, 1997).

[7] Endang Fauziati, *Teaching of English as A Foreign language (TEFL).* Surakarta:Era Pustaka Utama (2010)

communicative approaches, vocabulary is seen as the language component which could be learned automatically without any explicit direction.

Vocabulary can be defined, roughly, as the words we teach in the foreign language.[8] When the teacher teaches the words to the students, students are going to catch it because it is the part of communication. In addition, vocabulary is written or spoken unit of language.[9] Vocabulary is also a part of language component. According to Richard Vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention to.[10] Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary" (Neuman & Dwyer).[11]

Base on statement above, vocabulary is very important in language component. Because of all language skills need the vocabulary. It is used to communicate and express the opinion or idea. We cannot do good communication when we do not mastery vocabulary. Therefore, we must mastery the vocabulary first.

3. **Types of Vocabulary**

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[8] Penny Ur. *Teaching Vocabulary.* (USA: Cambridge University Press,1996),60

[9] *Oxford learners' Pocket Dictionary,* (Oxford University Press, 2008). 513.

[10] Richard, Jack, C. *Curriculum Development in language Teaching,* Cambridge, Cambridge University Press (2001).

[11] Neuman, S. B., & Dwyer, J. *Missing in action: Vocabulary instruction in pre-k,* The Reading Teacher. (2009), 62(5), 384-392.

According to Judy K. Montgomery there are four types of vocabulary such as Listening, Speaking, Reading and Writing. The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and luckily, vocabulary development in one type facilitates growth in another.

a. Listening Vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their walking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50.000 words. Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a "visual" listening vocabulary. The amount of words modeled is much less than a hearing child's incidental listening vocabulary.

b. Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited. Most adults use a mere 5.000 to 10.000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

c. Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot "grow" your vocabulary.

d. Writing vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.[12]

4. **Principle of Teaching and Learning Vocabulary**

Wallace presents nine principles of teaching and learning vocabulary as follows: [13]

a. Aim

In teaching Vocabulary, the aim must be clear, how many words can be mastered by the students. The first step which should be taken by teacher is the goals or aim of the learning. Especially in teaching vocabulary how many words can be mastered by the students. So that, learning in the class can be directionally.

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[12] Judy K. Montgomery's book, *the bridge of Vocabulary: Evidence Based Activities for Academic Success* (NCS Pearson Inc, 2007).

[13] Michael J. Wallace, *Teaching Vocabulary*, (Heineman,1984)

b. Quantity

Having decided on what is involved in vocabulary learning, we may then decide the quantity of vocabulary to be taught to the students. Then we put the number of around five to seven new words. Clearly that actual number will depend on a number of factors varying from class and learner-to-learner. When there are so many words, the students may become confused, discouraged, and frustrated.

c. Need

In most cases, to decide what vocabulary to be taught to the students, teacher uses course book or syllabus. The teacher in teaching vocabulary will refer to the aim of the course and the objective of individual lesson. It is also possible for the teachers in a sense to give the responsibility of choosing the vocabulary to be taught to the students. In other word, the students are in the conditions where they have to communicate the words they need.

d. Frequent Exposure and Repetition

In teaching and learning vocabulary, there has been a certain amount of repetition until there is evidence that they learn the target words. They simplest way of checking that the learning has been done is by seeing whether the students can recognize the target words and identify their meaning.

e. Meaningful Presentation

In presenting the vocabulary lesson, the students must have a clear and specific understanding of what words denote or refers. This requires that the words be presented in such a way their denotation and references are perfectly clear and ambiguous.

f. Situational Presentation

The teachers present the words which are appropriate with the students' situational. For example, the teacher gives some responses in different situation.

g. Presenting in Context

Vocabulary should be learned in context not in isolation of word because sometimes a word will have different meaning in different situational and contextualized language will yield a good meaning from the passage, so it is important to know that the usual context the words occur as it is among the words in normally collocates with.

In addition, Brown also gave the statement of principle of teaching and learning vocabulary.[14] There are:

First, teacher should make the students think, pause and wonder while learning vocabulary. Children are curious about learning new words; they can easily acquire the new word without knowing the meaning of that word. In line with this, Pinter gave a statement on how

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[14] H-Douglas Brown, *Teaching by principles, an Interactive Approach to Language Pedagogy.* (New York: Longman, Inc, 2001.)

children enjoy vocabulary learning. She mentioned that, "Children can understand the concept of word well before the concept of grammar. They will finally understand the meaning without directly being taught. This is particularly important when teachers introduce new language targets, the teachers should make the students think, pause, and wonder."[15]

Pinter stated that "Teacher may encourage them to think, because the more deeply they think while they are learning, the more they will commit to memory and later be able to recall what they have learned."[16] So it may not work if teachers only 'spoon feed' the children by introducing a new word then directly explain its meaning because children will only retain the words in a short-term memory. Second, teacher may introduce concrete vocabulary. Since young learners are not ready to learn abstract words beyond their imagination, it is important for the teachers to introduce things/vocabularies which are related to their lives and environment. Things that they can see, play, interact with, and touch. Third, teacher may be better to introduce the words and then revisit them in the following day or week. Cameron said that "Learning words is a cyclical process of meeting words and initial learning, followed by meeting those words again and again, each time extending

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[15] A. Pinter, *Teaching young language learners,* (Oxford: Oxford University Press,2006).

[16] A. Pinter, *ibid.*

knowledge of what the words mean and how they are used in the foreign language."[17]

Since children have limited attention span, teacher should introduce only limited vocabularies in one meeting, then revisit it in the following day to help them remember the words that have been learnt. Cameron gave an idea that, "A new word should be met at least five or six times in a textbook unit before it has any chance of being learnt."[18] So it may be concluded that recycling in learning vocabulary is important to help children recall the words that have been learnt. Fourth, in teaching vocabulary to young learners, teacher should encourage the learners to know not only about its word but also other words related to that word. Cameron stated that, "Knowing about a word may involve knowing about its meaning, its use, and its form. Knowing about a word may involves knowing about how its sounds, how it is spelt, the grammatical changes that can be made to it (its form), its conceptual content and how it relates to other word (its meaning), its patterns of occurrence with other word (its use). So, it is better for teacher to introduce other words that have any connection with the words that have any connection with the words being taught."[19]Last, one thing that should be remembered, young learners are not ready to analyze the component parts of language

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[17] Lynne Cameron, Teaching *Language to Young Learners,* (New York: Cambridge University Press, 2001.)

[18] Lynne Cameron, *ibid.*

[19] Lynne Cameron, *ibid.*

system, such as vocabulary and grammar. Therefore, it is better for the teacher to teach them in combination. Pinter said that, "Vocabulary and grammar are stored together in the mental lexicon in typical combination rather than in isolation." From the explanation above, it may be concluded that when teacher teaches a new vocabulary, it may not work if it is taught in isolation without some grammatical information about those words. She has added that holistic approaches such as stories or short texts are excellent way to teach vocabulary and grammar together.

5. **Some techniques of Teaching Vocabulary**

Vocabulary is the basic for communicating. So, we have to make some keyword or way in order to the listener understand what we mean. Then they will ably participate in the conversation.

In teaching vocabulary, the teacher hopes use some technique in order to make students understand of new words easily. Not only for remembering the new words but also to avoid of the students in boredom. Harmer mentions that the following can help to explain new vocabulary.[20]

a. Real

This is the word to refer the use of real object in the classroom. Thus, the words "book", "chair", can be easily explained by showing students a book, a ruler, or a chalk. This is clearly satisfactory for certain single

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[20] Jeremy Harmer, *The Principle of language Teaching,* (London: Longman,1983), 85-86

words, but the use of real is limited to things that can be taken easily for the classroom.

b. Picture

Picture are clearly indispensable for the language teacher since they could be used in so many ways, pictures could be used to explain the meaning of vocabulary items: the teacher can draw pens rules pencils, and books in the blackboard/white board, or have magazine picture off trucks, bicycle, train, or bus on the cardboard.

c. Mime, action and gesture

It is often impossible to explain the meaning of words and grammar either with reality or in picture. An action in particular, is probably better explained by mine. Gesture is useful for explaining word like "form" to etc. indicating that the past is being talked about (the teacher gesture backwards over this shoulder).

d. Contrast

A visual element sometimes my not be sufficient to explain meaning and contrast can be used. Thus, the meaning of "full" is better understood of "empty", "big" in the context "small", etc.

e. Enumeration

The words "vegetable" is difficult to explain visually. If, however the teacher rapidly lists (or enumerates) a number of vegetables, the meaning will become clear.

f. Explanation

Explanation the meaning of vocabulary items can be extremely difficult just a grammatical explanation. It will be important in giving such explanation to make sure that the explanation includes information about when the item or can be used. For example, it would be unsatisfactory just to say that "mate" is a word for "friend" unless you point out that it is colloquial informal English and only be used in certain context.

g. Translation

From many years translation went out fashion and was considered as something of sin. Clearly, if the teachers always translating, this will impede the students learning since they want to hear and use target language, not their own. Nevertheless, it seems silly not to translate if by doing so, a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, he can quickly translate it.

In addition, Gairn's and Redman are divided techniques of teaching vocabulary into two groups Visual and verbal.[21]

a. Visual techniques

1. Real

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[21] Gairns, R and S. Redman, *Working with words,* (Cambridge: Cambridge University Press, 1986).

Using a variety of real objects is one of the most efficient ways of teaching and learning vocabulary.

2. Pictures

The main advantage of pictures is that they are able to illustrate very large objects which are not easily brought into the classroom.

3. Mime and gesture

This is an extremely effective way of introducing a new word since resembles the Total Physical Response, which clearly promotes the understanding and meaningful retention of new vocabulary items.

b. Verbal Techniques

1. Definitions and illustrative sentences

The introduction of a word in English through the use of other words in the same language offers the advantage of con-textualization. In addition, example sentences complement the definition because they show how the word is used.

2. Synonyms and Antonyms

Synonyms and Antonyms are especially important in building new vocabulary because learners are able to use known vocabulary.

3. Scales

> This technique is the presentation of related words in scales that include the combination of both verbal and visual techniques; for example, in the term 32° Celsius, the degree sign is the visual.

4. Explanation

> This technique explains the meaning and the use of a given foreign word in the foreign language itself.

5. Translation

> Although many linguists state that translation is not good presentation technique, it is only considered dangerous for students if it becomes the only presentation technique. However, the major drawback may be second language words are introduced in lists.

C. *Hyponymy*

1. Definition of Hyponymy

As we discuss in previous part, hyponymy is included in semantic relations besides synonymy and antonym that can be used to present meaning.

"When the meaning of one form is include in the meaning of another, the relationship is described as hyponymy. When we consider hyponymy connections, we are essentially looking at the meaning of words in some type of hierarchical relationship.

For example: Figure 2.1: (Adapted from The Study of Language by Yule)[22]

```
                          Living thing
                    ┌───────────┴───────────┐
                 Creature                  plant
            ┌───────┴───────┐         ┌──────┼──────┐
          Animal          insect   vegetables flower  tree
       ┌────┼────┐      ┌────┴────┐                ┌───┴───┐
      Dog  horse snake  ant    cockroach  carrot  rose  banyan pine
       │          │
     Poodle      asp
```
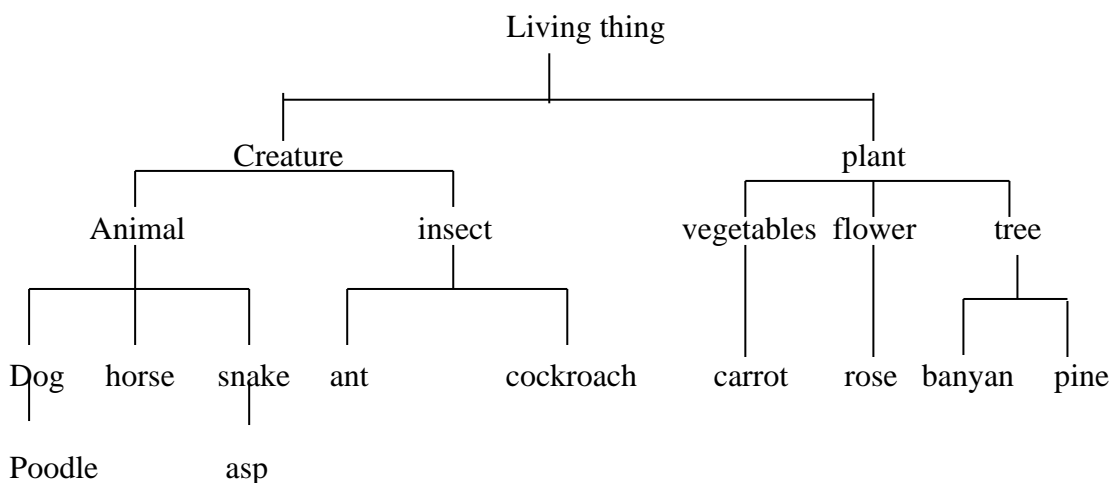
Looking at diagram, we can say that "horse" is a hyponymy of "animal" or "cockroach" is hyponymy of insect". In these two examples, *animal* and *insect* are called the **superordinate** (=higher level) terms. We can also say that two or more words that share the same superordinate term are called **co-hyponym.** So, *dog* and *horse* are co-hyponyms and the superordinate term is animal.[23]

Another linguist said that "Hyponymy is relationship whereby one word includes others a hierarchy, so we have superordinate words and subordinate words. So, 'flower', 'carnation' and 'rose' are in hyponymous relationship, 'carnation' and 'rose' being subordinate hyponyms of 'flower' and co-hyponyms of each other."[24]

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[22] George Yule, *The Study of Language – Third Edition,* (New York: Cambridge University Press, 2006), p.105

[23] George Yule, *ibid,* p.106

[24] Tricia Hedge, *Teaching and Learning in the Classroom,* (Oxford: Oxford University Press, 2000), p. 116

Barret gave another opinion about hyponymy. "Hyponymy is the relation between a subordinate term (e.g., *cow)* and a superordinate term (e.g., *mammal).*[25]

Harmer said that, "Another relationship which defines the meaning of words to each other is that of **hyponymy,** where words like *banana, apple, orange, lemon, etc.* are all hyponyms of the **superordinate** *fruits*. And *fruits* itself is a hyponym of other items which are members of the food family. We can express this relationship in the following diagram.[26]

Figure 2.2: Hyponyms and superordinate (Adapted from The Practice English Language Teaching by Harmer)[27]

```
                            Food
              /        /        \        \
          Meat      fish      fruits      cereals
                          /    /    \    \
                     Banana  Apple  Orange  lemon
```
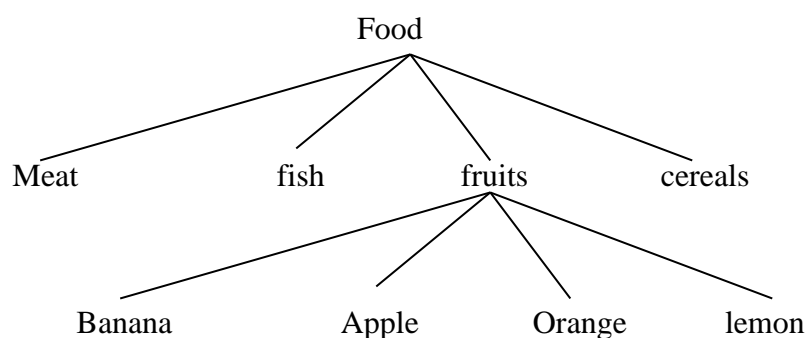
Nation argued that "The relationship between items in hierarchy is called hyponymy (tree is the hypernym, beech is the hyponym). *Hypo-* means 'under' as in hypodermic – an injection *under* the skin."[28]

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[25] Martyn Barret, *The Development of Language,* (London: Psychology Press, 1999), p.138

[26] Jeremy Harmer, *The Practice of English Language Teaching,* (London: Longman Group, 1983), p.18

[27] Jeremy Harmer, *ibid,* p.25

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

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

We can illustrate these relations like these:

Figure 2.3: (Adapted from How to Teach Vocabulary by Thornbury)[29]

```
                         Tool
          ┌───────────────┼───────────────┐
       Hammer        screwdriver         saw
                                ┌──────────┼──────────┐
                             Fretsaw    chainsaw    jigsaw
```
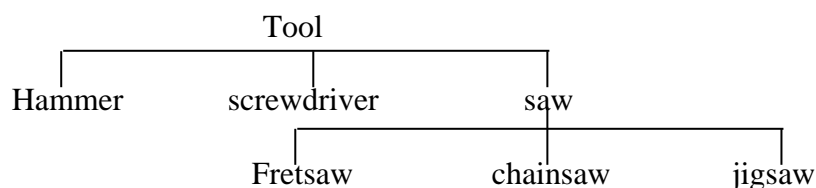
From the explanation above, we know that the teacher's job in this stage is to present the students with the clear information about the language they are learning. We can give the new ideas about new word by relating or connecting those with the others word that make it happily and easily.

2. **Definition of Hyponymy Game**

Games are effective ways to encourage students to more active in the teaching learning process. Besides that, games make the students more creative and make interest in learning English.

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[29] Scott Thornbury, *How to Teach Vocabulary,* (London: Longman, 2002) p.10

The students would be interested if in learning uses the game. The students do not feel bored, they would feel happy. Besides learning they also play according to learned material.

The researcher would divide the students into several groups, then give the one word to each group, then students would try to find the relation words that suitable of words. The students would do it over and over again so that the students could acquire many words.

Allen said that "Games are helpful because they can make students feel that certain words are important and necessary."[30] So, the aim of recommending games for vocabulary learning is to create conditions which encourage vocabulary expansion, and well-chosen games can help the students acquire English words.

3. **Teaching Vocabulary Using Hyponymy Game**

The experiment suggests that in teaching "new vocabulary", we begin with giving example or connecting one word with other words that has relation. It is suitable with Marianne Celce Muria that said "A common way for a teacher to elucidate the meaning of a target word is to relate it to another word that the students already know. Another useful word relation is that of lexical set. One can facilitate the identification of an item by showing to what superordinate class of items belongs."[31]
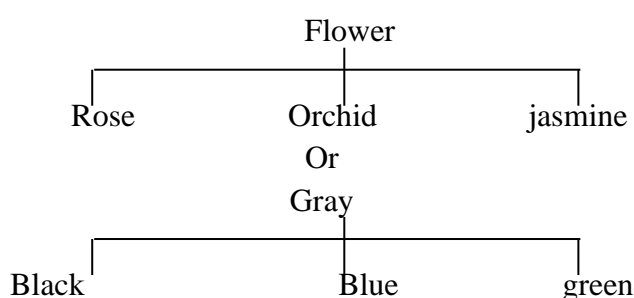
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[30] Virginia French Allen, *Technique in Teaching Vocabulary,* (Oxford: Oxford University Press, 1983), p.52

[31] Murcia Marianne Celce, *Teaching English as a Second Language or Foreign Language, Second Edition,* (Massachusetts: Heinle Publisher, 1991), p. 301

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

We can conclude it in sketch below:

Figure 2.4: (Adapted from Teaching English as a Second or Foreign by Murcia)[32]

```
                          Flower
        ┌───────────────────┼───────────────────┐
      Rose               Orchid              jasmine
                            Or
                          Gray
        ┌───────────────────┼───────────────────┐
      Black                Blue               green
```

Tricia Hedge gave another way how to teach vocabulary using hyponymy. She called it "Building word network." She argued that "Native speakers are certainly able to cross-refer to synonyms, antonyms, and hyponyms and are able to retrieve, very quickly, word with similar spelling or similar prefixes and suffixes. It also seems to be the case (as word-association games attest), that we organize words by meaning and that a particular word will gradually become part of semantic cluster or lexical set: for example, 'egg', 'bacon', 'cereal', 'toast', and 'peach', nectarine', and 'plum' as edible fruits, or 'father', 'mother, 'son', and 'daughter' as members of nuclear family. In fact, a good deal of language teaching material is based on the assumption that learners categorize words

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[32] Marianne Celce Murcia, *ibid,* p.301

systematically building careful networks of meaning, which include the various relationships."[33]

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

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

Figure 2.5: Sun ray effect (adapted from A Course in Teaching by Ur)

Bird

Green   forest

Climb   leaf

Branch   TREE   Family

Shade   high

Flowers   trunk

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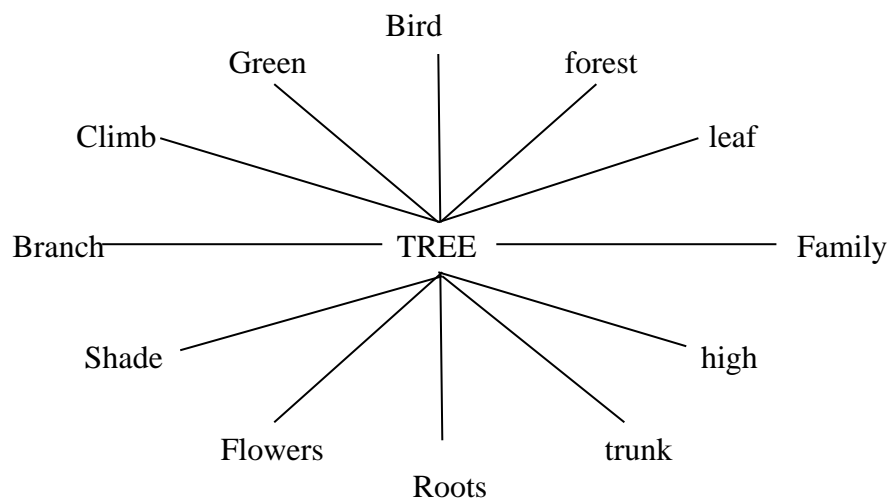
This activity is mainly for revising words the class already knows, but new ones may be introduced, by the teacher or by the students. Although there are no sentences or paragraphs, the circle of associated items is in itself

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[33] Tricia Hedge, *ibid,* p.122

a meaningful context for the learning of new vocabulary. The focus is on the meaning of isolated items."[34]

Woodward, 1985 in Nation gave an example of class activity of teaching vocabulary using hyponymy. He said that" The teacher provides the learners with a list of categories like *food, household objects, numbers, jobs,* etc. Each leaner chooses or is given one category. The learner then has to write as many words as possible under the category heading on a piece of paper. So, *food* should contain items like *bread, meat,* etc. The learners should write known words, not look up unknown words. After set time, a learner passes their paper to the next learner who then tries to add words not already listed. Then the paper is passed on until each learner regains their original sheet of paper. The learner has to check the spelling with a dictionary and these sheets become a class dictionary that is added to as new words are met."[35]

Another description is given by carter that said "Such access to word-meanings may also be much more productive than looking up words in dictionary since words are best defined in relation to each other, so that fine graduations and differences of meaning can begin to be measured in as efficient and economical a manner as possible."[36]

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

[35] I.S.P. Nation, *ibid,* p.107

[36] Ronald carter, *Vocabulary-Applied Linguistic Perspective- Second Edition,* (New York: Routledge,2000), p.219

CHAPTER III

RESEARCH METHODOLOGY

A. *Approach and Research*

In this research, the researcher would used Quantitative approach. Quantitative approach emphasizes the analysis of the numerical data which is processed by statistic. Furthermore, the research design, the researcher used the experimental research.

The basic intent of an experimental design is to test the impact of the treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome.[37] On the other hand, this research specially is designed as quasi-experimental research. In quasi-experimental, the investigator uses control and experimental group but does not randomly assign participants to groups.[38] There are three types of quasi-experiment design: Nonequivalent (Pre-Test and Post-Test) Control Group Design, Single-Group Interrupted Time-Series Design, and Control-Group Interrupted Time-Series Design.[39] In this research, the researcher uses the quasi-experimental nonequivalent (pre-test and post-test) control group design in teaching vocabulary in two different classes. They are experiment class and control class.

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[37] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (USA: SAGE Publications Inc, 2009), 145-156

[38] Ibid, 158-159

[39] Ibid, 160-161

The process of the research includes pre-test, experimental treatment, and post-test. In experimental class the researcher teaches vocabulary by using hyponymy games. To know the effect of using hyponymy games on students' vocabulary mastery, the researcher gives pre-test and post-test both classes. The pre-test gives before the treatment, then post-test gives after the researcher gives treatment to experimental class.

B. Population and Sample

For the subject of this research, the researcher would did the research of seventh grade students of SMPN 1 DAMPELAS which located at jl. Samiun No.54 Sabang, Kec. Dampelas, Kab. Donggala. It has six classes that are 9 A, 9 B, 8 A, 8 B, 7 A, and 7 B, but the researcher will choose two classes as the subject of the research that are 7 A and 7 B. Class 7 A has 21 students and Class 7 B 20 students. Where class 7 A as the experimental group and 7 B as the control group.

C. Technique of Data Collection

The techniques of collecting data in this research are:

1. Teaching

   The researcher did the teaching learning process in eight meetings, four meetings in control class and four meetings in experimental class before giving the post-test to the students.

2. Test

   a. Pre-Test

   A test is any procedure for measuring ability, knowledge, or performance. The test is a technique of collecting data in this research

is used test. In this research, there are two kinds of test, pre-test and post-test those were given to the students as participants, either the experimental or the control group. Before carrying of the teaching, the pre-test is given to both groups in order to make sure that two groups have similar and equal level of proficiencies.

In pre-test, researcher makes the questions there are multiple choice, matching test and fill in the blank.

b. Post-Test

The post-test will give to the experimental group after being taught by using hyponymy games. The researcher makes the instrument of this research that consisting of 25 questions vocabulary test, there are three types test that used, such as multiple-choice test, matching test, and fill in the blank test.

Multiple choice test consists of 15 items from number 1 to number 15. The score per items is 1. It means if students can choose the answer of 1 item correctly, they will get 1 score and if they can choose the answer of 15 items correctly, they will get 15 scores.

Matching test consists of 5 items from number 16 to number 20. The score per items is 4. It means if students can choose the answer of 1 item correctly, they will get 4 scores and if they can choose the answer of 5 items correctly, they will get 20 scores.

Fill in the blank test consists of 5 items from number 20 to number 25. The score per items is 3. It means if students can choose the answer

of 1 item correctly, they will get 3 scores and if they can choose the answer of 5 items correctly, they will get 15 scores.

If the students answer all items correctly, they will get 50 scores. To get 100 scores, the score cross 2. So, 50 x 2=100. From the description of each test from above, we can see that the high score of this test is 100 score.

3. Documentation

Documentation method is used to find out the data from the written documents, such as daily notes, transcript, books, newspaper.[40] It refers to the archival data that helps the researcher to collect the needed data. The researcher functioned the document related to the object research such as students name list to be used in determining the team for the experiment and students' examination score from the tests.

The documents use in this research are taking from the students' result of the given test, teacher lesson plan and photographs of teaching-learning process.

D. The Procedure of Data Collection

The procedure of data collection is presented, as follows:

1. Pre-test

Before giving the treatment, the researcher gives a test to the students. The test is administering for 1 x 45 minutes.

The procedures of doing the test are:

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[40] Arikunto, Prosedur, 231

a. The researcher asks the students to pay attention

b. The researcher explains about the purpose of this research

c. The researcher asks the students to do the test.

2. Treatment

After give the pre-test, the researcher teach vocabulary using hyponymy games in the classroom. As follows:

a. The researcher give motivation to the students before start the material.

b. The researcher gives the example words around the students.

c. The researcher asks the students to guess that words.

d. The researcher divides the students into two groups that are control group and treatment group.

e. The researcher asks the students as a control group to leave the class temporarily.

f. The researcher give the technique"Hyponymy Games" to the students as a treatment group.

3. Post-test

The researcher gives a test to the students with the different test but the same kinds of test to measure whether a student's vocabulary increases than before.

E. Technique of Data Analysis

Data analysis is the last step in the procedure of experiment, in this case, processing the data. The data processing is the step to know the result of both the

experimental class and the controlled class and also their differences. To find out

the differences of student's score in using hyponymy games in teaching vocabulary.

The researcher uses the comparative technique. The comparative technique

is an analysis technique to evaluate hypothesis concerning the differences between

two variables examined statically. In the comparative technique, the variables are

compared to recognize whether or not the differences are significant. The researcher

will analyze the students' standard score in the pretest and the posttest by using the

following formula.[41]

$$\frac{A}{N} x\ 100$$

Where: A   = the number of students who answered the item correctly

N   = the total number of students who attend the item

100   = constant number

Then, the researcher analyzed the mean of the groups on pretest and posttest using

the formula purposed by Hatch and Farhady[42] (1982:55);

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

Where:

$\bar{X}$ = mean score

$\sum x$ = amount of each data

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[41] Cohen L, (2006: 312) "Research Method in Education (fifth ed.). London: Taylor & Francis e- Library
[42] Hatch, E & Farhady. H. (1982:55) "Research Design and Statistic for Applied Linguistics.

N   = amount of data

After find the mean score of both the experimental and the control class, the researcher was input the mean score and the square of the deviation to find out the significant difference between the experimental and the control class. The researcher was comparing the mean score and the significant deviation by using formula suggested by Arikunto[43] as follows:

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

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

Where:

$\sum x^2$ = Deviation score of experimental class

$\sum y^2$ = Deviation score of control class

N   = Number of students

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[43] Arikunto, (2006:312) "Prosedur Penelitian Suatu Pendekatan Praktik"

In order to find the significant difference or testing the hypothesis, the researcher analyzed the data by using t-count formula[44] as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{n_x + n_y - 2}\right]\left[\frac{1}{n_x} + \frac{1}{n_y}\right]}}$$

Where:

Mx = Mean of experimental class

My = Mean of control class

$\sum$x = Sum of Square of experimental class

$\sum$y = Sum of Square of control class

N$_x$= Number of students of experimental class

N$_y$= number of students of control class.

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[44] Arikunto, S. (2006) "prosedur penelitian satu pendekatan praktik" (edisi revisi ke-6)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. *Findings of the Data*

The data was collected from Mei 9th – Juni 4th 2022 at SMPN 1 Dampelas. The researcher obtained the data of this research through some steps. Firstly, from the observation was conducted two days. Secondly, the researcher giving the pre-test, the test given was in the form of multiple choice, matching test, and fill in the blank. The test material related to vocabulary material from the researcher. Thirdly, the researcher teaching in the class. Fourthly, the researcher giving the post-test same as pre-test but different questions. Lastly, the researcher tabulated the data by using manual statistical calculations.

B. *Findings of the Pre-Test*

The pre-test aimed to measure the students' initial ability to understand vocabulary. The pre-test was conducted on Mei, 11th, 2022, and it was held at the first meeting and before treatment. The researcher prepared the questions about vocabulary divided into three forms, such as multiple-choice test consist of 15 items, matching test consist of 5 items and fill in the blank test consist of 5 items. The researcher conducted pretest for the experimental class (7 A) and for the control class (7 B). After the researcher got the result of the students' test. The researcher provided category provisions for the given test.

Qualification of Students' Scores

Table 1

Score	Category
90-100	Very Good
80-89	Good
70-79	Fair
40-69	Poor
10-39	Very Poor

Source: (Dirjen Pendidikan 2005

Table 2

The results of pre-test of the controlled class (7B)

No	Initial Name	Correct			Score	Category	Qualification
		MC	M	FB			
1	AIS	5	12	3	40	Poor	Unsuccessful
2	ALP	7	8	3	36	Very Poor	Unsuccessful
3	AND	4	16	6	52	Poor	Unsuccessful
4	AGR	7	12	6	50	Poor	Unsuccessful
5	AST	9	12	9	60	Poor	Unsuccessful
6	CLA	9	16	3	56	Poor	Unsuccessful
7	DEL	6	8	3	34	Very Poor	Unsuccessful
8	FAI	5	4	6	38	Very poor	Unsuccessful
9	FAR	7	12	6	50	Poor	Unsuccessful
10	HAS	8	8	3	38	Very Poor	Unsuccessful
11	ILH	10	12	6	56	Poor	Unsuccessful
12	MAM	9	8	9	52	Poor	Unsuccessful
13	MAR	7	16	12	70	Fair	Successful
14	MRE	6	16	6	56	Poor	Unsuccessful
15	MUR	8	12	9	58	Poor	Unsuccessful
16	MUT	5	8	6	38	Very Poor	Unsuccessful

17	NRA	6	8	3	34	Very Poor	Unsuccessful
18	NRM	4	8	6	36	Very Poor	Unsuccessful
19	ZAH	7	12	3	44	Poor	Unsuccessful
20	ZIK	5	8	3	32	Very Poor	Unsuccessful
Amount		134	55	37	930		

Remarks:

MC : Multiple Choice   M : Matching   FB : Fill in the Blank

After obtaining the data, the researcher analyzed the mean score of the pre-test in the control class by using a formula as follows:

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

Where Mean of Pre-Test:

$\bar{X}$ = ?

$\sum X$ = 930

N = 20

$$\bar{X} = \frac{930}{20}$$

$$\bar{X} = 46.5$$

Accordingly, based on the calculation above the mean (average score) of the pre-test of the controlled class = 46.5

Table 3

The results of pre-test of the experimental class (7A)

No	Initial Name	Correct			Score	Category	Qualification
		MC	M	FB			
1	ABR	8	12	6	52	Poor	Unsuccessful
2	ASR	7	8	6	42	Poor	Unsuccessful

3	ATR	7	12	3	44	Poor	Unsuccessful
4	BRT	5	8	3	32	Very Poor	Unsuccessful
5	BYD	9	8	6	46	Poor	Unsuccessful
6	CND	5	16	9	60	Poor	Unsuccessful
7	CLD	8	12	3	46	Poor	Unsuccessful
8	DMS	7	8	3	36	Very Poor	Unsuccessful
9	GRC	9	12	6	54	Poor	Unsuccessful
10	HRL	6	16	6	56	Poor	Unsuccessful
11	IPD	8	8	6	44	Poor	Unsuccessful
12	JLA	7	12	6	50	Poor	Unsuccessful
13	KTN	8	16	6	60	Poor	Unsuccessful
14	MTR	9	12	3	48	Poor	Unsuccessful
15	NTS	7	8	9	48	Poor	Unsuccessful
16	NAZ	7	16	12	70	Fair	Successful
17	PRS	6	16	6	56	Poor	Unsuccessful
18	RSY	7	12	9	56	Poor	Unsuccessful
19	SSY	5	8	6	38	Very Poor	Unsuccessful
20	WHY	7	8	3	36	Very Poor	Unsuccessful
21	YLD	8	12	6	52	Poor	Unsuccessful
Amount		**150**	**60**	**41**	**1026**		

Remarks:

MC : Multiple Choice   M : Matching   FB : Fill in the Blank

After obtaining the data, the researcher analyzed the mean score of the pre-test in the control class by using a formula as follows:

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

Where Mean of Pre-Test:

$\bar{X}$ = ?

$$\sum X \quad = 1026$$

$$N \quad = 21$$

$$\bar{X} = \frac{1026}{21}$$

$$\bar{X} = 48.86$$

Accordingly, based on the calculation above the mean (average score) of the pre-test of the experimental class = 48.86. It was higher than the controlled class.

C. *Findings of the Post-Test*

Post-test aimed to determine whether there were changed in students' vocabulary ability after the pre-test and after given treatment. The post-test was conducted on June, 13th, 2022, and it was held at the last meeting. The test of post-test was same with the pre-test but different topics. It still consist of multiple choice test 15 numbers, matching test 5 numbers, and fill in the blank 5 numbers. The results of post-test will be described below:

Table 4

The results of post-test of the controlled class (7B)

No	Initial Name	Correct			Score	Category	Qualification
		MC	M	FB			
1	AIS	7	16	3	52	Poor	Unsuccessful
2	ALP	6	12	6	48	Poor	Unsuccessful
3	AND	7	16	6	58	Poor	Unsuccessful
4	AGR	8	12	6	58	Poor	Unsuccessful
5	AST	10	16	9	70	Fair	Successful
6	CLA	10	12	6	56	Poor	Unsuccessful
7	DEL	6	8	6	40	Poor	Unsuccessful

8	FAI	6	12	3	42	Poor	Unsuccessful
9	FAR	8	12	6	52	Poor	Unsuccessful
10	HAS	8	8	6	44	Poor	Unsuccessful
11	ILH	9	12	6	54	Poor	Unsuccessful
12	MAM	7	8	6	42	Poor	Unsuccessful
13	MAR	11	16	9	72	Fair	Successful
14	MRE	9	12	9	60	Poor	Unsuccessful
15	MUR	7	12	9	56	Poor	Unsuccessful
16	MUT	6	12	3	42	Poor	Unsuccessful
17	NRA	5	8	3	32	Very Poor	Unsuccessful
18	NRM	7	12	3	44	Poor	Unsuccessful
19	ZAH	9	12	9	60	Poor	Unsuccessful
20	ZIK	5	8	6	38	Very Poor	Unsuccessful
Amount		**151**	**59**	**40**	**1020**		

Remarks:

MC : Multiple Choice   M : Matching   FB : Fill in the Blank

After obtaining the data, the researcher analyzed the mean score of the post-test in the control class by using a formula as follows:

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

Where Mean of Post-Test:

$\bar{X}$ = ?

$\sum X$ = 1020

N = 20

$\bar{X} = \frac{1020}{20}$

$\bar{X} = 51$

Accordingly, based on the calculation above the mean (average score) of the post-test of the controlled class = 51. It was higher than their pre-test.

Table 5

The results of post-test of the experimental class (7A)

No	Initial Name	Correct			Score	Category	Qualification
		MC	M	FB			
1	ABR	10	16	9	70	Fair	Successful
2	ASR	8	12	6	52	Poor	Unsuccessful
3	ATR	12	20	9	82	Good	Successful
4	BRT	9	12	9	60	Poor	Unsuccessful
5	BYD	11	16	9	72	Fair	Successful
6	CND	10	20	12	84	Good	Successful
7	CLD	9	16	12	74	Fair	Successful
8	DMS	9	12	6	54	Poor	Unsuccessful
9	GRC	10	16	12	72	Fair	Successful
10	HRL	9	20	6	70	Fair	Successful
11	IPD	9	12	6	54	Poor	Unsuccessful
12	JLA	11	20	9	80	Good	Successful
13	KTN	12	16	9	74	Fair	Successful
14	MTR	11	16	12	78	Fair	Successful
15	NTS	11	16	9	72	Fair	Successful
16	NAZ	13	16	12	82	Good	Successful
17	PRS	8	20	9	74	Fair	Successful
18	RSY	10	16	9	70	Fair	Successful
19	SSY	9	16	6	62	Poor	Unsuccessful
20	WHY	11	16	9	72	Fair	Successful
21	YLD	10	20	6	72	Fair	Successful
Amount		212	86	62	1480		

Remarks:

MC : Multiple Choice   M : Matching   FB : Fill in the Blank

The mean score of each aspect were progressed in the post-test. Afterward in getting the total score of the students, the researcher calculated the mean score of post-test by using the formula below:

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

Where Mean of Post-Test:

$\bar{X}$ = ?

$\sum X$ = 1480

N = 21

$\bar{X} = \frac{1480}{21}$

$\bar{X} = 70.47$

Accordingly, based on the calculation above the mean (average score) of the post-test of the experimental class = 70.47. Based on the result of control class or experimental class, the researcher found that the difference between both classes. It means that was happened increasing students' vocabulary ability.

D. *Deviation and Square Deviation*

1. Deviation and Square Deviation of Controlled Class (7 B)

Table 6

Deviation and Square Deviation of Controlled Class (7 B)

No	Initial Name	Score		Deviation (Y)	Square Deviation (y²)
		Pre-Test	Post-Test		

No	Initial Name	Pre-Test	Post-Test	Deviation (X)	Square Deviation (x²)
1	AIS	40	52	12	144
2	ALP	36	48	12	144
3	AND	52	58	6	36
4	AGR	50	58	8	64
5	AST	60	70	10	100
6	CLA	56	56	0	0
7	DEL	34	40	6	36
8	FAI	38	42	4	16
9	FAR	50	52	2	4
10	HAS	38	44	6	36
11	ILH	56	54	-2	4
12	MAM	52	42	-10	100
13	MAR	70	72	2	4
14	MRE	56	60	4	16
15	MUR	58	56	-2	4
16	MUT	38	42	4	16
17	NRA	34	32	-2	4
18	NRM	36	44	8	64
19	ZAH	44	60	16	256
20	ZIK	32	38	6	36
	Amount	930	1020	90	1084

2. Deviation and Square Deviation of Experimental Class (7 A)

Table 7

Deviation and Square Deviation of Experimental Class (7 A)

No	Initial Name	Score		Deviation (X)	Square Deviation (x²)
		Pre-Test	Post-Test		
1	ABR	52	70	18	324

2	ASR	42	52	10	100
3	ATR	44	82	38	1444
4	BRT	32	60	28	784
5	BYD	46	72	26	676
6	CND	60	84	24	576
7	CLD	46	74	28	784
8	DMS	36	54	18	324
9	GRC	54	72	18	324
10	HRL	56	70	14	196
11	IPD	44	54	10	100
12	JLA	50	80	30	900
13	KTN	60	74	14	196
14	MTR	48	78	30	900
15	NTS	48	72	24	576
16	NAZ	70	82	12	144
17	PRS	56	74	18	324
18	RSY	56	70	14	196
19	SSY	38	62	24	576
20	WHY	36	72	36	1296
21	YLD	52	72	20	400
Amount		**1026**	**1480**	**454**	**11140**

After obtained the deviation and square deviation of the controlled and experimental classes. Then, the researcher was carried out to calculate the mean deviation of the two classes used the formula:

a. Experimental Class

$$M_x = \frac{454}{21}$$

$$M_x = 21.61$$

b. Controlled Class

$$M_y = \frac{90}{20}$$

$$M_y = 4.5$$

Next, the researcher analyzed the square deviation of control and experimental classes by using the formula as follows:

a. Experimental class

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n}$$

$$\sum x^2 = 11140 - \frac{(454)^2}{21}$$

$$\sum x^2 = 11140 - \frac{206116}{21}$$

$$\sum x^2 = 11140 - 9.82$$

$$\sum x^2 = 11130.18$$

2. Controlled class

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{n}$$

$$\sum y^2 = 1084 - \frac{(90)^2}{20}$$

$$\sum y^2 = 1084 - \frac{8100}{20}$$

$$\sum y^2 = 1084 - 405$$

$$\sum y^2 = 679$$

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{21.61 - 4.5}{\sqrt{\left(\frac{11130.18 + 679}{21 + 20 - 2}\right)\left(\frac{1}{21} + \frac{1}{20}\right)}}$$

$$t = \frac{17.11}{\sqrt{\left(\frac{11809.18}{39}\right)\left(\frac{1}{21} + \frac{1}{20}\right)}}$$

$$t = \frac{17.11}{\sqrt{\left(\frac{11809.18}{39}\right)\left(\frac{41}{420}\right)}}$$

$$t = \frac{17.11}{\sqrt{(302.79)(0.09)}}$$

$$t = \frac{17.11}{\sqrt{(27.25)}}$$

$$t = \frac{17.11}{5.22}$$

$$t = 3.27$$

E. Testing Hypothesis

The last step was testing the hypothesis, there were two hypotheses in this research, namely the null hypothesis ($H_o : \beta = 0$: the use of hyponymy games cannot improve the student's vocabulary mastery at the seventh grade of SMPN 1 Dampelas), and the alternative hypothesis ($H_a : \beta \neq 0$: the use of hyponymy games can improve the student's vocabulary mastery at the seventh grade of SMPN 1 Dampelas). The researcher needed to know which hypotheses that accepted, so that the researcher tested the hypothesis, where:

If the t-counted was higher than the t-table, it means that the alternative hypothesis was accepted and the null hypothesis was rejected. Thus, the use of hyponymy games can improve the student's vocabulary mastery at the seventh grade of SMPN 1 Dampelas.

If the t-counted was lower than the t-table, it means that the null hypothesis was accepted and alternative hypothesis was rejected. In other words, the use of hyponymy games cannot improve the student's vocabulary mastery at the seventh grade of SMPN 1 Dampelas.

However, before decided which hypothesis was accepted and rejected, the researcher needed to know the critical t-table using 0.05 level significance and the degree of freedom (df) Nx + Ny -2 = 21 + 20 – 2 = 39. The researcher used the interpolation formula as follows:

$$\frac{a}{b} \; x \; c$$

Based on the result of degree of freedom above, we know that the value 39 lied between the interval 38 and 40, so:

$$a = 39 - 21$$

$$= 18$$

$$b = 40 - 21$$

$$= 19$$

$$c = 38 \Rightarrow 2.024$$

$$= 40 \Rightarrow 2.021$$

$$= 2.024 - 2.021$$

$$= 0.003$$

$$\frac{a}{b} \; x \; c \quad = \frac{18}{19} \; x \; 0.003$$

$$= 0.002$$

$$Df\ (39) = 2.024 - 0.002$$

$$\text{t-table} = 2.02$$

Based on the result of the data analysis above, we can see that t-table was 2.02, while the t-counted was 3.27. It means that Ha was accepted. In other words, the use of hyponymy games can improve the students' vocabulary mastery at the seventh grade of SMPN 1 Dampelas.

F. Discussions

The purpose of this research was to examine the effectiveness of teaching vocabulary using hyponymy games at the seventh-grade students of SMPN 1 Dampelas. This research was conducted after Corona pandemic being endemic. In the light of the finding of this research, it can be stated that the main result is that hyponymy games are highly effective in increasing students' level of vocabulary in the experimental group compared to control group's result.

The first meeting, the researcher gave the pretest to both experimental and control class in order to find out the prior knowledge of the students about vocabulary. The data of this research based on the students' score in pretest and posttest. The data were obtained by giving pre-test to the experimental and control class. The researcher gave pretest for both experimental and control class before the treatment.

After gave the pre-test, the researcher applied the treatment using hyponymy games at the second meeting until the seventh meeting. The level of junior high school students lose attention quickly and easily, so this game can attract the students' attention. The researcher notices that when the researcher applied the treatment or taught the hyponymy games, the students concentrated better and through the vocabulary easily.

In the last meeting, the researcher gave the post-test to the students. It aimed to measure the students' vocabulary mastery after given the treatment. The result of posttest showed that both experimental and control class had improvement but the progress was different. The score of the experimental class in post-test was higher than the control class. Based on the result of their post-test, it showed that in the controlled class, there were 2 students out of 20 who can pass the minimum of standard achievement 70 (KKM), while in the experimental class there were 16 students out of 21 who success to passed the KKM. It is clearly stated based on the result of t-counted that shows 3.27 that higher than t-table 2.02. It shows that the use of hyponymy games can increase the students' vocabulary at the seventh-grade students of SMPN 1 Dampelas.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. *Conclusions*

According to the research of the analysis of the research, it was showed that the value of t-counted was the bigger than the value t-table. So, the null hypothesis $H_o: \beta = 0$ was rejected and the alternative hypothesis $H_a: \beta \neq 0$ was accepted. Or it can be said that their significant influence of using hyponymy games in teaching vocabulary at the seventh-grade students of SMPN 1 Dampelas. It is clearly stated based on the result of t-counted that shows 3.27 that higher than t-table 2.02. It shows that the use of hyponymy games can increase the students' vocabulary at the seventh-grade students of SMPN 1 Dampelas.

It can be concluded that teaching vocabulary using hyponymy games was adequate successes. It can be seen from the calculation above and the table of the students' vocabulary scores by using hyponymy games was increase from pre-test was 48.86 to post-test was 70,47. It means there was significant influence of using hyponymy in teaching at the seventh-grade students of SMPN 1 Dampelas.

B. *Suggestions*

Based on the conclusion above, the researcher gives suggestions about teaching vocabulary using hyponymy games. The suggestions are as follow:

1. To the teacher:
   a. The teacher should improve their way in teaching English, especially in teaching vocabulary in order to increase the students' vocabulary.

b. The teacher should be creative in developing the teaching learning activities in classroom to make the class alive and their students do not get bored.

c. The teacher should make the students feel happy and enjoy in teaching learning process, such as using hyponymy games in teaching vocabulary.

2. To the students:

The students should be active and creative in learning English especially vocabulary.

3. The other researcher

The other researcher can use different media to create the teaching material.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   : SMPN 1 DAMPELAS
Kelas / Semester   : VII
Mata pelajaran   : Bahasa Inggris
Topik   : Days and Months
Alokasi Waktu   : 2 x 40

A. Tujuan Pembelajaran

Siswa dapat menyebutkan *days, months, and years*. dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial dengan baik dan benar dengan menggunakan *"hyponymy games"*, siswa diharapkan mampu menemukan kata sederhana secara intuitif tentang *days, months, and years*. dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial dengan baik dan benar.

B. Media & Sumber Belajar

Media   : Papan Tulis, Spidol, penghapus, dan lain-lain.

Sumber Belajar   : Kamus, Buku Sekolah *"When English Rings the Bell* kelas VII revisi 2017".

C. Kegiatan Pembelajaran
1. Pendahuluan
   a. Guru membuka kegiatan kelas dengan Assalamualaikum. Wr. Wb. Atau ungkapan sapaan lainnya.
   b. Guru meminta siswa untuk berdo'a
   c. Guru memeriksa kehadiran siswa
   d. Guru menanyakan kondisi siswa.
   e. Guru menginformasikan tujuan pembelajaran
2. Kegiatan Inti
   a. Guru menuliskan topik di papan tulis. Ini adalah " *days, months, and years*".
   b. Guru membagi siswa kedalam 4 kelompok dan meminta siswa mencari kosakata sesuai dengan topik pembelajaran.
   c. Guru menggunakan *"hyponymy games"* dalam mengklasifikasi common word agar siswa memperoleh kosakata baru.
   d. Setiap siswa diminta menyebutkan kosakata yang telah didapatkan oleh mereka terkait topik *days, months, and years*. Kemudian, guru

menuliskan kosakata yang telah mereka dapatkan di papan tulis agar orang lain dapat membacanya.

    e. Guru meminta siswa lain untuk mencari makna. Jika maknanya tidak ditemukan, mereka harus mencari di kamus, menemukan arti dan ejaannya.

    f. Siswa harus menuliskan semua kata dan artinya di buku catatan siswa.

    g. Guru meminta siswa mengeja dan mengucapkan kosakata dengan benar.

3. Penutup

    a. Siswa ditanya perasaanya setelah mengikuti kegiatan pembelajaran (Refleksi)

    b. Siswa diminta membuat kesimpulan dari materi pembelajaran.

    c. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya

    d. Guru menutup kegiatan kelas dengan Hamdallah.

D. Penilaian Pembelajaran (*Assessment*)
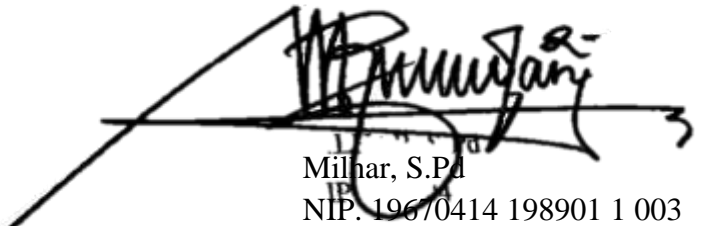
1. Kinerja (praktik)

    Menyebutkan beberapa hal (Kosakata, makna, pengucapan) baik individu maupun kelompok.

2. Observasi

    a. Penilaian Sikap: Tanggung Jawab, Jujur, Bekerja Sama, Percaya Diri

    b. Penilaian pengetahuan: Tes

    c. Penilaian keterampilan: mencoba, mengolah, menyaji, dan menalar.

Sabang,   Mei 2022

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Milhar, S.Pd   Apriadi

NIP. 19670414 198901 1 003   NIM. 151160031

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan　　　　: SMPN 1 DAMPELAS
Kelas / Semester　　　　: VII
Mata pelajaran　　　　: Bahasa Inggris
Topik　　　　: Animals
Alokasi Waktu　　　　: 2 x 40

E. Tujuan Pembelajaran

　　Siswa dapat menyebutkan *animals.* dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial dengan baik dan benar dengan menggunakan "*hyponymy games"*, siswa diharapkan mampu menemukan kata sederhana secara intuitif tentang *animals.* dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial dengan baik dan benar.

F. Media & Sumber Belajar

Media　　　　: Papan Tulis, Spidol, penghapus, dan lain-lain.

Sumber Belajar　: Kamus, Buku Sekolah "*When English Rings the Bell* kelas VII revisi 2017".

G. Kegiatan Pembelajaran
　　4. Pendahuluan
　　　　f. Guru membuka kegiatan kelas dengan Assalamualaikum. Wr. Wb. Atau ungkapan sapaan lainnya.
　　　　g. Guru meminta siswa untuk berdo'a
　　　　h. Guru memeriksa kehadiran siswa
　　　　i. Guru menanyakan kondisi siswa.
　　　　j. Guru menginformasikan tujuan pembelajaran
　　5. Kegiatan Inti
　　　　h. Guru menuliskan topik di papan tulis. Ini adalah "*animals*".
　　　　i. Guru membagi siswa kedalam 4 kelompok dan meminta siswa mencari kosakata sesuai dengan topik pembelajaran.
　　　　j. Guru menggunakan "*hyponymy games*" dalam mengklasfikasi common word agar siswa memperoleh kosakata baru.
　　　　k. Setiap siswa diminta menyebutkan kosakata yang telah didapatkan oleh mereka terkait topik *animals.* Kemudian, guru menuliskan kosakata yang telah mereka dapatkan di papan tulis agar orang lain dapat membacanya.

l. Guru meminta siswa lain untuk mencari makna. Jika maknanya tidak ditemukan, mereka harus mencari di kamus, menemukan arti dan ejaannya.

m. Siswa harus menuliskan semua kata dan artinya di buku catatan siswa.

n. Guru meminta siswa mengeja dan mengucapkan kosakata dengan benar.

6. Penutup

e. Siswa ditanya perasaanya setelah mengikuti kegiatan pembelajaran (Refleksi)

f. Siswa diminta membuat kesimpulan dari materi pembelajaran.

g. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya

h. Guru menutup kegiatan kelas dengan Hamdallah.

H. Penilaian Pembelajaran (*Assessment*)

3. Kinerja (praktik)

Menyebutkan beberapa hal (Kosakata, makna, pengucapan) baik individu maupun kelompok.

4. Observasi

d. Penilaian Sikap: Tanggung Jawab, Jujur, Bekerja Sama, Percaya Diri

e. Penilaian pengetahuan: Tes

f. Penilaian keterampilan: mencoba, mengolah, menyaji, dan menalar.

Sabang,   Mei 2022

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Mihar, S.Pd   Apriadi

NIP. 19670414 198901 1 003   NIM. 151160031

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 1 DAMPELAS
Kelas / Semester : VII
Mata pelajaran : Bahasa Inggris
Topik : Hobbies
Alokasi Waktu : 2 x 40

I. Tujuan Pembelajaran

Siswa dapat menyebutkan *hobbies.* dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial dengan baik dan benar dengan menggunakan "*hyponymy games*", siswa diharapkan mampu menemukan kata sederhana secara intuitif tentang *hobbies.* dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial dengan baik dan benar.

J. Media & Sumber Belajar

Media : Papan Tulis, Spidol, penghapus, dan lain-lain.

Sumber Belajar : Kamus, Buku Sekolah "*When English Rings the Bell* kelas VII revisi 2017".

K. Kegiatan Pembelajaran
7. Pendahuluan
   k. Guru membuka kegiatan kelas dengan Assalamualaikum. Wr. Wb. Atau ungkapan sapaan lainnya.
   l. Guru meminta siswa untuk berdo'a
   m. Guru memeriksa kehadiran siswa
   n. Guru menanyakan kondisi siswa.
   o. Guru menginformasikan tujuan pembelajaran
8. Kegiatan Inti
   o. Guru menuliskan topik di papan tulis. Ini adalah "*hobbies*".
   p. Guru membagi siswa kedalam 4 kelompok dan meminta siswa mencari kosakata sesuai dengan topik pembelajaran.
   q. Guru menggunakan "*hyponymy games*" dalam mengklasfikasi common word agar siswa memperoleh kosakata baru.
   r. Setiap siswa diminta menyebutkan kosakata yang telah didapatkan oleh mereka terkait topik *hobbies*. Kemudian, guru menuliskan kosakata yang telah mereka dapatkan di papan tulis agar orang lain dapat membacanya.
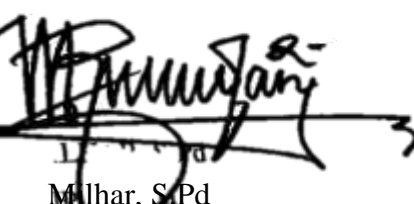
s. Guru meminta siswa lain untuk mencari makna. Jika maknanya tidak ditemukan, mereka harus mencari di kamus, menemukan arti dan ejaannya.

t. Siswa harus menuliskan semua kata dan artinya di buku catatan siswa.

u. Guru meminta siswa mengeja dan mengucapkan kosakata dengan benar.

9. Penutup
   i. Siswa ditanya perasaanya setelah mengikuti kegiatan pembelajaran (Refleksi)
   j. Siswa diminta membuat kesimpulan dari materi pembelajaran.
   k. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
   l. Guru menutup kegiatan kelas dengan Hamdallah.

L. Penilaian Pembelajaran (*Assessment*)

5. Kinerja (praktik)

   Menyebutkan beberapa hal (Kosakata, makna, pengucapan) baik individu maupun kelompok.

6. Observasi
   g. Penilaian Sikap: Tanggung Jawab, Jujur, Bekerja Sama, Percaya Diri
   h. Penilaian pengetahuan: Tes
   i. Penilaian keterampilan: mencoba, mengolah, menyaji, dan menalar.

Sabang,   Juni 2022

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Mulhar, S.Pd   Apriadi
NIP. 19670414 198901 1 003   NIM. 151160031

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   : SMPN 1 DAMPELAS
Kelas / Semester   : VII
Mata pelajaran   : Bahasa Inggris
Topik   : Place
Alokasi Waktu   : 2 x 40

M. Tujuan Pembelajaran

    Siswa dapat menyebutkan *place.* dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial dengan baik dan benar dengan menggunakan "*hyponymy games",* siswa diharapkan mampu menemukan kata sederhana secara intuitif tentang *place.* dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial dengan baik dan benar.

N. Media & Sumber Belajar

    Media   : Papan Tulis, Spidol, penghapus, dan lain-lain.

    Sumber Belajar   : Kamus, Buku Sekolah "*When English Rings the Bell* kelas VII revisi 2017".

O. Kegiatan Pembelajaran
    10. Pendahuluan
        p. Guru membuka kegiatan kelas dengan Assalamualaikum. Wr. Wb. Atau ungkapan sapaan lainnya.
        q. Guru meminta siswa untuk berdo'a
        r. Guru memeriksa kehadiran siswa
        s. Guru menanyakan kondisi siswa.
        t. Guru menginformasikan tujuan pembelajaran
    11. Kegiatan Inti
        v. Guru menuliskan topik di papan tulis. Ini adalah "*place*".
        w. Guru membagi siswa kedalam 4 kelompok dan meminta siswa mencari kosakata sesuai dengan topik pembelajaran.
        x. Guru menggunakan "*hyponymy games*" dalam mengklasfikasi common word agar siswa memperoleh kosakata baru.
        y. Setiap siswa diminta menyebutkan kosakata yang telah didapatkan oleh mereka terkait topik *place*. Kemudian, guru menuliskan kosakata yang telah mereka dapatkan di papan tulis agar orang lain dapat membacanya.

z. Guru meminta siswa lain untuk mencari makna. Jika maknanya tidak ditemukan, mereka harus mencari di kamus, menemukan arti dan ejaannya.

aa. Siswa harus menuliskan semua kata dan artinya di buku catatan siswa.

bb. Guru meminta siswa mengeja dan mengucapkan kosakata dengan benar.

12. Penutup

m. Siswa ditanya perasaanya setelah mengikuti kegiatan pembelajaran (Refleksi)

n. Siswa diminta membuat kesimpulan dari materi pembelajaran.

o. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya

p. Guru menutup kegiatan kelas dengan Hamdallah.

P. Penilaian Pembelajaran (*Assessment*)
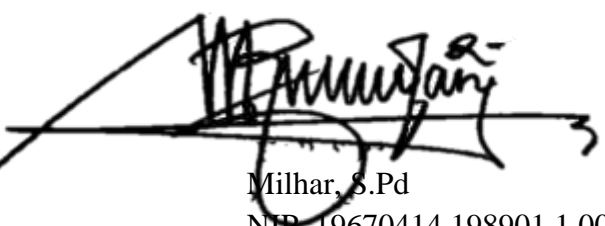
7. Kinerja (praktik)

Menyebutkan beberapa hal (Kosakata, makna, pengucapan) baik individu maupun kelompok.

8. Observasi

j. Penilaian Sikap: Tanggung Jawab, Jujur, Bekerja Sama, Percaya Diri

k. Penilaian pengetahuan: Tes

l. Penilaian keterampilan: mencoba, mengolah, menyaji, dan menalar.

Sabang,   Juni 2022

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

Milhar, S.Pd
NIP. 19670414 198901 1 003

Apriadi
NIM. 151160031

Name :

Class :

PRE-TEST

I. Multiple Choice

1. ………………..is a shop which sells flowers.

    a. butcher   c. green grocer

    b. stationery   d. florist

2. Which one is included medical equipment.

    a. Stethoscope   c. Knife

    b. Speedometer   d. Broom

3. skin cream, Powder-puff, eye shadow, lipstick,

    What kinds are those?

    a. Make-up tools   c. kitchen tools

    b. bath tools   d. cutlery

4. which one is included parts of bicycle.

    a. Chain   c. Chair

    b. Peddle   d. Dust

5. Andi's mother buys some stuff such as, knife, plate, spoon, frying pan,

    and bowl.

    What kinds are those?

    a. kitchen tools   c. Bath tools

    b. Make-up tools   d. cutlery

6. Dewi: Hi, where will you go?

   Citra: Hi, I will buy some grapes and water melons but where is it?

   Dewi: Ok, please go to the……….over there.

   a. fruit stall   c. shop

   b. green grocer   d. butcher

7. "My classroom is very <u>big</u>". The underline word….

   a. great   c. clean

   b. dirty   d. large

8. Where does the writer always read his favorite books?

   a. the computer room   c. the classroom

   b. the library   d. the laboratory

9. Andi: Dini, may I borrow your book, pen, and eraser?

   Dini   : yes, of course.

   Andi: Thanks a lot.

   From the dialogue what kinds stuff are borrowed by Andi?

   a. Kitchen tools   c. Stationery

   b. Make-up tools   d. library

10. Jannah: what is your hobby?

    Siska : can you guess!, my hobby is having water, use the frog leg, wear the special clothes.

    What hobby's Jannah?

    a. Volley Ball   c. Badminton

b. Running   d. Swimming

11. Look at the picture!

Putra and Sandi hobby is…..

a. playing football   c. listening the music

b. fishing in the river   d. reading book

12. Where will you pay things that you buy in department store?

a. trolley   c. shopping list

b. cashier   d. the change

13. Car, bicycle, motorcycle, boat, train, airplane.

What kinds are those?

a. Vegetables   c. fruits

b. flowers   d. transportations

14. Arifin: Do you know the cheapest sport?

Fadly: Of course.

Arifin: What is it?

Fadly: It is………….

a. running   c. swimming

b. cycling   d. boxing

15. This animal lives in the sea and has tentacles. What animal is it?

a. Tiger   c. cow

b. octopus   d. crocodile

II. Matching the picture with the activity in the box!

16……………… 17. ….......................... 18…………………

19………………………….. 20………………

| singing | cooking | swimming | running |
| writing | | | |

III. Fill in the blank with the suitable answer!

He…(*be, am/is/are*)(**21**) Mr. James. He teaches English language. He likes to help his students whom difficulties. He is very kind. He is my best teacher. He…(*go/goes/going*)(**22**)to school by car. his favorite color is black. His favorite food is meat ball. His hobby is reading. He…(*has/have*)(**23**) sharp eyes. His hair is straight. Mr. James is…(*our/us*)(**24**)teacher. We love…(*him/her*)(**25**) very much.

GOOD LUCK!

SELAMAT MENGERJAKAN!

ANSWER KEY

(Pre-Test)

I.

1. **D**   **11. B**
2. **B**   **12. B**
3. **A**   **13. D**
4. **A**   **14. A**
5. **A**   **15. B**
6. **B**
7. **D**
8. **B**
9. **C**
10. **D**

II.

16. **Running**
17. **Cooking**
18. **Writing**
19. **Swimming**
20. **Singing**

III.

21. **is**
22. **goes**
23. **has**
24. **our**
25. **him**

Name   **:**

Class   **:**

POST-TEST

I. Multiple Choice

1. My mother cut the vegetables uses…..

    a. knife   c. sword

    b. weapon   d. saw

2. Today is Tuesday. The day before yesterday was….

    a. Wednesday   c. Monday

    b. Thursday   d. Sunday

3. Anita: oh. What a <u>beautiful</u> you are!

    a. strange   c. pretty

    b. ugly   d. stupid

4. Rose, lotus, sunflower, lily, jasmine, and cherry blossom.

    What kinds are those?

    a. flowers   c. transportations

    b. fruits   d. Vegetables

5. It can bark like a…..

    a. cat   c. rabbit

    b. cow   d. dog

6. 2007. How do you say it?

    a. Two zero zero seven   c. Two thousand and seven

    b. Twenty zero seven   d. Two hundred seven

7. Look at the picture!

Aldi's hobby is…..

   a. fishing in the river   c. Reading book

   b. playing football   d. listening the music

8. Andi: Tio, did you watch Real Madrid versus Manchester City?

Tio   : yes I did. It was a great soccer match, I think.

Andi: well, I missed it, too bad

From the dialogue what are they talking about?

   a. football player   c. football match

   b. playing football   d. a great match

9. Budi : Hi Yuni, where will you go?

Yuni : Hi Budi, I will buy book, pencil, and ruler but where is it?

Dewi: Ok, please go to the……….over there.

   a. drug store   c. butcher

   b. florist   d. book shop

10. …………..is a shop which sells vegetables.

   a. green grocer   c. florist

   b. stationery   d. butcher

11. This animal lives in the air and has wings. What animal is it?

    a. fish   c. bird

    b. crocodile   d. goat

12. Where will you pay things that you buy in department store?

    a. trolley   c. shopping list

    b. cashier   d. the change

13. "My classroom is very grubby". The underline word….

    a. great   c. comfortable

    b. dirty   d. large

14. We can borrow books from the ….

    a. hospital   c. library

    b. barbershop   d. post office

15. Ali : I need bread. Let's go to the . . . !

   Asep: certainly.

    a. stadium   c. bakery

    b. hospital   d. book store

II. Matching the picture with the activity in the box!

16………………   17.   …........................   18…………………

19………………………..   20……………….

painting   fishing   listening the music   reading

   playing football

III. Fill in the blank with the suitable answer!

Hello classmates! I'd like to introduce………..(**1**). My……(**2**) is Rudi. I

…..(**3**) 15 years old. I am a ………(**4**) at SMPN 1 DAMPELAS. ....(**5**)

Hobby is Fishing. It is nice to meet you.

GOOD LUCK!

SELAMAT MENGERJAKAN!

ANSWER KEY

(Post-Test)

IV.

11. A	**11. C**
12. C	**12. B**
13. C	**13. B**
14. A	**14. C**
15. D	**15. C**
16. C	
17. C	
18. C	
19. D	
20. A	

V.

16. Listening the music
17. Painting
18. Reading
19. Playing football
20. Fishing

VI.

21. myself
22. name
23. am
24. students
25. my

Picture 1 : The Researcher with Head Master of SMPN 1 Dampelas

Picture : The Researcher followed "*Apel Bersama*" with Teacher and Students

Picture 3: The Researcher give the pre-test to the students

(Control Class and Experimental Class)

Picture 4: The Researcher give the lesson to the students
(Control Class and Experimental Class)

Picture 5: The Researcher give the post-test to the students

(Control Class and Experimental Class)

Picture 6: The Researcher give the post-test to the students
(Control Class and Experimental Class)

Nomor   : 1749/Un.24/F.I/PP.00.9/04/2022   Palu, 16 April 2022
Lampiran : -
Hal   : **Izin Penelitian Untuk**
            Menyusun Skripsi

Yth. Kepala SMPN 1 Dampelas

di

    Tempat

Assalamualaikum w.w

    Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama	:	APRIADI
NIM	:	151160031
Tempat Tanggal Lahir	:	Sioyong, 05 Juli 1997
Semester	:	XIV (Empat Belas)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Tanjung Angin
Judul Skripsi	:	THE EFFECTIVENESS OF TEACHING VOCABULARY USING HYPONYMY GAMES AT STUDENTS SEVENTH GRADE OF SMPN 1 DAMPELAS
No. HP	:	082292444755

Dosen Pembimbing :
1. Drs. Muhammad Ihsan, M.Ag.
2. Ana Kuliahana, S.Pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikan, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. H. Askar, M.Pd.
NIP. 196705211993031005

SURAT KETERANGAN
No: 22/I.24.1.6 /SMPN.L – D/LL/06/2022

Menindak Lanjuti Surat Universitas Islam Negeri (UIN) Palu , Fakultas Tarbiyah dan Ilmu Keguruan.

Tentang Izin Penelitian / Observasi, maka dengan ini Kepala SMPN 1 Dampelas menerangkan bahwa:

Nama	:	Apriadi
NIM	:	15.1.16.0031
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Prodi	:	Tadris Bahasa Inggris

Benar nama tersebut diatas telah melaksanakan Penelitian / Observasi untuk memperoleh data dalam rangka penyelesaian skripsi dengan judul *"The Effectiveness of Teaching Vocabulary Using Hyponymy Games At The Seventh Grade Students of SMPN 1 Dampelas"*.

Demikian surat keterangan ini dibuat untuk digunakan seperlunya.

Sabang,
Kepala Sekolah

MILHAR, S.Pd
NIP 19670414 198901 1 003

PENGAJUAN JUDUL SKRIPSI

Nama	: APRIADI		NIM	: 151160031
TTL	: SIOYONG, 05-07-1997		Jenis Kelamin	: Laki-laki
Jurusan	: Tadris Bahasa Inggris (S1)		Semester	: VIII
Alamat	: Jl.maleo		HP	: 082292444755
Judul	:			

☑ Judul I

The effectiveness of teaching Vocabulary using Hyponymy games at students seventh grade of SMPN 14 PALU

◯ Judul II

The effectiveness of Role play on students' speaking skill at tenth grade of SMAN 5 PALU

◯ Judul III

The effect of direct method on students' vocabulary mastering at seventh grade of MTSN 1 PALU

Palu, 25 FEBRUARI 2019
Mahasiswa,

APRIADI
NIM. 151160031

Telah disetujui penyusunan skripsi dengan catatan :

- Awareness of the latest references
- Think about relationship between Theories on chapter 2 and Methodological approach.

Pembimbing I : DrS. Muhamad Ihfan, M.Ag.
Pembimbing II : Ava Kulohana, S.Pd.M-Pd.

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan,

Dr. HAMLAN, M.Ag.
NIP.196906061998031002

Ketua Jurusan,

Dr. Hj. NUR ASMAWATI, S.Ag., M.Hum
NIP. 197407262000032002

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang	:	a.	bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
		b.	bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
		c.	bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		3.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		4.	Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
		5.	Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
		6.	Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
		7.	Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU
KESATU	:	Menetapkan saudara :

1. Drs. Muhammad Ihsan, M.Ag
2. Ana Kuliahana, S.Pd, M.Pd

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama	:	Apriadi
NIM	:	15.1.16.0031
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	THE EFFECTIVENNES OF TEACHING VOCABULARY USING HYPONYMY GAMES AT STUDENTS SEVENTH GRADE OF SMPN 14 PALU

KEDUA	:	Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
KETIGA	:	Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019
KEEMPAT	:	Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
KELIMA	:	SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 27 Maret 2019
Dekan,

Dr. Mohammad Idhan, S.Ag.,M.Ag
NIP. 197201262000031001

Tembusan :
1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor   : 529 /In.13/F .I/PP.00.9/04/2020   Palu, 15 April 2020
Sifat   : Penting
Lamp   : -
Hal   : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Drs. Muhammad Ihsan, M.Ag.   (Pembimbing I)
2. Ana Kuliahana S.Pd., M.Pd.   (Pembimbing II)
3. H. Nurdin, M.Com., Ph.D.   (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

    Di-
      Palu

Assalamu Alaikum War. Wab

     Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama   : Apriadi
NIM   : 151160031
Jurusan/Kelas   : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi   : The Effectiveness of Teaching Vocabulary Using Hyponymy Games at Seventh Grade Students of SMPN14 Palu

     Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal   : Rabu, 22 April 2020
Waktu   : 10.00 Wita - Selesai
Tempat   : Ruang Rapat FTIK Lt. 2 FTIK

Wassalam.

a.n. Dekan
Ketua Prodi Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP: 19740726 200003 2 002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:
   a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
   b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
   c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
   d. 1 rangkap untuk Ketua Jurusan
   e. 1 rangkap untuk Subbak Umum Fakultas Tarbiyah dan Ilmu Keguruan.
   f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
   g. 1 rangkap untuk ditempel pada papan pengumuman.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, emal : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini .RABU....., tanggal 22.. bulan ..04......... tahun 2020 telah dilaksanakan Ujian Proposal Skripsi :

Nama : APMADI

NIM : 15.1.16.0031

Prodi : Tadris Bahasa Inggris (TBI - ....)

Judul Skripsi : THE EFFECTIVENESS OF TEACHING VOCABULARY USING HYPONYMY GAMES AT THE SEVENTH GRADE STUDENTS' OF SMPH 14 PALU

Pembimbing : I. Drs. Muhammad Ihsan, M.Ag
II. Ana Kuliahana S.Pd., M.Pd

Penguji : H. Nurdin M.com., Ph.D

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI		
2.	BAHASA & TEKNIS PENULISAN		Change the writing of ur method if you are going to continue ur research during this Pandemic
3.	METODOLOGI		
4.	PENGUASAAN		
5.	JUMLAH		
6.	NILAI RATA-RATA	89	

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Palu, 22 APRIL 20 20
Pembimbing II,

Ana Kuliahana, S.H. M.Pd.
NIP. 19820214 200501 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini ..RABU...., tanggal ..22.. bulan ...04...... tahun 20.20, telah dilaksanakan Ujian Proposal Skripsi :

Nama : APUADI

NIM : 15.1.16.0031

Prodi : Tadris Bahasa Inggris (TBI - ....)

Judul Skripsi : THE EFFECTIVENESS OF TEACHING VOCABULARY USING HYPONYMY GAMES AT THE SEVENTH GRADE STUDENTS' OF SMPN 14 PALU

Pembimbing : I. Drs. Muhammad Ihsan, M.Ag
II. Ana Kuliahana S.Pd., M.Pd

Penguji : H. Nurdin, M.com., Ph.D

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	
2.	BAHASA & TEKNIS PENULISAN	85	
3.	METODOLOGI	85	
4.	PENGUASAAN	85	
5.	JUMLAH	340	
6.	NILAI RATA-RATA	85	

Palu, 22 APRIL 20 20

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Penguji ,

H. NURDIN, M.com., Ph.D
NIP.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
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BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini ...RABU........, tanggal 22. bulan ...04......... tahun 2020 telah dilaksanakan Ujian Proposal Skripsi :

Nama : APRIADI

NIM : 15.1.16.0031

Prodi : Tadris Bahasa Inggris (TBI - ....)

Judul Skripsi : THE EFFECTIVENESS OF TEACHING VOCABULARY USING HYPONYMY GAMES AT THE SEVENTH GRADE STUDENTS' OF SMPN 14 PALU

Pembimbing : I. Drs. Muhammad Ihsan, M.Ag
II. Ana Kuliahana S.Pd., M.Pd

Penguji : H. Nurdin, M.com., Ph.D

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	90	make the sample of vocab more simple
2.	BAHASA & TEKNIS PENULISAN	90	Use the past form only in related studies / Review of Related Literatur
3.	METODOLOGI	90	Do not use past form in methodology
4.	PENGUASAAN	90	good enough.
5.	JUMLAH	380	
6.	NILAI RATA-RATA	90	

Palu, 22 - 04 - 2020

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Pembimbing I,

Muhammad Ihsan
NIP. 196505 30 199203 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460185
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 20   / 20

Nama : APRIADI

NIM : 15.1.16.0031

Prodi : Tadris Bahasa Inggris (TBI - ....)

Judul Skripsi : THE EFFECTIVENESS OF TEACHING VOCABULARY USING HYPONYMY GAMES AT THE SEVENTH GRADE STUDENTS' OF SMPN 14 PALU

Tgl / Waktu Seminar : 22 APRIL 2020 / 10.00 WITA

NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
1.	Devita San	15116023	TBI		
2.	SARTIN	15116010	TBI		
3.	NUR AVILLAH	19101016	PAI		
4.	MUH. MUHARRAM	17410010	KPi		
5.	SITI NUR HIDAYAH	15160008	TBI		
6.	Alfi Sa'adah	15116030	TBI		
7	Muh. Ramadani	151018026	PAI		
8	Fadila Nugrayanti	15116004	TBI		

Palu, 22 APRIL 20 20

Pembimbing I,

Drs. Muhammad Ihsan,. M.Ag
NIP. 19690930 199203 1 006

Pembimbing II,

Ana Kuliahana
NIP. 198402214 200501 2 004

Penguji,

H. Nurdin. M.com. Ph.D
NIP.

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

BUKU KONSULTASI
Pembimbingan Skripsi

Nama : APRIADI

NIM : 15.1.16.0031

Jurusan/Prodi : TADRIS BAHASA INGGRIS

Judul Skripsi : THE EFFECTIVENESS OF TEACHING VOCABULARY USING HYPONYMY GAMES AT STUDENTS SEVENTH GRADE OF SMPN 14 PALU

FAKULTAS TARBIYAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) PALU

BUKU KONSULTASI

PEMBIMBINGAN PENULISAN SKRIPSI

Photo
2 X 3

NAMA   : APRIADI
NIM: 15.1.16.0031
JURUSAN   : TADRIS BAHASA INGGRIS
PEMBIMBING   : I. DRS. MUHAMMAD IHSAN, M. AG
               II. ANA KUUAHANA, S.Pd, M.Pd
ALAMAT   : JL. R.A KARTINI
NO. HP   : 082202044755

JUDUL SKRIPSI

THE EFFECTIVENESS OF TEACHING VOCABULARY
USING HYPONYMY GAMES AT STUDENTS SEVENTH
GRADE OF SMAN IA PALU

JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : APRIADI
NIM: 15.1.16.0031
Jurusan,Prodi. : TADRIS BAHASA INGGRIS
Judul Skripsi : THE EFFECTIVENESS OF TEACHING VOCAB
LARY USING HYPONYMY GAMES AT STUDI
SEVENTH GRADE OF SMA 4 PALU

Pembimbing I : Drs. MUHAMMAD IHSAN, M.Ag
Pembimbing II : ANA KUUAHANA, S.Pd, M.Pd.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Senin, 9 Maret 2020		KURANGI MENGGUNAKAN POST-TEST	
2.	Rabu, 11 Maret 2020		MENGGUNAKAN REFERENSI DIATAS 2010	
3.	Kamis, 12 Maret 2020		MENAMBAHKAN TEACHING PROCEDURE	
4.	Senin, 16 Maret 2020		TH ACC	

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5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen penguji munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.

6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen penguji.

7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim penguji dan di tambah 4 orang penguji.

8. Ketua tim penguji mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.

9. Tim penguji menyerahkan hasil penilaian kepada ketua tim penguji, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

8

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Selasa 25-03-2020		1. Never use "past tense" except for previous studies in literature review! 2. Pay close attention to the use of "passive form" make sure the passive form "or correct "in grammatical aspect!	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Sabtu 16-03-2020		1. Read and learn a lot how to conduct research using Quasy experimental approach a. control class b. Treatment class t. How will you decide the two kinds of class find the Procedure.	

Buku Konsultasi Pembimbingan Skripsi

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
V.	Setuju		PENULISAN PADA COVER	
1.	Selasa, 18 Agustus 2020		HARUS KONSISTEN DENGAN KATA YANG DIGUNAKAN	
2.			PENGGUNAAN ARTIKEL.PROKOUN DI PERHATIKAN	

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Fakultas Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Senin, 8 Agustus 2022		Soal Pre-test yang ada pada hal 32-35 di pindahkan jadi lampiran	
2.				

12

Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

Yth. Ketua Jurusan ....
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : Drs. Muhammad Ihsan, M.Ag
   NIP : 196505301992031006
   Pangkat/Golongan : Pembina TK-I (IV/b)
   Jabatan Akademik : Lektor Kepala
   Sebagai : Pembimbing I

2. Nama : Ama Kuliahana, S.Pd., M.Pd
   NIP : 198202192005012009
   Pangkat/Golongan :
   Jabatan Akademik :
   Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : Apriadi
NIM : 15.1.16.0031
Jurusan : Taqris Bahasa Inggris (1550748)
Judul : THE EFFECTIVENESS OF TEACHING VOCABULARY USING MATCHING GAMES OF STUDENTS SMPN I

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Palu, ...
Pembimbing II

NIP

Pembimbing I

NIP. 196505301992031006

Fakultas Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

KARTU SEMINAR

PROPOSAL SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

NAMA : APRIADI

T.T.L : SIOYONG, 5 JULI 1997

NIM. : 15.1.16.0031

JURUSAN : TADRIS BAHASA INGGRIS

ALAMAT : JL. KARTINI

INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

TATA TERTIB SEMINAR

A. PENDAFTARAN

1. Minimal satu minggu sebelum seminar telah mendaftar kepada Ketua Jurusan dan menyerahkan proposal 3 ekslampar (1 Dosen Pembimbing I, 1 Dosen Pembimbing II dan 1 Ketua Jurusan)

2. Menyiapkan abstrak dan pokok-pokok pikiran dalam bentuk Hand Out/Print Out Power Point untuk dibagikan kepada calon peserta seminar

3. Membuat pengumuman seminar dan menempelkannya dipapan pengumuman dengan sepengetahuan Ketua Jurusan.

4. Telah melaksanakan/menghadiri seminar minimal 10 kali.

B. PELAKSANAAN SEMINAR

1. Dihadiri minimal oleh seorang Dosen Pembimbing dan Ketua Jurusan serta 20 orang pembanding umum (mahasiswa)

2. Waktu seminar 1-2 Jam

3. Meminta hasil penilaian/koreksian/perbaikan sesaat setelah seminar usal, kepada Dosen Pembimbing dan Ketua Jurusan

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

FOTO 3 X 4

NAMA	:	APRIADI
NIM.	:	15.1.16.0031
JURUSAN	:	TADRIS BAHASA INGGRIS

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Thursday, JULY, 19, 2018	MUH. SAHRUL IKSAN	EFEKTIVITAS METODE BERNYANYI DALAM MENINGKATKAN ISTIMA' DI MTS TINOMBALA	1. Dr. H. Muh. Jabir, M.Pd 2. Tiflin Fatima, S.Pd.I	
2	Friday, July 20th, 2018	SUKMANTO	Nilai-nilai pendecatan humanistik terhadap Peningkatan motivasi-prestasi belajar peserta didik (Studi pada pelajaran PAI di SMPN 9 Palu)	1. Drs. Syahril, M.A 2. Dr. Qusnarib, M.Pd.	
3	Friday, July 20th, 2018	ARIFIN	Nilai-nilai pendidikan islam yang terkandung dalam tradisi mome'ati Suku Gorontalo di Desa Pusungi Kec. Ampana Tete, Kab. Tojo una-una	1. Drs. Gunawan B. Dilumina.Ma 2. Salahudin, S.Ag., M.Ag	
4	Friday, JULY 20th, 2018	PUTRI DAYANA	Penerapan metode think Pair Square untuk meningkatkan hasil belajar peserta didik mata pelajaran PAI di SMPN 9 Palu	1. Dr. Ruslina, S.Ag., M.Pd 2. Salahudin, S.Ag, M.Ag	
5	Friday, July 20th, 2018	SITI RAHMAWATI	Studi terhadap kemampuan membaca Al-Qur'an pada peserta didik di MA. AL-Khairat DONGGALA Kec. Kasimbar	1. Drs. H. M. Hasan M.Pd.I 2. Karniati, S.Ag., M.Pd.I	
6	Friday, 20 July, 2018	MOH: Rizal	Pendecatan Penanganan anak yang kurang berfrestasi Pada mata Pelajaran Pendidikan agama islam dalam kawasan di desa keairuca nonugca Kec. Cquwaion Kab. Manuju Utara	1. Dr. Bahdar M. Hi 2. Rusdin S.Ag., M.Pd	
7	Monday, 23 July, 2018	Fahri L Launa	Penerapan CTL dalam Pembelajaran Tematik di SDN 2 Parigi	1. Dr. Rusdin M.Pd 2. Amawati S.Pd, M.Pd	
8	Monday, JULI 23th, 2018	LISNAWATI MAMONTO	Pandangan Orang tua terhadap pemberian Mukuwwan peserta didik di SMAN I BONGKO TENGAH	1. Drs. H. Hamzah, M.Pd.I 2. Jamin H. Tahang S.Ag, M.Ag	
9	Monday, July 23, 2018	RUSMA	Model Penilaian Kepribadian Peserta didik Pada Mata Pelajaran Pendidikan Agama Islam di SMAN 5 MODEL PALU	1. Drs. Yusli Takuna, M.Pd.i 2. Syafir Wلad S.Ag, M.Pd	
10	Monday, Juli 23, 2018	Viविin	Strategi dalam kewirausahaan (Studi tentang upaya kafe Sambat Redas) Siparegan Palu	1. Prof. Dr. H Sagaf. s. Pettalongi M.Pd.I 2. Syair Wلad S.Ag, M.Pd,	

CURRICULUM VITAE

a. Researcher Identity
Name	:	Apriadi
NIM	:	15.1.16.0031
Department	:	English Tadris Study Department
Faculty	:	Teacher Training and Tarbiyah Faculty
Place and Date of Birth	:	Sioyong, 05 July 1997
Gender	:	Male
Religion	:	Moslem
Phone Number	:	0823-1193-7173
E-mail	:	apriadi3tbig@gmail.com
Address	:	Dusun I Sioyong

b. Educational History
1. SD, year of graduation   : SDN 1 SIOYONG, 2003 – 2009
2. SMP, year of graduation   : SMPN 1 DAMPELAS, 2009 – 2012
3. SMA, year of graduation   : SMAN 1 DAMPELAS, 2012 – 2015

c. Organization Experience
1. Pengurus HMJ Tadris Bahasa Inggris Tahun 2015 - 2017 (Anggota)
2. Pengurus Sema FTIK Tahun 2016 (Anggota)
3. Pengurus Kopma Al-Iqtishad Tahun 2017 (Anggota)
4. Pengurus Himpunan Pelajar Mahasiswa Dampelas Tahun 2017- 2019 (Ketua)
5. Pengurus Korps Mahasiswa Donggala (Anggota)
6. Pengurus Aliansi Mahasiswa Donggala Utara (Anggota)