THE EFFECTIVENESS OF USING THE ALPHABET ISLAND GAME IN HYPONYMY TECHNIQUE TO TEACH VOCABULARY AT FIRST GRADE OF JUNIOR HIGH SCHOOL (Experimental Study at SMP N 6 Blora)

a final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

By

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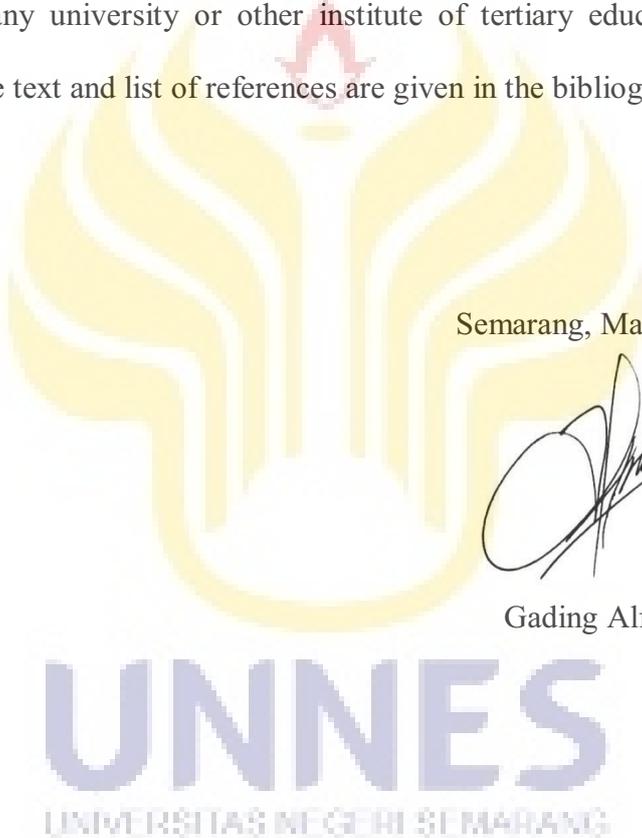**SEMARANG STATE UNIVERSITY**
2017

DECLARATION OF ORIGINALITY

I, Gading Alfian, hereby declare that this final project entitled *The Effectiveness of Using The Alphabet Island Game in Hyponymy Technique To Teach Vocabulary at The First Grade of Junior High School (Experimental Study at SMP N 6 Blora)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived in the text and list of references are given in the bibliography.

Semarang, March 2017

Gading Alfian

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APPROVAL

This final project, entitled **The Effectiveness of Using The Alphabet Island Game in Hyponymy Technique To Teach Vocabulary at The First Grade of Junior High School** (A-Quasi Experimental Study at SMP N 6 Blora), has been approved by the board of Examiners of the English Department of faculty of Languages and Art of Semarang State University on March 23th, 2017.

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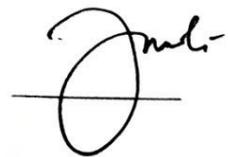
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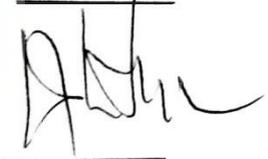   Drs. Rudi Hartono S.Sos., M.pd
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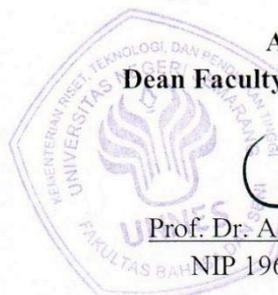
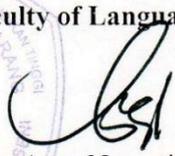5. **Third Examiner / First Advisor**
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ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

First and foremost, I praise to Allah Almighty for the blessing, health, and inspiration during my study and in completing this final project. I would like to express my sincerest gratitude to Drs. Amir Sisbiyanto, M.Hum as my first advisor and YULIATI, S.Pd., M.Pd., M.ed as my second advisor for giving me guidance, advice, and suggestion during the process of writing the final project.

My honor also goes to all lecturers of English Department of Semarang State University for all the guidance and lectures during my study. My thanks also go to Sugiyono, S.Pd the headmaster of SMP N 6 Blora, for his permission, Sumarno the English teacher for his kindness, and the students of VII C, VII F and VII H for their cooperation.

I also would like to dedicate my sincerest thanks to my parents, my brothers and my sister who always give me support. My thanks also go to my best friends, Evanda, Rezki, Rahmat, Ardika, Rizqy, Pramu, Firman, and Taufik, thanks for the awesome friendship and your spirits.

The last, there is nothing perfect in this world and this final project is not an exception. Therefore, suggestions and criticisms are always needed for its betterment. I hope this final project will be useful for all readers.

The Writer

MOTTO

"If you want to find something new, look for something new! There is a certain amount of risk in this attitude, as event the slightest failure tends to be resounding, but you are also happy when you succeed that it is worth taking the risk."

(Yves Chauvin)

To:

my parents (Bandiyono and Retno Rini W,)

my sister (Lena Lidhiliya Utami,)

my brothers (Rizal Anwar Ardika,), and

all of my best friends.

ABSTRACT

Alfian, Gading. 2017. *The Eeffectiveness of Using The Aalphabet Island Game in HyponymyTtechnique To Teach Vvocabulary at The First Grade of Junior High School (Experimental Study at SMP N 6 Blora)*. Final Project. English Department, Faculty of Language and Arts, Semarang State University. First Advisor: Drs. Amir Sisbiyanto, M.Hum. Second Advisor: YULIATI, S.Pd., M.Pd., M.ed.

Keywords*: Alphabet Island Game in Hyponymy Technique, Vocabulary, Experimental Research*

This research is about using *Alphabet Island Game in Hyponymy Technique* for teaching vocabulary in the first grade of junior high school. Alphabet Island Game in Hyponymy Technique is an interactive technique that encourages the participants to be more creative and active in team work. This research aimed to find out whether or not Alphabet Island Game in Hyponymy Technique is effective to teach vocabulary at the first graders of SMP N 6 Blora in the academic year of 2016/2017. The research design used was quasi experimental research. Tests and observation checklist were used as the instruments to collect the data and information. Before conducting the experiment, try out was given to 36 students of VII C to make sure that they were valid and reliable. The researcher used class VII F as the experimental group and VII H as the control group. Both classes were in the same level, background, and competence.

The result of the pre-test showed that the mean score of the experimental group was 57.71 and the mean score of the control group was 52.84. After the treatment, the mean score of experimental group was 74.51 and the mean score of control group was 66.73. It could be seen that there was an improvement after the treatments dealing with their vocabulary mastery. From the t-test computation of the post-test score, the t-value was higher than t-table (t-value > t-table = 2.192> 1.977). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there is a significant difference between the experimental group and the control group.

The results indicate that *Alphabet Island Game in Hyponymy Technique* is effective in improving the vocabulary mastery at the first grades of SMP N 6 Blora in the academic year of 2016/2017. It is suggested that the findings of this study could be applied regularly and continuously or developed by the English teachers to have a better teaching vocabulary.

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CHAPTER I

INTRODUCTION

This Chapter deals with the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the study.

1.1 Background of the Study

Language which is a means of human communication consists of words that have structure which is used together by a particular community or country in conventional way. As the system of communication, it is used to express thought by one person to another person. Chaney (1998) in Kayi (2006) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Accordingly, language is an effective tool to get communication, interaction, and information about other people, society and other groups.

Language helps us understand ourselves and the world around us. Zaenuri (2001) stated that language helps you to understand yourself and the world around you. Without language, people will be easy getting confused with another. Therefore, language is the most important for humans.

Whenever we think about language, we usually think to master vocabulary first. It means whenever we use language automatically, we also use the words of the language. There for, it is crucial for us to have a lot of vocabulary. By having a lot of vocabulary, we can precisely open our ideas in communication. It also helps us travel in the past, present, and future. It is important to master all of vocabularies in language. Mastering vocabulary means that we know all the words in the language which we use. Although, in fact there is nobody can master all of words in language either foreign or native speaker. The students have to master the language components and language skills in order to communicate with other easily.

Furthermore, Rivers in Nunan (1991:117) has also argued that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and the functions we may have learned for comprehensible communication. So, no matter how well we master grammar and how successful we practice the sounds of a foreign language, without words to express, communication can't happen in meaningful ways.

There are many reasons for people to study language. Harmer concluded there are six reasons, such as target language community, ESP, school curriculum, culture, advancement, miscellaneous.

For Indonesian students, they have to study English besides Bahasa as the foreign language. Thus, English is the main subject in curriculum

which should be learnt from the secondary level until the university level. Although in general, English is still considered as a difficult subject for the students because it is completely different from Bahasa in the system of structure, pronunciation and vocabulary. The Indonesian government has also shown its attention in the 2004 English curriculum. Mata pelajaran bahasa Inggris bertujuan mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi meliputi menyimak (listening), berbicara (speaking), membaca (reading), dan menulis (writing).

According to the statement above, the aims of teaching English in Indonesia are to develop the ability using English in many skills for example listening, speaking, reading and writing.

Therefore, the English teachers are supposed to be able organize teaching learning activities. English is taught in every educational level. English is as a means of communication to master the language skills such as listening, speaking, reading and writing. The best practice in any situation will depend on the type of student, the words that are targeted, the school system and curriculum, and many others factor. Before we have mastered the skills, we have to master the four components of structure, vocabulary, spelling and pronunciation. The curriculum in Indonesia for example, said that students in first grade of junior high school have to master 500 vocabularies. The teachers have to encourage students to master 500 vocabularies in first grade of junior high school. Practically,

most of students have same problem in mastering vocabularies. Likewise, Nation (2001) said that learners feel that many of their difficulties on both receptive and productive language use result from an inadequate vocabulary. Based on that statement, it is necessary and important for anyone who concerns in teaching English to find out the effective technique to make learning vocabulary easier and more pleasant for the students. Finally, they will enjoy following English class.

In the learning vocabulary process, students usually have problems in absorbing the new vocabulary and their meaning. Vocabulary can be defined as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) stated by Neuman & Dwyer, 2009, p. 385. An extensive body of research exists on teaching and learning vocabulary. So, the writer uses one of parts of technique to teach vocabulary by using hyponymy use The Alphabet Island Game. It likes find vocabulary synonymy (a word similar in meaning) and antonym (a word opposite in meaning) using words relation to explain the meaning of the target word. Murcia (1991) said that a common way for teacher to elucidate the meaning of a target word is to relate it to another word that the students already know. 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, "animal" as a superordinate and "ant", "elephant", "wolf", etc. as the subordinate. It is hoped to help the teachers to explain vocabulary items easier by giving

examples in the relation of a word with the other words. "What a word means is often defined by its relationship to other words." Then, the students will have description about the vocabulary items which are explained by their teacher.

1.2   Reason for Choosing the Topic

The researcher chooses this topic because of some considerations. First, teaching English as a foreign language for junior high school is the basic step to learn English seriously and it will continued in the next grade, vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts (Harmon, et al. 2009). In other hand, the researcher has observed student when he had practical teaching (PPL). And the result is the researcher found that many students have some difficulties in mastering vocabulary.

Second, in this age students can remember many things "During early childhood, children learn vocabulary at the rate of approximately 2,000 to 4,000 words per year (Brabham & Villaume, 2002; Nagy, Anderson, & Herman, 1987), or an average rate of seven words per day (Anderson & Nagy, 1991; Beck & McKeown, 1991). And they are in playgroup level "In other words, students develop extensive vocabularies not by completing worksheets, memorizing word lists, or using a dictionary or glossary to define unknown words but by the act of reading" (Weir, 1991).

Third, teaching vocabulary in junior high school needs an appropriate technique. Teachers do not use an appropriate technique in their teaching. *Alphabet Island Game* in Hyponymy technique becomes one technique that can be used by the teacher in their teaching. This technique focuses on the students' participation in a small group by improving their ability in mastering vocabulary with educational game.

1.3   Research Problem

Based on the background of the study and the reasons for choosing the topic, the aim of this research is to answer the following questions

(1)   Are there any significant differences between the students taught using *Alphabet Island Game* in Hyponymy technique and those taught using conventional technique?

(2)   Is *Alphabet Island Game* in Hyponymy technique effective for students' vocabulary mastery?

1.4   Objectives of the Study

In this research the researcher has two purposes to be achieved as follows:

(1)   to find out whether there are many significant differences between the students taught using *Alphabet Island Game* in Hyponymy technique and those taught using conventional method.

(2)   to find out whether *Alphabet Island Game* in Hyponymy technique are effective for students' vocabulary mastery.

1.5   Significance of the Study

The researcher hopes that the result of this research will have some significance as follows:

(1)   Practical Significance

(i)   Students

The effectiveness of using *Alphabet Island Game* in Hyponymy technique in students' vocabulary mastery

(ii) Teacher

The effectiveness of using *Alphabet Island Game* in Hyponymy technique can give motivation for the teacher to be more creative and innovative in teaching English especially, in teaching vocabulary.

(iii) Researcher

The effectiveness of using *Alphabet Island Game* in Hyponymy technique can make the researcher understand how to develop the way of teaching in order to get the students achievement.

(2)   Theoretical Significance

(i)   Students

This research can motivate students to get communicative way in learning vocabulary.

(ii) Teacher

This research may give the teacher reference about how to teaching vocabulary effectively using appropriate technique.

(iii) Researcher

This research can be useful as a reference for the next researchers who have the interest in the same topic.

(3) Pedagogic Significance

(i) Students

This result can become an effective way to improve the students' vocabulary mastery. Students may have comfortable way to learn English using this technique.

(ii) Teacher

This result may give the teacher's knowledge about the effective technique of teaching English in a particular skill, so that, the teacher will not face difficulties in learning English.

(iii) Researcher

This result will answer the researcher's problems and will expand the researcher's knowledge about teaching English before he becomes the real teacher.

1.6   Outline of the Study

Systematically, the content of this final project report is divided into five and several subchapters.

Chapter I is research introduction. This chapter discusses subchapters including: background of study, reason for choosing topic, research problems, objective of the study, significant of study, and outline of study.

Chapter II present review of related literature which consists of some references and theories related to the subject matter. This chapter present some brief explanations about the theories related in this research. The first subchapter contains the previous studies and also some studies conducted by scholars that directly relate to the problems. The second subchapter is review of theoretical study which explains the description of the theories and used in the research as the research evidences. Lastly, the third subchapter is theoretical framework. This subchapter describes the approach the researcher used and how to apply it.

Chapter III is research methodology. It consists of five subchapters; there are: objective of study, role of researcher, procedure of data collection, and techniques of data analysis.

Chapter VI is discussion. It discusses the result of analysis about the object of the research. In this chapter, the research presented the

finding, data interpretation, as well as the answers from the problems provided in the first chapter.

Chapter V is the conclusion and suggestion. It contain of conclusion which is the crystallization of research result and followed by suggestion dealing with subject matter of the research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter portrays the related literature that has been conducted to strengthen the ideas of this study. This chapter consists of three subchapters. They are review of the related studies, review of the theoretical background, and theoretical framework.

2.1   Review of the Related Study

There are some previous studies about discourse analysis that has been carried out related to this final project. The example of the study was carried out by Lilis Sulistyowati (2010) entitled *The Effectiveness of Teaching Vocabulary Using Hypony My Games (A Quasi Experimental Study at the First Grade of MTs.Daarul Hikmah Academic year 2009-2010).* The objectives of implementing Hypony My Games technique were help students to improve their skill to learn vocabulary.

From Sulistyowati research I find that the research is totally good, but she does not describes the advantages and disadvantages of the research. I think it would be more excellent when this research have the advantages and the advantages, so the next researcher can fix this technique and make some improvements on their research. But over all this research was very helpful to me to make decision about my research, because generally my research and Sulistyowati is almost same.

This research is about fine the effectiveness of using Hyponym's my game to teach Vocabulary, this research is using A-Quasi experimental method and uses null and alternative hypothesis to know the significant different. For this research, she choose this method because this method is more effective to know how effective the technique to tech vocabulary. The both of the techniques is simple and effective, on the other side this technique is good to make the research know the valid calculation. She uses the sample of the student and separated into the two different treatments, the first is the control and the second is experimental group.

Sulistyowati do this research to know the effectiveness of using hyponym's my game to tech vocabulary, and for this research she used A-Quasi Experimental. The object of this study is the first grade of MTs.Daarul Hikmah Academic year 2009-2010, she think that the junior high school student is the first level for Indonesian people to learn English. So she make the decision to uses game in teaching English especially vocabulary, because she state that the first level student still classified to the play group level. So in her research she uses Hyponym my game to teach vocabulary, and this research used to know the effectiveness of her technique to teach vocabulary.

Why I choose Sulistiyowati research for my related study because my research and Sulistyowati is almost same, from the basic we also do the research to know the effectiveness of our technique to teach vocabulary. In our research, we used Post and Pre-Test to get the data from

the respondent, and we also make classification of the respondent by separated to be two of group there are control and experimental group. We also used A-Quasi Experimental method in our research, and also used the null and alternative hypothesis to know the signification difference.

A study about teaching vocabulary analysis was conducted by Ria Damayanti H. (2014) entitled *Teaching Vocabulary Through Word Search Puzzle to the Fifth Grade Students of SDN01 Ngaglik Blitar in the Academic Year 2013/2014*. The objectives of implementing Word Search Puzzle were help teachers to improve their skill to teach vocabulary.

This research it's about teaching vocabulary using puzzle, in this research I found the correlation between my research and Damayanti research. We usually using puzzle to teach vocabulary, but the different is from the object of the study. She used the fifth grade student in elementary school and my study used the first grade of junior high school. But, in this research have something missing, she didn't give the advantages and disadvantages of this technique. I think when this research has the descriptive about advantages and disadvantages of this study it will more complete, so the next researcher can get the weakness they can fix this technique and make some improvements on their research

This research is about teaching vocabulary by using puzzle, this research is using A-Quasi experimental method and uses null and alternative hypothesis to know the significant different. She uses the sample of the student and separated into the two different treatments, the

first is the control and the second is experimental group. In the end of this research Damayanti draw a conclusion that teaching vocabulary by using word search puzzle make students more relax, enjoyable, happy and the students understanding the material. And also can improve their achievement. Children without an extensive vocabulary have a hard time understanding what they're reading, especially as they get older and reading material becomes more difficult.

The puzzle used to teach vocabulary in the fifth grade of elementary school is a thing that is difficult to understand or answer a mystery or a question or toy that is designed to test a person's knowledge, skill, intelligence, etc. A word search puzzle is a word game that is letters of a word in a grid that usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box.. The puzzle itself kind to play that can be used to practice certain language features at certain phases in learning process in order to develop communication skill. Teaching Vocabulary through Word Search Puzzle to success in teaching vocabulary through word search puzzle, the teacher should have different technique for different level. So, the word search puzzle can help the students. The students may be happy and interesting in learning and they always try to know the new words from word search puzzle. In the end of the research the researcher draw a conclusion that teaching vocabulary by using word search puzzle make students more relax, enjoyable, happy and the students understanding the material. And

also can improve their achievement. Children without an extensive vocabulary have a hard time understanding what they're reading, especially as they get older and reading material becomes more difficult.

Why I choose Damayanti research for my related study because my research and Damayanti research is basically same, from the basic I also used my method to teach vocabulary. In our research, we used our method to teach vocabulary, and we hopefully this technique can improve the student's vocabulary mastery. Otherwise we do our research to the object of the study with our method, to know how effective our method for teaching vocabulary.

Another research was carried out by Afif Fauzi (2007) entitled *The Correlation Between Students' Vocabulary Achievement And Speaking Ability*. The objective of this research is to obtain the empirical data about the correlation between students' vocabulary and their speaking ability. The writer uses some components to measure students' speaking ability. There are: Pronunciation, vocabulary, fluency, and grammar.

From Fauzi research I find that the research is good, but he does not describes the advantages and disadvantages of the research. I think it would be more excellent when this research have the advantages and the advantages, so the next researcher can fix this technique and make some improvements on their research. But for this research I make a conclusion about the research finding of this research is little bit invalid, because he didn't use the try out so the validity of the test is unknown. So we don't

know is the test is valid or not. And for the Fauzi's research is little bit different with my research because he used the senior high school for his respondent, and I used the first grade student of junior high school as the object of my research.

This research is about study who the researcher wants to know the correlations between the vocabulary achievements and speaking ability. The object of this study is the first grade students of senior high school, and he separated to be dependent and independent group. In the end of the research Fauzi draw a conclusion about when the vocabulary achievements of the students is increase it means that the speaking ability also have an increasing, and when the vocabulary decrease also the speaking ability becomes weak.

This research is about the correlation between vocabulary achievements and speaking ability, this research use the speaking test to know the correlation of vocabulary achievements and speaking ability. Speaking test is the most effective way to know the correlation between vocabulary achievements and speaking ability. And the end of this research, he know that vocabulary have a correlation between speaking ability from the speaking test, and make a conclusion that the result of this analysis also implies that when the student's vocabulary increase at the same times there is improvements in students speaking ability and when the vocabulary decreases at the same times their speaking ability becomes weak.

Why I choose Fauzi research for my related study because my research and Fauzi is basically same, from the basic we also do the research to know the correlation between the vocabulary achievements and speaking ability. In our research, we used the speaking test, but in my research I also used the vocabulary test. But basically the speaking test is almost same and I compared the result between the control and experimental group but Fauzi compared between dependent and independent group.

2.2 Review of the Theoretical Background

2.2.1 Vocabulary

In everyday situation, we say something, express our feelings and tell what we want to say. All the things need and these are called vocabulary. Vocabulary plays an important role in improving our skills in English. It becomes one of aspects for improving communication skills. Without having enough vocabularies, communication will end up in unpleasant situation and make the students find difficulties in continuing their sentences or ideas. Therefore it is highly essential for English teacher to help their students in mastering vocabulary.

2.2.2 Definition of Vocabulary

We can find many definitions of vocabulary from some experts. But, the writer only chooses several of them which are important to talk about. In the Webster's Dictionary, vocabulary is defined as follow:

A list of words and often phrases, abbreviation, inflectional form, etc. usually arranged in alphabetical order and defined or otherwise identified as in a dictionary of glossary (page 961).

An interrelated group of non verbal symbols, sign, a particular art, skill, etc (page 963).

Murcia (2001) states that vocabulary can be defined, roughly, as the words we teach in the foreign language. And then vocabulary has been defined in separated meaning such as word. Moreover, Schmitt (1997) said we must consider what we mean by vocabulary. The first idea that probably springs to mind is *words,* a formulation that is admirably adequate for the layperson. From the statements above, it shows that vocabulary is English words that are related to the meaning of the word and the way to use them in communication.

2.2.3 Types of Vocabulary

Many experts say that there are several types of vocabulary. Nation has divided vocabulary in the specific reference such as word:

2.2.3.1 *Receptive knowledge*

Involves knowing how to recognize the word when it is heard or when it is seen, being able to distinguish it from word with a similar form, being able to judge if the word form sounds right or looks right, being able to recall its meaning when it is met, being able to see which shade of meaning which most suitable for the

context that it occurs in, and being able to make a various associations with other related words.

2.2.3.2   Productive knowledge

Involves knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns, and using word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any.

Meanwhile Gress, M. (2008) argued that vocabulary divided into two kinds, namely: Function words and content words. Cameron (2001) stated that the words of a language split into two groups according to how they are used to construct sentences. Content words are those that carry a lexical meaning, even out of the context, whereas function words seem to be mainly used to carry grammatical meaning.

Moreover, Harmer (1983:159) divides distinct vocabulary becomes two types. A distinction is frequently made between 'active' and 'passive' word (vocabulary). The former refers to vocabulary that students have been taught or learnt and which they are expected to be able to use – whilst the latter refers to words which the students will recognize when they meet them but which they will probably not be able to produce.

Most of the early words will be constantly practiced and so can, presumably, be considered as 'active'. But at intermediate levels and above the situation is rather more complicated. We can assume that

students have a store of words. But, a word that has been 'active' through constant use may slip back into the 'passive' store if it is not use.

Furthermore, Schimtt (1997) divides vocabulary into two parts. Being able to understand a word is known as *receptive knowledge* and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that are considered *productive knowledge (passive and active* are alternative term*)*.

As well as the others, Jo Ann Aebersold and Mary Lee field (1997) stated vocabulary that readers recognize when they see it but do not use when they speak or write is known as receptive vocabulary. Readers have general sense of a word's meaning but are not sure of its many meaning or nuances of meaning. Productive vocabulary is the vocabulary that people actually use to speak or write.

From the definitions above we can say that vocabulary is divided generally into two categories, receptive and productive vocabulary. Knowing a word includes being able to recall its meaning and see which shade of meaning is most suitable for the context that occur in.

2.2.4 How to Teach Vocabulary

In this part, the writer will divide it into two. First, he will discuss what students need to know about vocabulary and how to teach vocabulary. Before we discuss how to teach vocabulary, first we are supposed to

understand about the concept of vocabulary known as word knowledge and what students need to know about lexical system of English.

We know that teaching vocabulary is teaching words. It means teaching about the form and how the words are used in the correct formation and syntax which is used in spoken and written language.

2.2.4.1 Word Knowledge

"We can now develop the comments that we made about vocabulary and look at words in more detail." The detail of vocabulary can be concluded as "knowing words" that contains:

a) Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word 'book', for example, sometimes means the kinds of thing we read but it can mean a number of other things.

And the other fact, sometimes words have meanings in relation. Thus students need to know the meaning of 'vegetable' as a word to describe any one of other things- e.g. carrots, cabbages, potatoes, etc. 'Vegetable' has a general meaning whereas 'carrots' is more specific.

b) Word Use

What a word means can be changed, stretched or limited by how it is used and this is something students need to know about:

- word meaning is frequently stretched through the use of *metaphor* and *idiom.*

- word meaning is also governed by *collocation* – that is which words go with each other.

- We often use words only in certain social and topical context. What we say is governed by the *style* and *register* we are in.

c) Word Formation

Word formation, then, it means knowing how words are written and spoken and knowing how they can change their form.

d) Word Grammar

Just as words change according to their grammatical meaning, the use of certain words can trigger the use of certain grammatical pattern. For example, we make a distinction between *countable* and *uncountable* nouns. We can summarize 'Knowing a word' as following way:

```
                                                    Meaning      in

                                                    Context
                          ┌──────────────┐
                          │   MEANING    │
                          └──────────────┘
                                                    Sense relation


                                                    Metaphor     and

                                                    Idiom
                          ┌──────────────┐
                          │  WORLD USE   │          Collocation
                          └──────────────┘
                                                    Style        and

                                                    Register
      ┌──────────┐
      │  WORLD   │                                  Part of Speech
      └──────────┘
                          ┌───────────────────┐     Prefixes     and
                          │  WORLD FORMATION  │
                          └───────────────────┘     Suffixes

                                                    Spelling     and

                                                    Pronunciation
                          ┌────────────────┐
                          │ WORLD GRAMMAR  │         Noun:
                          └────────────────┘
                                                    Countable    and

                                                    Uncountable

                                                    Verb

                                                    Compliment

                                                    Adjective    and

                                                    Adverb
```
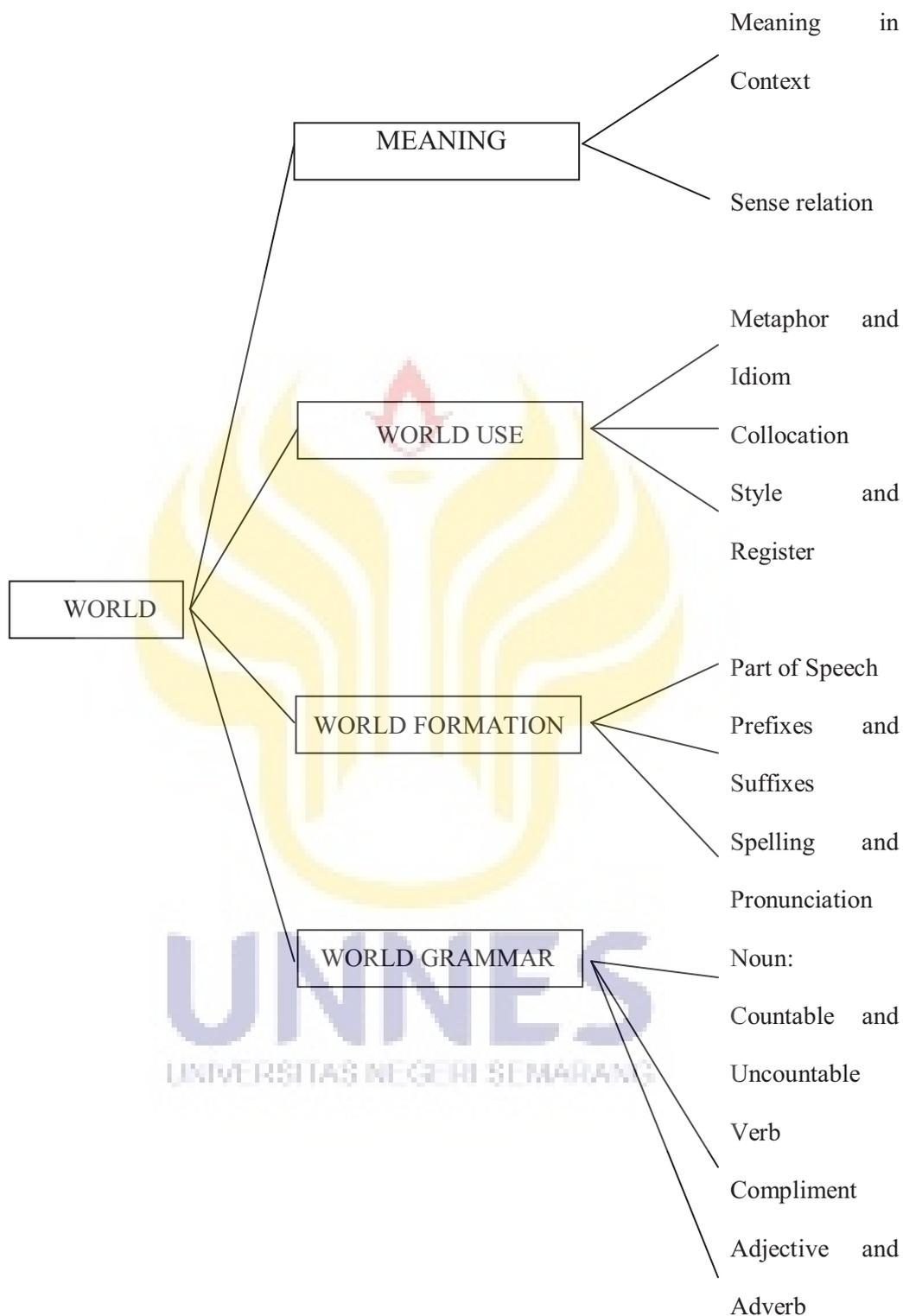
Figure 2.1: Knowing a word adapted from The Practice of Language
Teaching by Jeremy Harmer

Schmitt (2000) said in addition, there is the practical matter of mastering either the spoken or the written form of the word before it can be used in communication. A person who has not thought about the matter may believe that vocabulary knowledge consists of just these two facets- meaning and word form. But the potential knowledge that can be known about a word is rich and complex. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word:

☐ The meaning(s) of the word

☐ The written form of the word

☐ The spoken form of the word

☐ The grammatical behavior of the word

These are known as word knowledge, and most of them are necessary to be able to use a word in the wide variety of language situations one comes across. So, we have to give an understanding that knows words not only know the form and the meaning but also many other factors that affect it.

2.2.4.2 Lexical system of English

a) Denotative and connotative meaning

Denotative and connotative meanings are the first aspect of meaning that concerns about the link between meaning and the world to which words refer. If a word has reference to an object, action, or event in the physical world this can describe as its

referential or *denotative meaning*. As well as denotative meaning, learners have to deal with the complexities of *connotative meaning*.

This term relates to the attitudes and emotions of a language user in choosing a word and the influence of these on the listener or reader's interpretation of the word. Connotative meanings derive from a mix cultural, political, and historical source and learners will be aware of this phenomenon in their own language. For example, the effect of choosing the word 'smashed', similar in meaning to the more neutral 'destroyed' but with associations of shocking personal violence.

b) Meaning of relation among words

The second aspects of the meaning involve the sense relations that exist among words. It is divided into two parts, they are:

(1) Syntagmatic relation

Syntagmatic relations are relations between words as they occur in sequence for example 'the lion is roar' (not 'bark') these is collocation.

(2) Paradigmatic relations

Words not only have sequential relationship, but exits in complex relationship with other words in the language meaning. The most common are synonymy, antonymy, and hyponymy.

- *Synonymy*

A simple way of defining synonymy is to say that, in a given context, one linguist item can be exchanged for another without changing the meaning of the sentence or utterance. For example: **"Strong"** 'he's strong than the other' and the other option of choosing word **"strong"** can change by "sturdy" or **"powerful"**

- *Antonymy*

The term antonymy covers a number of relationships often thought of as opposites for example, 'strong' and 'weak', 'fast' and 'slow', and 'hard' and 'easy', etc.

- *Hyponymy*

Hyponymy is relationship where by one word includes others within a hierarchy, so that we have Superordinate words and Subordinates words for example 'Carnivoras' is superordinate word and 'lion' and 'tiger' being subordinates hyponyms of 'carnivoras' and co-hyponyms of each other.

Another example, we can say that 'car' is superordinate word and 'machine', 'tire', 'windows' are subordinates hyponyms of car and 'machine' and 'cockpit' are co-hyponyms of each other.

So in this study the writer use the hyponymy to make a research about teaching vocabulary in junior high school, because the hyponymy is the best technique to make student mastering vocabulary. With hyponymy, teacher will give them a keyword as Superordinate and they will find the kind of keyword as Subordinate. So the student will learn vocabulary in a fun way playing a game.

2.3 Framework of Analysis

The theoretical framework of this study started from the idea that how effective *Alphabet Island Game in* Hyponymy technique in improving students' vocabulary mastery. From both previous studies and theoretical studies above, the researcher makes a brief conclusion. The result of the research of using *Alphabet Island Game* in Hyponymy technique to improves students' vocabulary mastery beside the technique, weakness, effectiveness, and the result of the research for the student.

Since the research about using *Alphabet Island Game* in Hyponymy technique to improve students' vocabulary mastery is rare, the researcher intends to study deeper about this as a technique to improve students' speaking skill by mastering vocabulary.

2.3.1 General Concept of Alphabet Island Technique

Alphabet Island is game have to found vocabulary as a purpose, and the player must to know the clue first as words category. So they only can

found vocabulary counted by the clue, next they must know the first latter of the vocabulary before. Because the first latter will be the alphabet island, and after they get the vocabulary counted by the clue they must stand on the top of the alphabet island.

2.3.2 Definition of Hyponymy

As we discuss in previous part, hyponymy is included in semantic relations besides synonymy and antonym that can be used to present meaning."When the meaning of one form is included in the meaning of another, the relationship is described as hyponymy. When we consider hyponomous connections, we are essentially looking at the meaning of words in some type of hierarchical relationship
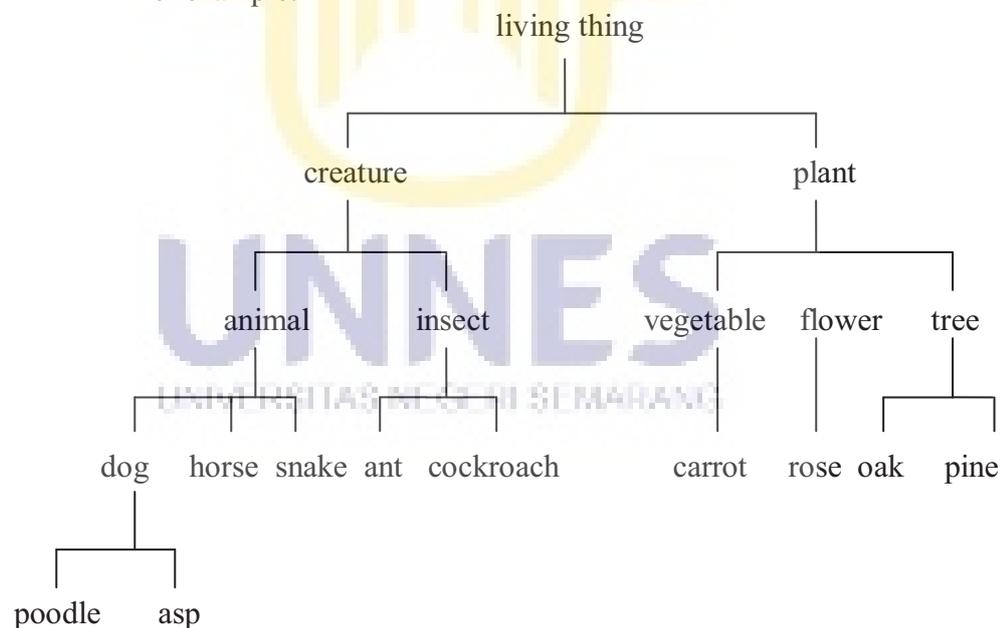
For example:

Figure 2.2: Hyponymy (adapted from The Study of Language by Yule)

Looking at diagram, we can say that "horse" is a hyponym of "animal" or "cockroach" is a hyponym 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 **co-**hyponyms. So, *dog* and *horse* are co-hyponyms and the superordinate term is animal.

Another linguist said that "Hyponymy is a relationship where by one word includes others a hierarchy, so we have superordinate words and subordinate words. So, 'flower', 'plant', and 'rose' are in hyponymous relationship, and 'rose' being subordinate hyponyms of 'flower' and co-hyponyms of each other." Also Barret (1978) shows another opinion about hyponymy. "Hyponymy is the relation between a subordinate term (e.g. *cow*) and a superordinate term (e.g. *mammal*).

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

```
                              Food

        Meat       fish       fruit       cereals

              Banana    apple    orange    lemon
```
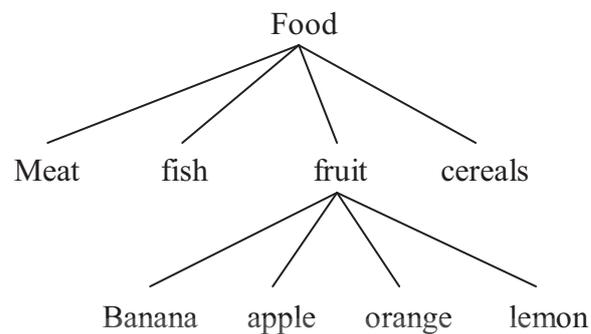
*Figure 2.3: Hyponyms and superordinates (adapted from **The Practice***

of English Language Teaching By Harmer)

Nation (1992) argued that "The relationship between items in a hierarchy is called hyponymy (*tree* is the hypernym, *beech* is the hyponym). *Hypo-* means 'under' as in *hypodermic – an* injection *under* the skin." Thornbury gave his opinion that "Hyponym is another *–nym* word that is useful when talking about the way word meanings are related. A hyponymous relationship is a *kind of* relationship, as in *A hammer is a kind of tool* or *A kiwi is a kind of bird (and a kind of fruit).* Thus, *hammer* is hyponym of *tool*; *kiwi* a hyponym of *bird* (and *fruit*). **Co-**hyponyms share the same ranking in a hierarchy: *hammer, saw, screw driver* 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:

```
                          Tool
                           |
        ┌──────────────────┼──────────────────┐
     hammer          screwdriver             saw
                                               |
                               ┌───────────────┼───────────────┐
                            fretsaw         chainsaw         jigsaw
```
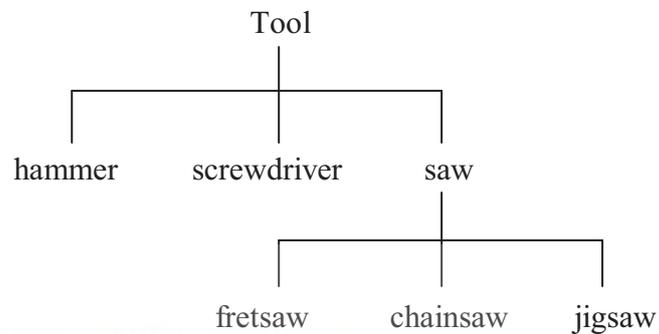
Figure 2.4: (adapted from How to Teach Vocabulary by Thorbury)

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.

2.3.3 Games

Games are effective ways to encourage students to more active in the teaching learning process. On the other hand, games make the students to more creative and make them interest in learning English. Allen said that "Games are helpful because they can make students feel that certain words are important and necessary."

So, the aim of recommending games for vocabulary learning is to create conditions which encourage vocabulary expansion, and a well-chosen game can help the students acquire English words.

2.3.4   How to Teach Vocabulary Using Hyponymy Games

The experiment suggests that in teaching "new vocabulary", we begin with giving example or connecting one word with other words that has relation. It is suitable with Marianne Celce Murcia (1979) stated "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."

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

We can conclude it in sketch below:

Flower

rose   orchid   jasmine

or

gray

black   blue   green

Figure 2.5 : (is concluded by the writer that is taken from Teaching

English as a Second or Foreign by Murcia)

Tricia Hegde (2000) shows another way how to teach vocabulary using hyponymy. She called it "Building word network." She argued that native speakers are certainly able to cross-refer to synonyms, antonyms, and hyponyms and are able to retrieve, very quickly, word with similar spelling or similar prefixes and suffixes. It also seems to be the case (as word-association games attest), that we organize words by meaning and that a particular word will gradually become part of a semantic cluster or lexical set: for example, 'egg', 'bacon', 'cereal', 'toast', and 'jam' as the typical constituents of an English breakfast; 'apple', 'pear', 'peach', 'nectarine', and 'plum' as edible fruits, or 'father', 'mother', 'son', and 'daughter' as members of nuclear family. In fact, a good deal of language teaching material is based on the assumption that learners categorize words systematically, building careful networks of meaning, which include the various relationships.

Penny Ur (2012) also has the same idea how to present new vocabulary that has same concept with teaching vocabulary using hyponymy. She called it "Brainstorming round an idea" that is explained in following statements: Write a single word in the centre of the board, and ask students to brainstorm all the words they can think of that are connected with it. Every item that is suggested is written up on the board with a line connecting it to the original word, so that the end result is a 'sun-ray' effect. For example, the word *tree* might produce something like the sketch below.

```
                              bird
              green                    forest
         climb                              leaf
    branch ――――――――  TREE ―――――――― family
         shade                              high
              flowers                  trunk
                              roots
```
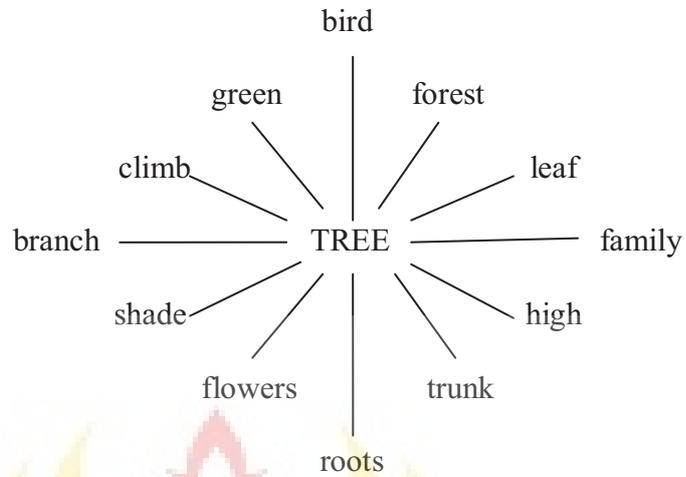
Figure 2.6: Sun ray effect (adapted from A Course in Teaching by Ur)

The theoretical background in this study includes the explanation of the general concept of vocabulary, teaching vocabulary, experimental technique, and teaching vocabulary using *Alphabet Island Game* in Hyponymy technique.

35

Target population: VII F student of SMP N 6 Blora

Pre-Test and introduction of material

Sample: First student class VII F of SMP N 6 Blora in Academic years 2016 – 2017 separated by two parts.

Experimental Group	Control Group
Sample size = 36 students	sample size = 36 students
Treatment using Alphabet Island	Teaching with conventional

Post-Test

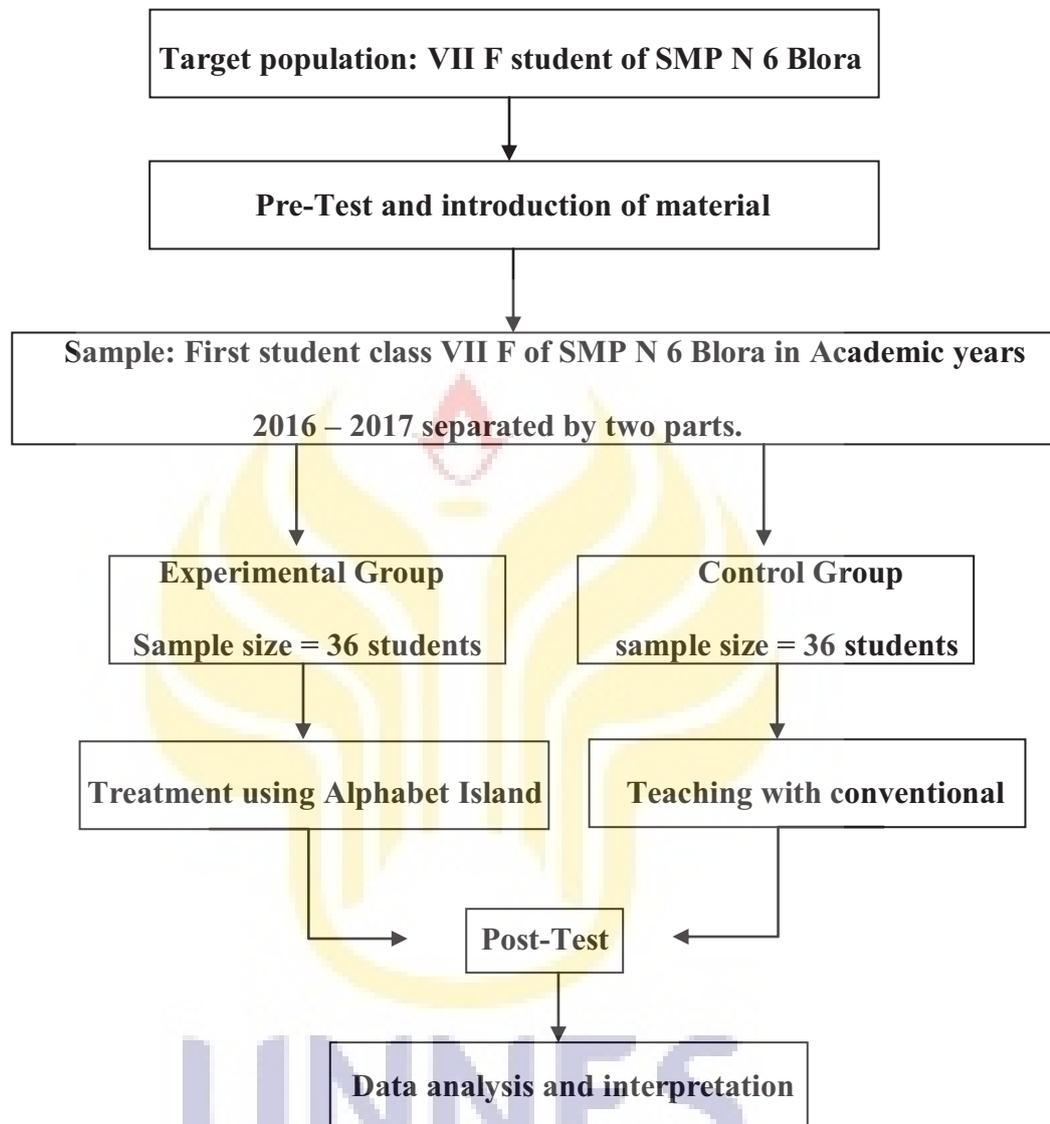Data analysis and interpretation

Figure 2.7 : Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from the research and data analysis which have been discussed in the previous chapter.

5.1   Conclusion

The purpose of this research is to find out whether or not the use of *Alphabet Island Game with Hyponymy Technique* is effective for teaching vocabulary at the first grade students of SMP N 6 Blora in the academic year of 2016/2017. Based on the research that has been done, the researcher drew some conclusions.

Firstly, there was a significant difference between the students taught by using *Alphabet Island Game with Hyponymy Technique* and those who were taught by using classical guided teaching. It is proved by the calculation of the mean of the post-test (74.51) which is higher than the mean of pre-test (57.7). The obtained t-value (2.192) is higher than the t-table (1.977) which means that there is a significant difference of the post-test result between experimental and control groups. Besides tests, the researcher also conducted an observation to know the students' improvement during the teaching and learning process using *Alphabet Island Game with Hyponymy Technique*. The students showed positive responses in learning vocabulary using *Alphabet Island Game with Hyponymy Technique*.

The improvement of the students during the teaching and learning process using *Alphabet Island Game with Hyponymy Technique* was significant.

Secondly, the use of *Alphabet Island Game with Hyponymy Technique* for teaching vocabulary at the first grade students of SMP N 6 Blora in the academic year of 2016/2017 is effective because there was improvement of the students' vocabulary mastery. It helps the students in learning English independently, especially speaking skill, and develops social skill among students of junior high school. *Alphabet Island Game with Hyponymy Technique* can be used as a technique in teaching vocabulary because it is effective, fun, and this technique gives the students new experience in improving their vocabulary mastery. By applying this technique, the students were encouraged to be active and creative. They need to work in group and compete with the other groups to solve the problem. It gave them more motivation during the learning process. In addition, teaching vocabulary using *Alphabet Island Game with Hyponymy Technique* was very helpful for the improvement of the students' speaking ability because in this technique, the students were not just listen to the teacher but also communicated with the others to discuss the material.

5.2   Suggestion

After drawing some conclusions, the researcher would like to propose some suggestions related to the teaching speakingat SMP N 6 Blora which hopefully will be useful for the teachers, the students and the next researchers.

Theoretically, *Alphabet Island Game with Hyponymy Technique* will help students, especially the first graders of SMP N 6 Blora to motivate themselves in learning and improving their speaking ability. For English teachers, they should find an active and interesting technique in teaching vocabulary because active learning can motivate the students and lessen boredom during the learning process. For next researchers, theoretically, they are expected to use the result of this research as their reference to conduct research in the same topic.

Practically, for the students, they should use *Alphabet Island Game with Hyponymy Technique* to help them improve their vocabulary mastery. For English teachers, they should apply or develop *Alphabet Island Game with Hyponymy Technique* in order to guide the students in achieving the better vocabulary mastery. For the next researchers, based on this research they can use *Alphabet Island Game with Hyponymy Technique* or other interesting activities to be applied in teaching and learning process.

Pedagogically, this research would be useful for education field. It has shown that *Alphabet Island Game with Hyponymy Technique* is effective for teaching speaking at the first graders of SMP N 6 Blora in the academic year of 2016/2017. Students are expected to be able to gain new knowledge and new vocabulary easily in a fun way. For the teachers, they should find strategies about the technique of teaching English in a particular skill, so that, the teacher will not face difficulties in learning English. For the next researchers, they are expected to do further research regarding *Alphabet Island Game with Hyponymy Technique*

and teaching vocabulary to be able to provide answers to teaching problems and to expand the knowledge about teaching English, particularly teaching vocabulary.

In addition, the researcher found that applying *Alphabet Island Game with Hyponymy Technique* needs a lot of time, so that, teachers should manage the time efficiently. This technique also makes the class noisy when the students do the practice the game season in each group, so that, teacher should control the class in order to keep the class comfortable to learn and not disturbing the other classes.

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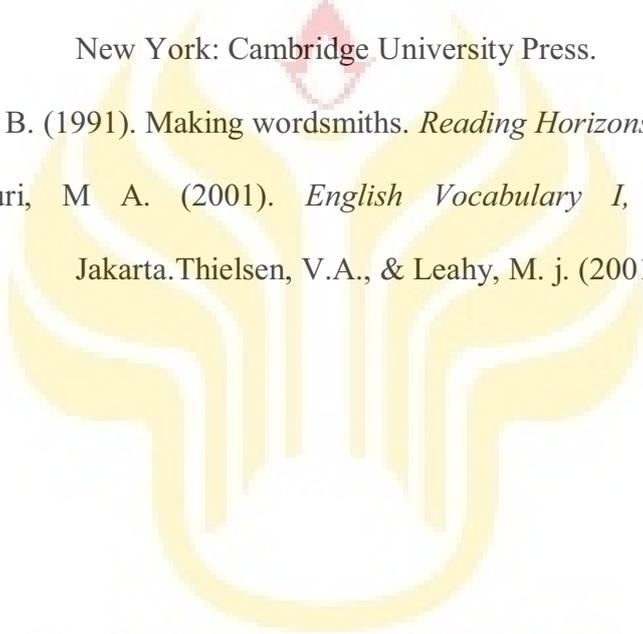
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