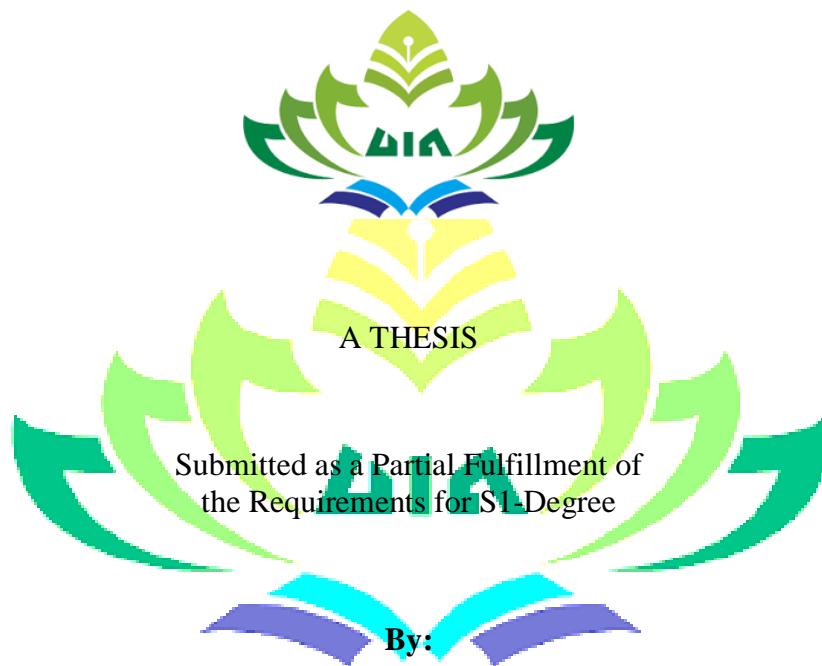


**THE EFFECTIVENESS OF USING HYPONIMY TOWARDS
STUDENTS' VOCABULARY MASTERY AT THE FIRST
SEMESTER OF THE SEVENTH GRADE OF SMPN 1
BELALAU LAMPUNG BARAT IN THE
ACADEMIC YEAR
2018/2019**



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2019**

ABSTRACT

THE EFFECTIVENESS OF USING HYPONYMY TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF SMP N 1 BELALAU IN THE ACADEMIC YEAR 2018/2019

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This research was conducted based on the preliminary research that were many students got problem in vocabulary mastery, the students' condition are less confidence and they have difficulties to develop their vocabulary. The objective of the research was to find out whether there was effectiveness of using hyponymy towards students' vocabulary mastery.

The research methodology was quasi experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each meeting. The total sample in this research was 50 students that were taken from two classes, VII A and VII D. In collecting the data, the researcher used instruments pre-test and post-test. The instrument was multiple choice questions. After giving the post-test, SPSS 16 was used analyzed the data to compute independent sample t-test.

From the data analysis computed by using SPSS. It was found that the result of $Sig (P_{value}) = 0.000 < \alpha = 0.05$. It means that H_0 was rejected and H_a was accepted. Therefore, there was a significant influence of using hyponymy towards students' vocabulary mastery.

Keywords: *Hyponymy, Quasi experimental design, Vocabulary.*



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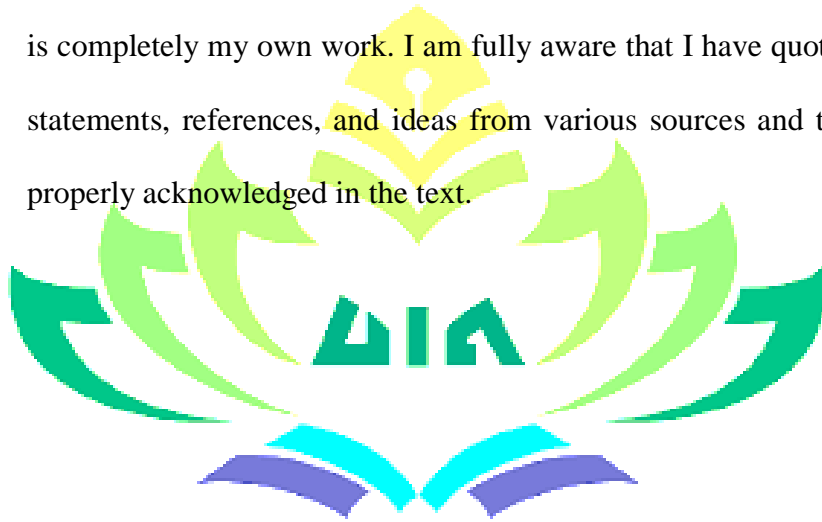
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DECLARATION

I hereby state this thesis entitled “The effectiveness of using hyponymy towards students’ vocabulary mastery at the first semester of seventh grade of SMPN 1 Belalau in the academic year 2018/2019” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.



Bandar Lampung, Desember 2018

Declared by,

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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning: And He taught Adam the names-all of them. Then He showed them to the angels and said, “Inform Me of the names of these, if you are truthful” (Al-Baqarah: 31)¹

¹ Abdullah Yusuf Ali, *The Holly Qur'an Arabic Text with English Translation*, (India: New Johar Office Printer), p. 688

DEDICATION

This thesis is dedicated to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Rustam Efendi and Ms. Lilamrin who support, motivate, love, and keep on praying for my life and success.
3. My beloved brother, Ricardo Chandra Wijaya
4. My beloved sister, Eka Fitriyani for your motivation and guidance to finish my study well.
5. My best friend, Nazwin Pratama who always supports me.
6. All of my big family and all of my beloved friends who cannot be mentioned directly in this thesis one by one, thanks for your support and love for me.
7. My beloved Elementary, Junior and Senior High School Teachers.

CURRICULUM VITAE

Fransiska Maya Puspita was born in Liwa on April 23rd, 1995. She is the first child of Mr. Rustam Efendi and Ms. Lilamrin. She has one brother named Ricardo Chandra Wijaya.

Fransiska Maya Puspita graduated from SD Negeri 2 Kenali (Elementary School) in 2008. She continued her school to SMP Negeri 1 Belalau (Junior High School) and graduated in 2011. She continued her study in SMA Negeri 1 Belalau (Senior High School), and she graduated her study in 2014.

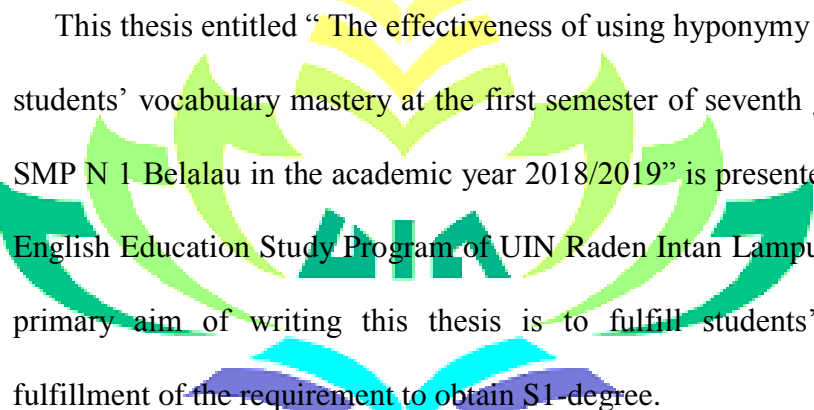
After she had successfully graduated from her Senior High School, in 2014 she came to Bandar Lampung to continue her study and decided to enter UIN Raden Intan Lampung Majoring in English Education Study Program.

The Researcher

Fransiska Maya Puspita

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First of all, praise is to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

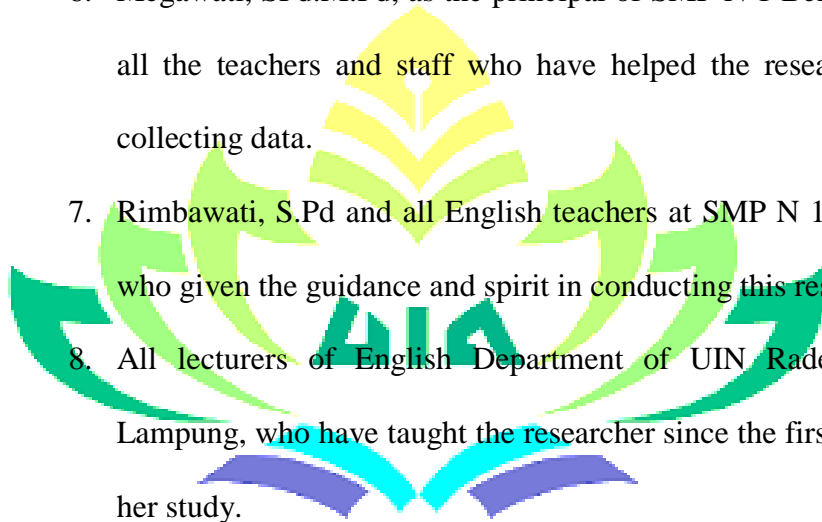
The watermark logo of UIN Raden Intan Lampung is centered on the page. It features a yellow sun-like symbol at the top, with green and blue curved lines forming a stylized floral or leaf-like pattern below it. The letters 'UIN' are prominently displayed in the center of the logo.

This thesis entitled “ The effectiveness of using hyponymy towards students’ vocabulary mastery at the first semester of seventh grade of SMP N 1 Belalau in the academic year 2018/2019” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personal, who has given an opportunity to study until the end of this thesis composition.
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6. Megawati, SPd.M.Pd, as the principal of SMP N 1 Belalau and all the teachers and staff who have helped the researcher in collecting data.
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9. All of my big family in Liwa Lampung Barat, who cannot be mentioned directly in this thesis one by one, thanks for your support and love for me.
10. All friends of the English Department of UIN Raden Intan Lampung, especially my beloved friends in A until G class. Then, all of my best friends who always give me suggestion and spirit in framework of writing this research.



Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, Desember 2018

The Researcher



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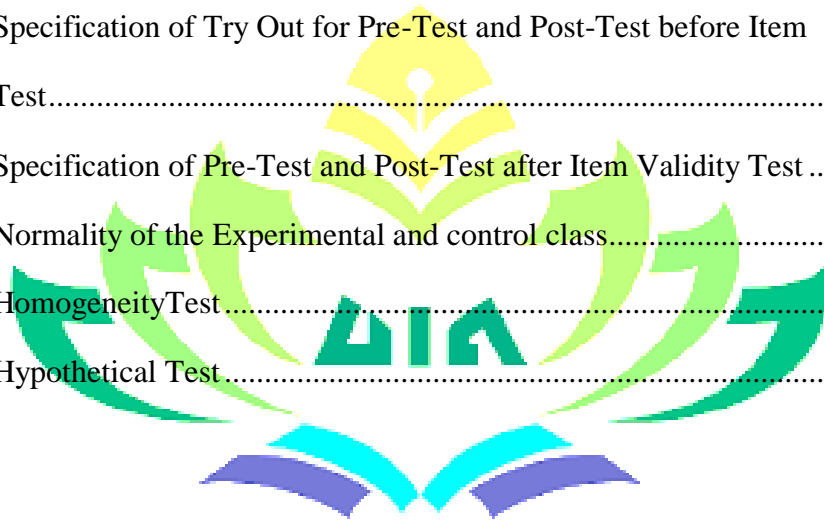
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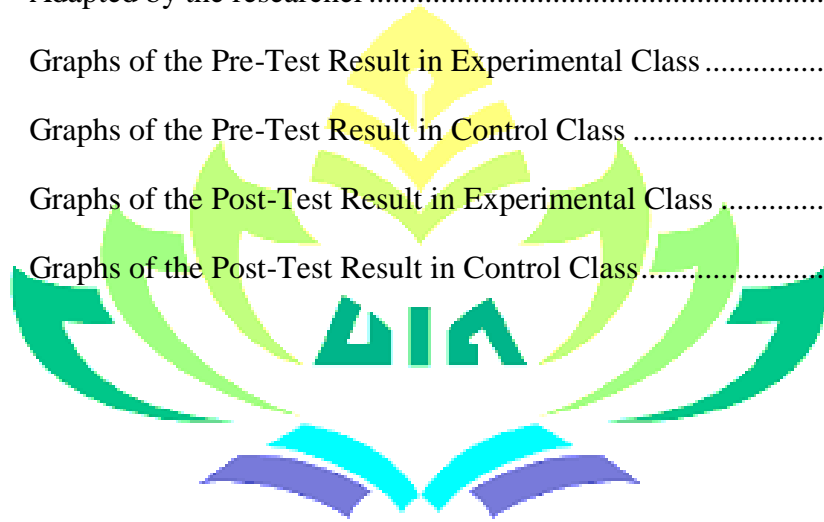
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CHAPTER I INTRODUCTION

H. Background of Problem

Language is a system of communication with other people using sounds, system and words in expressing meaning, ideas, emotion, feeling and thought. It means that by using language, we can communicate, interact with other people and make relations that have different culture and language. In this world everyone needs language. There are many languages that used by people. Some people prefer to call the former learning English as a foreign language and the latter learning English as a second language.² There are four language skills of English that should be mastered, namely listening, speaking, reading and writing.

To find out the kinds of communicative activities implemented by English teachers in TEFL the dominant communicative activity of each English skill implemented by the teachers. also reveals that the dominant communicative activity of each English skill implemented in TEFL is teachers' asking the question in speaking, note-taking in listening, pre-question in reading, and making sentences in writing.³ In learning English, students not only master language skills but also language components such as structure, pronunciation and vocabulary because the knowledge of

²Ag.Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20

³Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung," *Humaniora* 7, no. 4 (October 30, 2016): 485, <https://doi.org/10.21512/humaniora.v7i4.3601>.

those aspects are important to help student in building more effective and understandable communication. The three aspects are always connected with each other but one of the important aspects of language learning is vocabulary.

Some students who have rich vocabulary and understand both of the structure and meaning of the word maybe will be easier in learning English. When the preliminary research in SMPN 1 Belalau Lampung Barat, this research found that the students' vocabulary mastery still needs to be improved. Mrs. Rimbawati, S.Pd. said that the students did not have good motivation and they have some problems in learning English, such as they are so easy to be bored in learning English, they are still difficult to memorize the English word, thus their vocabulary mastery need to be improved.⁴

The result score is still lower than minimum score. While some students said that they are less to practice, it makes many students unconfident and afraid of speaking in front of the class, because they have less vocabulary. The English teacher used monotonous technique in teaching vocabulary. The technique that the teacher used is translation technique. There are some disadvantages of translation, the first is the classes are taught in the mother tongue, with a little active use of the target language, the second is much vocabulary is taught in the form of lists of

⁴ Rimbawati, *An Interview of English teacher* in SMPN 1 Belalau, Lampung Barat, 2018. Unpublished

isolated word, and the last is translation technique focuses on the form and inflection of words.⁵

Based on explanation above, in this research concludes that the technique used by the teacher make the students will be more active when they use mother tongue, because when they use the target language they always feel afraid of being wrong. So, that the students do not have good motivation to learn English, besides that students are also easily bored in learning English plus the techniques used by the teacher in teaching and learning process which they think is less interesting. So, in this case to overcome the students problem, a technique is needed that can motivate and can eliminate students' boredom in learning English.

Furthermore, in this research using the criteria of vocabulary based on expert, Based on the criteria of Brown, the vocabulary score of the students is poor if the students get 45-67. Based on the data obtained by vocabulary test from the students of the seventh grade, as from 157 students of seventh grade only 57 (40%) of students get score above criteria and 100 (60%) of students get score under criteria. It means that many students who get the score that is below the completeness that have been set in the school there.

⁵ Albany. Disadvantages of translation technique.
http://tccl.rit.albany.edu/knilt/index.php/unit3:what_is_the_advantage_of_using_translati_on_as_a_teaching_resource/ Accessed on October, 10th 2018.

Table 1

Score	Criteria
0 – 44	Low
45- 66	Medium
67-79	High
80-100	Very High

Criteria score based on Brown

To solve this problem, in this research gave alternative technique for the teacher to enrich students' vocabulary that has connection with the area of semantic field. The technique is hyponymy, the students' vocabulary mastery still needs to be improved. Therefore, in this research chooses this technique because hyponymy can make the students easy to identify the classification of the words directly. The students can learn about the words by making a relation between two words. For example, flower and jasmine, it means that jasmine is a kind of flower. From the explanation above, it could be concluded that hyponymy is one of technique from semantic way to learn about word meaning with teaching use subordinate word. Hyponymy is another sense relation. Hyponymy involves the nation of inclusion. Hyponym is a term to refer to a set or a group of words that are include in a higher term or word. The higher or upper term or word is called a super ordinate, and the lower term is called a hyponym, such as, "vegetable" as a super ordinate and "carrots", "cabbages", "spinach", etc. as a hyponym.⁶

⁶WagimanAdisutrisno,*Semantics An Introduction to the Basic Concepts*, Yogyakarta: CV. ANDI OFFSET, 2008, p.36

There was previous research which is related to this study was done by Agnesti with the title *Teaching Writing Descriptive Text through Hyponymy Technique to the Eighth Grade Students of SMPN 2 Indralaya Utara*.⁷ This action research was done to VIII B of SMPN 2 Indralaya Utara in the academic year 2013/2014 and it got good result. In this study, the result of analyzed data can be concluded that the improving students' descriptive writing achievement of the eighth grade students of SMPN 2 Indralaya Utara. From the result of independent sample t-test showed that there was a significant difference in descriptive writing achievement between the students who were taught through hyponymy technique and those who were not.

Another research that was done by Sulistyowati *The Influence of Teaching Vocabulary Using Hyponymy Games, a Quasi Experimental Study at the First Grade of MTs Daarul Hikmah Pamulang in the academic year 2009/2010*.⁸ The result of this research there was significant difference in the vocabulary score before teaching using hyponymy and after teaching using hyponymy. It means that teaching using hyponymy is effective in increasing vocabulary mastery. And

⁷Sonia Agnesti, *Teaching Writing Descriptive Text through Hyponymy Technique to the Eighth Grade Students of SMPN 2 Indralaya Utara* in the academic year 2013/2014. The degree of Sarjana Pendidikan English Education, (Palembang : UNSRI, 2014) Available on <http://eprints.unsri.ac.id/29738/1/SKRIPSI%20Sonia%29.pdf> Accessed on January, 14th 2018.

⁸Lilis Sulistyowati, *The Influence of Teaching Vocabulary Using Hyponymy Games, a Quasi Experimental Study at the First Grade of MTs Daarul Hikmah Pamulang in the academic year 2009/2010*. The degree of Sarjana Pendidikan English Education, (Jakarta : UIN Syarif Hidayatullah, 2010). Available on, <http://uinsyarifhidayatullah.ac.id/3446/3/SKRIPSI%20pdf.pdf>, Accessed on May, 24th 2018.

another one was done by Rini *Teaching and Learning Vocabulary using Hyponymy Technique, an Experimental Study at the First Grade of SMPN 1 Tawang Sari in the academic year 2015/2016.*⁹

The result of this research is the research findings showed that vocabulary mastery of most students improved after hyponymy was used in the teaching and learning process. The differences between this research and the previous research are in this research focuses on the effectiveness of using hyponymy towards students' vocabulary mastery. While the previous research from Agnesti focused on the improving students' descriptive writing achieve using hyponymy. Then from Sulistyowati and Rini focuses on the influence of teaching vocabulary using hyponymy.

Based on the explanation above, The title of research is "The effectiveness of using hyponymy towards students' vocabulary mastery at the first semester of the seventh grade of SMPN 1 Belalau Lampung Barat in the academic year 2018/2019".

I. Identification of Problem

Based on the problem above, the problem was identified as follows :

1. The students have difficulties to develop their vocabulary.
2. The students vocabulary still needs to be improved.
3. The students are less confidence in learning English.

⁹EndahSetyoRini, *Teaching and Learning Vocabulary using Hyponymy Technique, an Experimental Study at the First Grade of SMPN 1 Tawang Sari in the academic year 2015/2016.* The degree of *Undergraduate Degree* in State Islamic Institute of Surakarta Sarjana Pendidikan English Education, . (Jawa Tengah : IAIN Surakarta, 2016). Available on, <http://eprints.iain-surakarta.ac.id/9041/> Accessed on May, 26th 2018.

4. The English teacher used monotonous technique in teaching vocabulary.

J. Limitation of Problem

In this research focused on the effectiveness of using hyponymy towards students' vocabulary mastery especially about noun at the first semester of the seventh grade of SMPN 1 Belalau Lampung Barat in the academic year 2018/2019.

K. Formulation of Problem

The problem was formulated as follow: How is the effectiveness of using hyponymy in vocabulary at the first semester of the seventh grade of SMPN 1 Belalau Lampung Barat in academic year 2018/2019?

L. Objective of the Research

The objective of the research was to know there is effectiveness of using hyponymy towards students' vocabulary mastery at the first semester of the seventh grade of SMPN 1 Belalau Lampung Barat in academic year 2018/2019.

M. Significance of the Research

1. Theoretically: the result of this study could be used a source of information for further reaserch in teaching vocabulary by using hyponymy.
2. Practically: hopefully this research would help teacher applying appropriate technique in teaching vocabulary. Then, this research

would be useful for student to solve their problem in teaching and learning process and improve their vocabulary. Moreover, this study can be beneficial for institution to improve teaching English especially in vocabulary.

N. Scope of Research

1. Subjects of the Research

The subjects of this research was the students at the first semester of the seventh grade of SMPN 1 Belalau Lampung Barat in the academic year of 2018/2019.

2. Objects of the Research

The object of this research was the students' vocabulary mastery and the use of hyponymy.

3. Place of the Research

The research was located at SMPN 1 Belalau Lampung Barat.

4. Time of the Research

The research was conducted at the first semester of the seventh grade at SMPN 1 Belalau Lampung Barat in Academic year 2018/2019.

CHAPTER II THEORETICAL FRAMEWORK

A. Teaching English as a Foreign Language

Language is a system of communicating with other people, so language has a very important role in human life that functions as a tool of communication; the fact is there are a lot of languages in the world. English is one of languages that used to communicate among people in the world. Some countries used English as the second language and some other countries learn English as foreign language. In Indonesia English is taught as a foreign language.

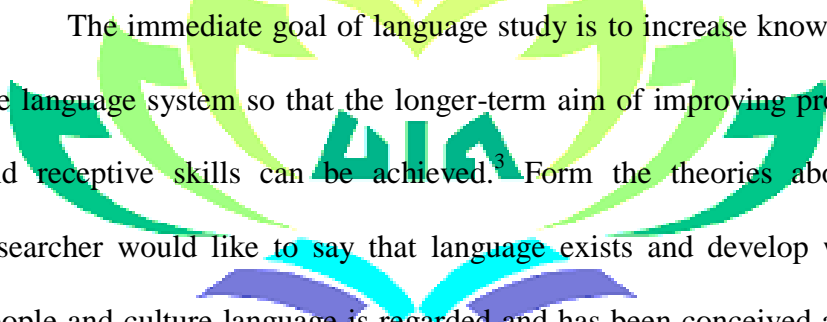
English is really a foreign language for language learners in Indonesia.¹ It means that a language is a tool for communicating. It is the gateway to wealth information, knowledge, and culture; furthermore it is used to express feeling and thought which is used by the member of social group. Without communication, it is not an easy one to share and interact with other.

Based on the explanation above, it is clearly stated that language is very important for human life that functions as a tool of communication. Language and human cannot be separated with the culture in the society because language is one of culture part. Teaching English as a foreign language (TEFL) is not same as teaching English as a second language.

¹Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta:Graha Ilmu, 2006),p.22

The students don't use English for daily communication. They just use English when they have English class. The environment does not support the students to use English in their daily communicating.

Teaching English as a foreign language (TEFL) is guides life and encourages students to be able to use English communicatively based on real situation. Beside that teaching English is also to increase student's knowledge and skill in English. Using the foreign language to communicate will always be more difficult than using first language and this creates conflicting forces in the dynamics of communication.²



The immediate goal of language study is to increase knowledge of the language system so that the longer-term aim of improving productive and receptive skills can be achieved.³ Form the theories above, the researcher would like to say that language exists and develop within a people and culture language is regarded and has been conceived as a part of culture and is used as a tool of communication among the number of people in society.

The primary purpose of teaching and learning English is the students are able to speak English as well as the meaning. So they should try to find out appropriate and attractive techniques in teaching English to the students so that will be interested in English if the teacher can master various technique which suitable for their students. Yet second language

² Lynne Cameron, *Teaching Language to Young Learners*. (England: Cambridge University Press, 2001). P. 195

³ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2001), p.154

teachers clearly need to know generally what sort of entity they are dealing with and how the particular language they are teaching fits into that entity.⁴

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is very important in learning language because without vocabulary it is impossible to the students can express their ideas what they want in conversation. To master vocabulary well, we have to use vocabulary in our daily activities. As we know vocabulary is the basic element in language. So, that it is an important element to learn a language we can easily learn language if we master vocabulary and make communication to each other fluently, it is impossible to learn language without vocabulary. Vocabulary mastery becomes one of the requirements for people to speak a language, without it we cannot say anything. Therefore, students need to learn vocabulary language. Even though, vocabulary is not the only one component that students must have, it is undeniable that vocabulary becomes one of important component in developing language. So, according to this research by mastering vocabulary the students will increase their English competency better than their mastering the grammar.

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching*, United States of America : Tina Carver, 1994), p.4

By mastering vocabulary we can do anything especially in terms of the meanings associated with these word classes, we can make a crude division into two groups. On the one hand, there are words like *for, and, them, to* mainly contribute to the grammatical structure of the meanings are related. Success in the vocabulary lesson crucially depends on the interaction between teacher and learners, and on the work the learners themselves put into the assimilation and practicing of new words.⁵

From some definitions above, it can be concludes that vocabulary is core component which gives effect for micro skill such as listening, speaking, reading and writing. Furthermore, it gives big contribution for students in order to successful in learning language.

b. Learning Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as listening, speaking, reading and writing. It seems like Thornbury's opinion, without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁶

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Thornbury states that the condition

p.5 ⁵ Michael McCarthy, *Vocabulary*, (New York: Oxford University Press, 2003),

⁶ Scott Thornbury, *How to Teach Vocabulary*, (Malaysia: Longman, 2002), p.13

should help learners to acquire a critical mass of words to use in both understanding and producing language.

c. Teaching Vocabulary

Teaching vocabulary is an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily activity. Teaching vocabulary is not easy to do. Teaching vocabulary deals with knowing meaning from the words.

To achieve the kind of outcomes described in the last section, the learner not only to learn a lot of words, but to remember them. In fact learning is remembering.⁷ But, successful vocabulary learning clearly involves more than simply holding words in your mind for a few seconds.⁸ It is supported by Lynne Cameron that, word recognition knowledge is a good start to reading, and from here, skills need to be developed upwards to sentences and downwards to smaller, intra-word, units.⁹ The vocabulary class is a place where meaning is negotiated between teacher and learner, on some occasions more successfully than others.¹⁰

According to the statements above, it can be concluded that teaching vocabulary is showing or helping someone to learn a new word we also have to consider many aspect such as a number of class, the syllabus, and the level of student. The teacher must be able

⁷ Scott Thornbury, *op. cit.* p.23

⁸ *Ibid.*, p.23

⁹ Lynne Cameron, *op. cit.* p.130

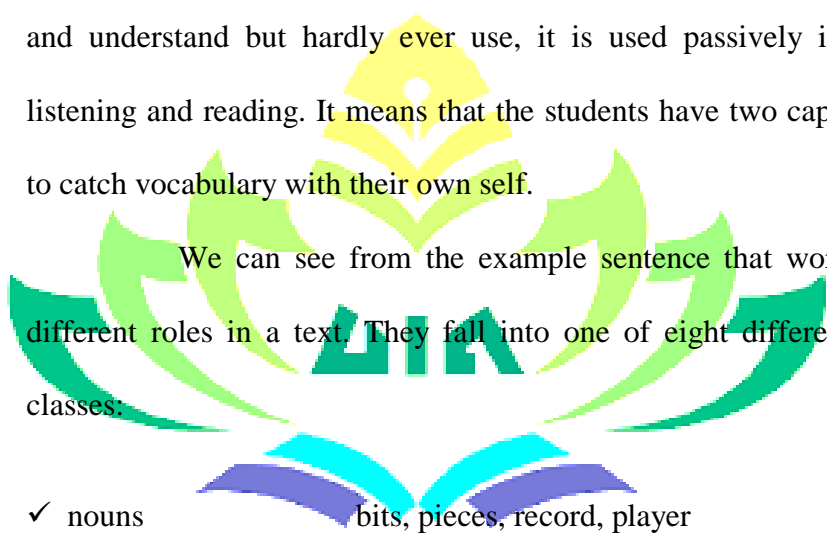
¹⁰ Michael McCarthy, *op. cit.* p.9

to know what kinds of techniques use come their goal. Teacher is a guidance who helps the students in discovering the meaning of word.

d. Types of Vocabulary

According to Nation, there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening and reading. It means that the students have two capabilities to catch vocabulary with their own self.

We can see from the example sentence that words play different roles in a text. They fall into one of eight different word classes:

- 
- ✓ nouns bits, pieces, record, player
 - ✓ pronouns I, them
 - ✓ verbs like, looking, doing, to look
 - ✓ adjectives old, second-hand, new
 - ✓ adverb up
 - ✓ prepositions for, like
 - ✓ conjunction and
 - ✓ determiner – ¹¹

¹¹ Scott Thornbury, *op. cit.* p.3

e. Vocabulary Mastery

Vocabulary mastery is an important thing in order to master four major skills such as listening, speaking, reading and writing. By mastering vocabulary we can do anything especially in terms of the meanings associated with these word classes, we can make a crude division into two groups. On the one hand, there are words like *for*, *and*, *them*, *to* mainly contribute to the grammatical structure of the meanings are related. Success in the vocabulary lesson crucially depends on the interaction between teacher and learners, and on the work the learners themselves put into the assimilation and practicing of new words.¹²

Vocabulary mastery becomes one of the requirements for people to speak a language, without it we cannot say anything. Therefore, students need to learn vocabulary of language. Even though, vocabulary is not the only one component that students must have, it is undeniable that vocabulary becomes one of important component in developing language.

From some definitions above, it can be concludes that vocabulary is core component which gives effect for micro skill such as listening, speaking, reading, writing. Furthermore, it gives big contribution for students in order to successful in learning language.

¹² Michael McCarthy, *Vocabulary*, New York: Oxford University Press, 2003, p.5

Learning a language means learning the words of a language. Harmer says, if language structures make up the skeleton of language then vocabulary that provides that vital organs and flesh.¹³ It is clearly that one of the important parts of element language is vocabulary.

In addition, Harmer states there are four basic aspects that students need know to learn new vocabulary items:

1. Word meaning

The first thing to realize about the word 'head', for example, it's means the top part of human body, but it can also means the leader of a team / office, e.q. headmaster.

2. Word use

Word use in vocabulary learning is divided into two, where the use is as a subject and as an object. For example *apple is red*, in this example *apple* is the subject. *I buy apple* while in the second example *apple* as an object.

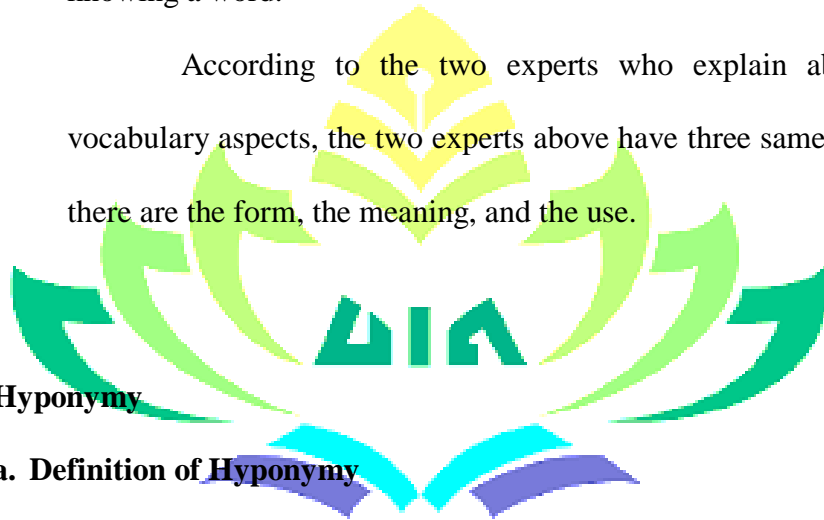
3. Word Formation

Students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is the initial form of a sentence, for example apple is originally apple.

¹³ Jeremy Harmer, *Op.Cit* , p.53

According to Nation the terms receptive and productive apply to a variety of kinds of language knowledge and use. When they are applied to vocabulary, these terms cover all the aspects of what is involved in knowing a word. At the most general level, knowing a word involves form, meaning, and use.¹⁴ It means that receptive and productive knowledge can cover all aspects in knowing a word.

According to the two experts who explain about the vocabulary aspects, the two experts above have three same aspects; there are the form, the meaning, and the use.



2. Hyponymy

a. Definition of Hyponymy

Hyponymy is another relationship which defines the meaning of words to each other.¹⁵ Where words like *banana*, *apple*, *orange*, *lemon*, etc. are all hyponyms of the super-ordinate *fruit*. We can express this relationship in the following example:

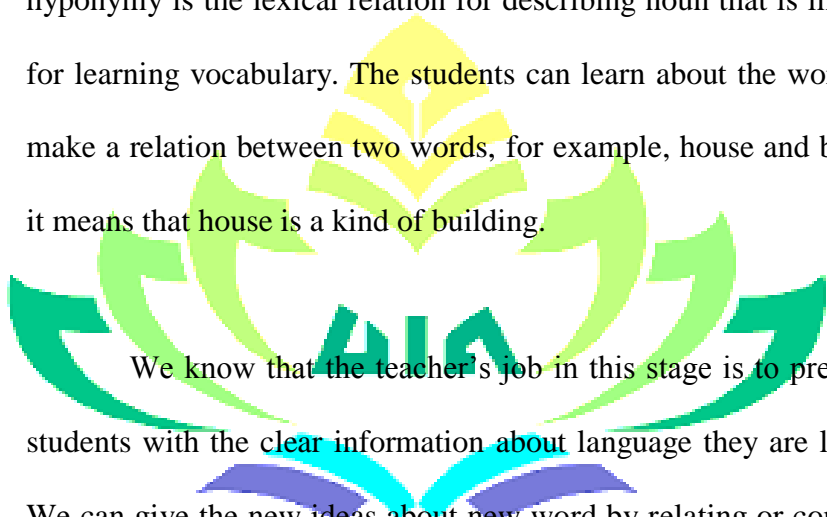
- | | |
|--------------|-----------------------------------|
| a) fruit | - banana – apple – orange – lemon |
| b) bird | - swallow – canary – woodpecker |
| c) vegetable | - carrots – cabbages – spinach |
| d) avian | - duck – cock – hen – goose |

¹⁴ I. S. P. Nation, *Learning English in Another Language* (Cambridge : Cambridge University Press, 2001), p. 39

¹⁵ Jeremy harmer, *op. cit.* p. 20

Hyponymy is another *-nym* word that is useful when talking about the way word meanings are related.¹⁶ As Harmer states that, part of a word's meaning, therefore, concern its relations with other words, not only in terms of antonym and synonymy, but also in terms of how it fits into the vocabulary hierarchy.¹⁷

From the explanation above, it can be concluded that hyponymy is the lexical relation for describing noun that is important for learning vocabulary. The students can learn about the words with make a relation between two words, for example, house and building, it means that house is a kind of building.



We know that the teacher's job in this stage is to present the students with the clear information about 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 easily.

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.

¹⁶ Scott Thornbury, *op. cit.* p.9

¹⁷Jeremy harmer, *loc. Cit.*

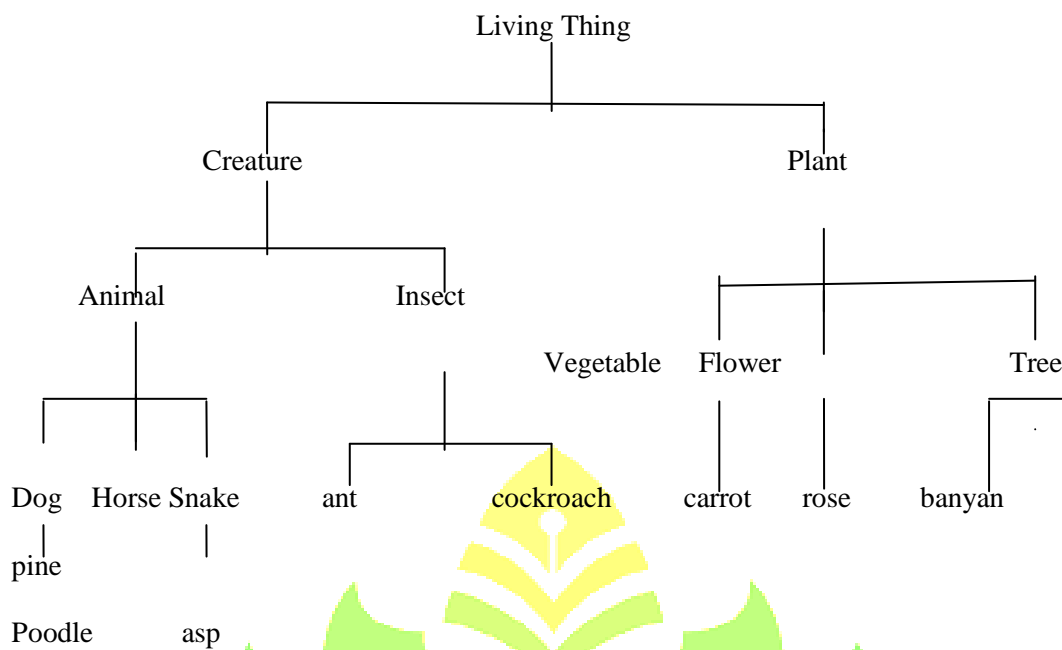


Figure 1: Example of Hyponymy
(adapted from *The Study of Language* by Yule)¹⁸

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*.¹⁹ Another linguist said that “Hyponymy is a relationship whereby one word includes others a hierarchy, so we have superordinate words and subordinate words. So, ‘flower’, ‘carnation’, and ‘rose’ are in hyponymous

¹⁸ George Yule, *The Study of Language –Third Edition*, (New York: Cambridge University Press, 2006), p.105

¹⁹ *ibid*, p.106

relationship, ‘carnation’ and ‘rose’ being subordinate hyponyms of ‘flower’ and co-hyponyms of each other.’²⁰

Barret gave another opinion about hyponymy. “Hyponymy is the relation between a subordinate term (e.g. *cow*) and a superordinate term(e.g.*mammal*).²¹ 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:²²

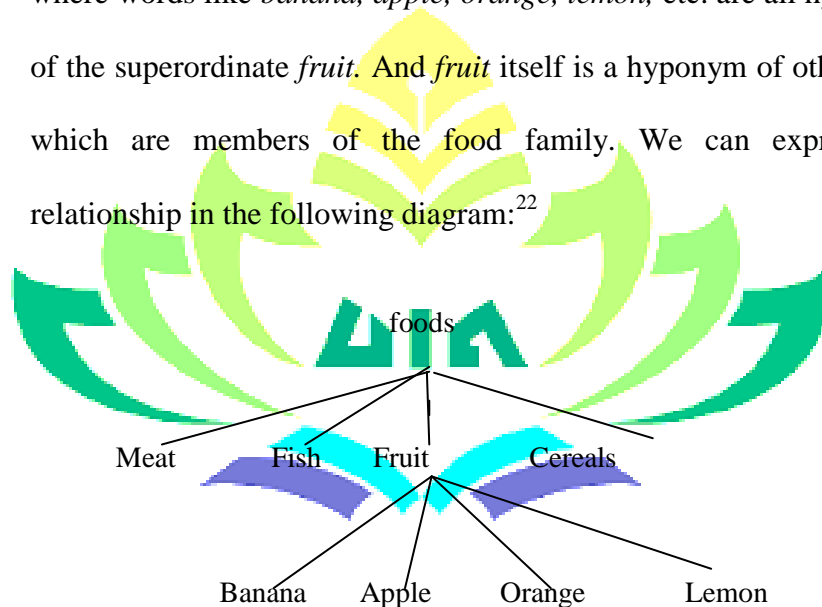


Figure 2: Example of Hyponyms and superordinates (adapted from The Practice of English Language Teaching By Harmer)²³

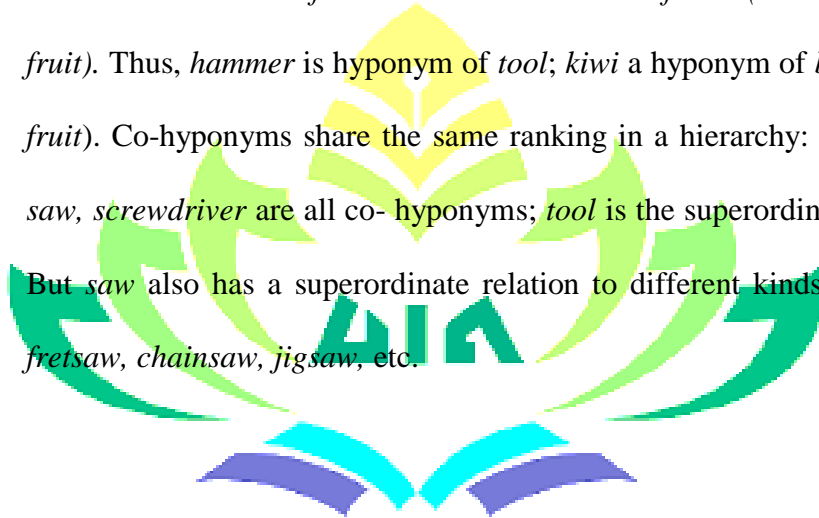
²⁰ Tricia Hedge, *Teaching and Learning in the Classroom* (Oxford: Oxford University Press, 2000), p. 116

²¹ Martyn Barret, *The Development of Language*, (London: Psychology Press, 1999), .138

²² Jeremy Harmer, *loc.cit*

²³ *Ibid*, p.25

Nation 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.”²⁴ 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*, *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:

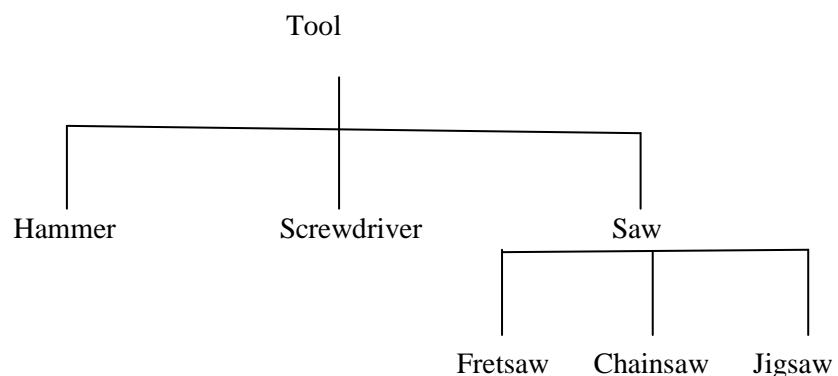


Figure 3: Example of Hyponymy
(adapted from *How to Teach Vocabulary* by Thornbury)²⁵

²⁴ I.S.P. Nation, *Op.Cit*, p.53

²⁵ Scott Thornbury, *Op.Cit*, p. 10

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.

Based on some of the theories above, it can be concluded that hyponymy is not a technique because indeed no one claims hyponymy is a technique, but based on the learning procedures proposed by nation hyponymy is a learning technique in vocabulary.

b. Advantages and Disadvantages of Hyponymy

1. Advantages of Hyponymy

According to Riemer there is the advantage of using hyponymy. He said that the concept of hyponymy can be made intuitively clear on the basis of example like those given above and hyponyms in other languages are often easy to identify: in Tzeltal (Mayan, Mexico), for example *chenek* 'beans', *ixim* 'corn', *ti'bal* 'meat', and *wale* 'sugarcane' are among the obvious hyponyms of *we'lil unch'balil* 'food'.²⁶

²⁶ Nick Riemer, *Introducing Semantics*, (New York : Cambridge University Press, 2010) p.143

From the explanation above, it can be concludes that the advantage of hyponymy can make the students easy to identify the classification of the words directly. The students can learn about the words with make a relation between two words. For example, house and building, it means that house is a kind of building.

2. Disadvantages of Hyponymy

According to Mansouri there is the disadvantage of using hyponymy. He states when hyponymy relation holds between other parts of speech e.g verb, adjective or adverb, we cannot use the formula “X is a kind of Y” without prior nominalization, and the even then the resultant sentences maybe a little add if not absolutely unacceptable.²⁷

From the statement above, it can be concludes that the disadvantages of hyponymy is the students able use this technique just for learn about noun, it is unable when the students learn about other part of speech such as verb, adverb, and adjective because inappropriate. To solve the problem, the teacher should be wise to write some chosen vocabulary words from the text suitable with the materials and level of the students and have the students take turns selecting new vocabulary using hyponymy.

²⁷ Ali Nasser Harb Mansouri, *Semantics Field Theory and the Teaching English Vocabulary with Special Reference to Iraqi Secondary School*, v.15 Available at: <http://www.academia.edu/120990180/disadvantages/hyponymy/pdf.journal/accessed> on july, 28nd 2018.

c. Teaching Vocabulary using Hyponymy

Nation gives an example of class activity of teaching vocabulary using hyponymy. He states the teacher provides the learners with a list of categories like *food*, *household object*, *numbers*, *jobs*, etc. Each learner chooses or is given one category. The learner then has to write as many words as possible under the category heading on a piece of paper. So, *foods* should contain items like *bread*, *meat*, etc. The learners should write known words, not look up unknown words. After set time, a learner passes their paper to the next learner who then tries to add words not already listed. Then the paper is passed on until each learner regains their original sheet of paper. The learner has to check the spelling with a dictionary and then these sheets become a class dictionary that is added to as new words are met.²⁸

²⁸ I. S. P. Nation, *Op.Cit.*, p. 107

d. Advantages and Disadvantages of Teaching Vocabulary using Hyponymy

1) Advantages of Teaching Vocabulary using Hyponymy

Hyponymy as a medium to teach English especially vocabulary has a big function to perform. By using hyponymy the students will be facilitated in learning of English. In teaching hyponymy one a very positive of view for the following reason:

1. The user of teaching hyponymy in the classroom can help to create a more positive learning environment by other a lot of new vocabulary, and help the students practicing new vocabulary.
2. Teaching hyponymy can help the students to understand one word in a hierarchy is the group name and the other are its numbers as shown in meaning relation.
3. Teaching hyponymy can help students retain subject matter, especially if the hyponymy reinforces the class material.²⁹

²⁹ Fadila Taslim, *An Experimental study of teaching vocabulary by using hyponymy games at the seventh grader F of MTS syech Ibrahim payakumbuh*, v. 21 number 3, November 2014, p. 191. Available at : <http://STKIP.Abdipendidikanpayakumbuh.ac.id/9091/> Accessed on July, 22nd 2018.

2) Disadvantages of Teaching Vocabulary using Hyponymy

Although there are many advantages of hyponymy in vocabulary learning, hyponymy has disadvantages. They are:

1. It takes a bit long time to prepare.
2. It can present disturbance if teacher cannot control and organize the class to be conducive.
3. Discipline issues, learners may get excessively noisy.
4. The passive students give their responsibility to the active students because this material is divided into group.³⁰

Therefore, from the disadvantages above, the concludes that the noisy situation may be happened because all of students are busy in this activity, the teacher should be wise in handling the teaching learning process, to make less students in crowded. To solve the problem, the teacher should be wise to manage the class and give pay attention for the passive students.

³⁰ Aly Anwar Amer, Disadvantage of Hyponymy in Learning Vocabulary Instruction in EFL, *The Internet TESL Journal* vol. VIII, No. 11, 2002. p. 1. Available at <http://academia.edu/disadvantages-of-hyponym-in-teaching>. accessed on, July 22nd 2018.

e. Procedure of Teaching Vocabulary using Hyponymy

According to Nation, procedure of using hyponymy are:

1. The teacher provides the students with a list of categories (foods, professions, tools, places, transportation, fruit, and animal)
2. Students are divided into group.
3. Each group chooses one category.
4. Then the students have to write as many words as possible under the category heading on a piece of paper during one minute a half.
5. After set time, a student passes their paper to the next group who then tries to add words not already listed until each group regains their original sheet of paper.
6. The students have to check the spelling and meaning with a dictionary and then these sheets become a class dictionary.
7. The teacher' gives an explanation to the students about form, meaning, and use based on the material that has been studied at this meeting.
8. Students memorize vocabulary.³¹

³¹ I. S. P. Nation, *loc.cit*

The following procedure of teaching vocabulary using hyponymy

is adapted by the researcher. The steps as follows:

1. The teacher explains the material, rules and demonstrates how hyponymy works.
2. The teacher provides the students with a list of categories (foods, professions, tools, places, transportation, fruit, and animal)
3. Students are divided into group.
4. Each group chooses one category.
5. Then the students have to write as many words as possible under the category heading on a piece of paper during one minute a half.
6. After set time, a student passes their paper to the next group who then tries to add words not already listed until each group regains their original sheet of paper.
7. The students have to check the spelling and meaning with a dictionary and then these sheets become a class dictionary that is added to as new words are met.
8. The teacher' gives an explanation to the students about form, meaning, and use based on the material that has been studied at this meeting.
9. Students memorize vocabulary

Figure 4: adapted by the researcher.

In conclusion, teaching vocabulary by using hyponymy can be modified based on the level of students but the purpose are same to increase students' vocabulary well. Using hyponymy should be suitable with the materials and level of the students. Because by using the procedure the student can be easy in learning vocabulary.

3. Translation Technique

a. Definition of Translation

Translation is transferring the meaning of one language into another language. Translation is needed in communication because to get understood other language we have to know the meaning first. It is supported by Newmark that, translation is rendering the meaning of a text into another language.³²

Based on the both statement, we can conclude that translation is one of important aspect in learning foreign language well, if they do not have enough knowledge in translation. Their ability can be excellent if the students have mastered translation.

according to Catford, Translation: Applications and research states that translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target) whether the language are in written or oral form whether the language are in written or oral form whether the language have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign language of the deaf.

So, that seem to have similarity meaning that it is in emphasizing the replacement of context translated form (source language context). It seems that both of them do not reflect the purpose of real translation that is message or meaning transmutation

³² Peter Newmark, *A Text Book of Translation*, (London: Prentice Hall, 1988), p.5

from source language into target language. So, the message or meaning themselves should be defended from the source language, while the form that is used in transferring the message or meaning may be various according to the situation and need.

Based on the statement above, translation is changing the meaning of source language that will be translated into the target language, so it means that it is the transferring from one language (source language) to another language (target language) in natural equivalent of the source language.

There are 3 processes of Translation and namely:

1. Understanding the meaning or message of the text in a source language.
2. Look for an equivalent meaning or message in the target language.
3. Restricting the equivalent meaning or message in the target language into an accepted from a text in the target language in the target language.³³

Based on the researcher's opinion in translating one language from source language into target language we must consider about some important things. The first before we translate the language into target language we must understand at all the meaning of the text from the source language. The second we need to find suitable words which

³³ Susan Basnett, *Translation Studies*, (New York : The Taylor and Francis Group, 2002), p.23

had same meaning between source language and target language. The last we must consider the grammar after we translate the source language into target language in order to make grammatical sentence.

b. Teaching Vocabulary through Translation Technique

Language teachers may develop their own procedures as long as they are in accordance with the characteristic of the translation technique. The following procedure of teaching the target language through the translation technique.

1. The class reads a text written in the target language.
2. Students' translate the passage from the target language to their mother tongue.
3. The teacher asks students in their native language if they have any questions and the teacher answer the questions in their native language.
4. Students' translate new words from the target language to their mother tongue.
5. Students are given a grammar rule and based on the example they apply the rule by using a new words.³⁴

³⁴ Diana Larsen and Freeman, 2000, *Technique and Principles in Language Teaching*, (Oxford : Oxford University Press), pp. 15-17

c. Advantages and Disadvantages of Translation Technique

1. Advantages of Translation Technique

There are some advantages of translation, namely:

1. The preparation and media used is simple.
2. Efficient in term of time.
3. Can be conveying a lot of material.
4. Students can directly receive knowledge without preparation.

2. Disadvantages of Translation Technique

There are some disadvantages of translation, namely:

1. Students are not active.
2. Monotonous.
3. Not develop students' creativity.

d. Advantages and Disadvantages of Teaching Vocabulary using Translation Technique

1. Advantages of Teaching Vocabulary using Translation Technique

1. Understandable. For instance, if we translate an English text to Indonesia language, it is much more understandable by us.
2. Widen vocabulary, hence increasing our vocabulary indirectly.

3. Discipline your mind. Researching and discovering new words and even cultures that are in the text that they translate.³⁵

2. Disadvantages of Teaching Vocabulary using Translation Technique

1. The classes are taught in the mother tongue, with a little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated word.
3. Translation technique focuses on the form and inflection of words.³⁶

e. Procedure of Teaching Vocabulary using Translation Technique

The procedure of teaching vocabulary using translation technique:

1. The students read a text written in the target language.
2. Students' translate the passage from the target language to their mother tongue.
3. The teacher asks students in their native language if they have any questions and the teacher answer the questions in their native language.

³⁵ Advantages and disadvantages of using Translation Technique as Teaching, Available Online at : <http://tccl.rit.albany.edu/>, accessed on July, 14th 2018.

³⁶ Albany. Disadvantages of translation technique. http://tccl.rit.albany.edu/knilt/index.php/unit3:what_is_the_advantages_of_using_translati_on_as_a_teaching_resource/ Accessed on October, 10th 2018.

4. Students' translate new words from the target language to their mother tongue.
5. Students are given a grammar rule and based on the example they apply the rule by using a new words.

B. Frame of Thinking

Vocabulary is very important in learning language so if the students learn about language they must know about the vocabulary first. To get mastery of vocabulary well, we have to use vocabulary in our daily activities. In this section the problems researchers face when they confront large amounts of vocabulary in the form of various kinds of data and try to make systematically meaningful statements about how often and where words occur, and in what sorts of environments.

In teaching and learning process technique is one factor that determined the success. From the theories above, the researcher assumes that hyponymy is one of alternative techniques to help the teacher in teaching and learning vocabulary which can give significant effect for students in mastering vocabulary. The students can increase their own vocabulary mastery using hyponymy when the students can make the words relation among the other words.

Based on explanation above, it can be concluded that teaching vocabulary thought hyponymy can make the students interested, and improve the students' vocabulary mastery and to increase students' English achievement.

C. Hypotesis

Hypotesis as follow:

H_a : There is an effectiveness of using hyponymy towards students vocabulary mastery at the first semester of SMPN 1 Belalau Lampung Barat.

H_0 : There is no effectiveness of using hyponymy towards students' vocabulary mastery at the first semester of seventh grade of SMPN 1 Belalau Lampung Barat.



CHAPTER III RESEARCH DESIGN

A. Research Design

The design of this research used quasi-experimental design because is going to it investigate or see the effectiveness of using hyponymy in learning vocabulary. It means that quasi-experimental design will be a research design that is used to find the effect of one variable to another. The researcher does not have the opportunity for random assignment of students to special groups in different condition, because it would disrupt the classroom teaching and learning process.

In this research selected two classes, first class as an experimental class and second class as a control class. This research used pre-test and post-test group design.³⁷ The research design can be presented as follows:

Table 2
The Research Design

Experimental class	Pre-test	Treatment by using hyponymy	Post-test
Control class	Pre-test	Treatment by using translation technique	Post-test

In this research, the students' was given pre-test to know their score vocabulary mastery before treatment. In the experimental class was given treatment by using hyponymy and the control class was given by using the translation technique. The post-test was given to know their score vocabulary mastery after the treatment has done. The pre-test and post-test was conducted for experimental class and control class.

³⁷ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Ed.*, (Boston: Pearson Education, 2002), pp. 309-310

B. Variable of the Research

A variable has characteristic or attribute of an individual or an organization that this research can measure or observe and varies among individuals or organization study. There are two variables in this research namely: independent variable and dependent variable. Independent variable is variable selected by this research to determine the effect on the relationship with the dependent variable. The dependent variable is a variable which is observed and measured to determine the effect of the independent variable. There are two variables in this research, They are:

1. Independent variable

Independent variable is hyponymy as variable (X).

2. Dependent variable

Dependent variable is the students' vocabulary mastery (Y).

C. Operational Definition of Variable

The operational definition of variable is used to describe characteristics of the variable investigated of the researcher as follow:

1. Independent Variable (X)

Hyponymy are kinds of technique which is an effective way to teach vocabulary, help students review vocabulary, and an ideal tool in assessing teaching English especially vocabulary.

2. Dependent Variable (Y)

Students' vocabulary mastery is the students' ability to know and understand the meaning of the words.

D. Population, Sample and Sampling Technique of the Research

1. Population of the Research

In this research, took the first semester of the seventh grade at SMPN 1 Belalau Lampung Barat. Number of students were 157. It is divided into six classes.

Table 3
The Table of the Population Students of the First Semester of Seventh Grade of SMPN 1 Belalau Lampung Barat in 2018/2019

No.	Classes	Gender		Total
		Male	Female	
1	VII A	12	13	25
2	VII B	18	12	30
3	VII C	11	13	24
4	VII D	13	12	25
5	VII E	12	15	27
6	VII F	12	14	26
Total		78	79	157

Source : Teacher's Document at SMPN 1 Belalau Lampung Barat.

2. The Sample

The sample is part of population that would be observed. It can be elaborated that sample is a group of individuals as a part of population which is choose as representative data of the whole population. Based on population above this research took two classes as

the sample of the research, the experimental class in this research was VII A and the control class in this research was VII D. Thus, the total sample of this research is 50 students.

3. The Sampling Technique

In conducting the research to get the sample from the population, this research used cluster random sampling technique. Cluster random sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the samples (clusters). The researcher used this sampling because all the classes are homogeneous and this research took two classes. One class is as an experimental class and another class is as a control class. There are three procedures to take the classes as sample:

1. The first, the name of each class (class VII A – VII F) was written in a small piece of paper.
2. The second, those papers were rolled and put into a box.
3. Then, the box was shaken until one of rolled-paper out of the box, it was done twice since the sample was two classes.
4. After that, took two pieces of the rolled-paper. The first class was VII A as experimental class and the second class was VII D as control class.

E. The Data Collecting Technique

In collecting the data, this research used test as a technique to collecting the data. Based on the definition, this research used vocabulary test where the students will answer the multiple choices questions given. This research was conducted several tests to collect the data. They are:

1. Pre-test

The pre-test was given before the treatments. It was done by using multiple choice questions which the total number of tests is 20 items with the options answers are a,b,c, or d. the researcher gave pre-test to the students in experimental class and the control class to measure their vocabulary mastery before treatment. In pre-test, the students' asked to answer the multiple choice question that was provided that consists of 20 questions and 60 minutes for time allocation.

2. Post-test

The post-test was done after the students' in the experimental class and the control class gets the treatment. In the post-test, the students' also asked to answer the multiple choice question that was provided that consists of 20 questions and 60 minutes for time allocation.

F. Research Instrument

The instrument of this research will be the test. Multiple choice questions used in this research as a tool for testing vocabulary. According to Thornburry, multiple choice tests are the popular way of testing

vocabulary.³⁸ The number of test instruments are the least amount but sufficient to measure the variable of the research.³⁹

There are two test instruments, pre-test and post-test instruments. To get the data about vocabulary mastery especially with noun, before the test will be administered, the researcher was try out the instrument to the students SMPN 1 Belalau. From 40 items for pre-test and 40 items for post-test of multiple choice test. The specification of test for pre-test and post-test as follow:

Table 4
Table Specification of Try Out for Pre-Test and Post-Test before Item Validity Test

No.	Aspect	Item Number					
		Pre test		Total	Post test		Total
		Even	Odd		Even	Odd	
1	Form	4, 6, 16, 18, 26, 30, 40	5, 11, 15, 17, 19, 37	13	10, 14, 16, 20, 30, 38	1, 5, 15, 19, 23, 29, 35, 39	14
2	Meaning	12, 20, 22, 28, 32, 38	1, 3, 9, 13, 25, 27, 31, 39	14	4, 8, 12, 18, 28, 32	7, 9, 11, 17, 21, 33, 37	13
3	Use	2, 8, 10, 14, 24, 34, 36,	7, 21, 23, 29, 33, 35,	13	2, 6, 22, 24, 26, 34, 36, 40	3, 13, 25, 27, 31,	13
Total		20	20	40	20	20	40

Based on the table above, it can be concluded that there were 80 questions, 40 questions for pre-test and 40 questions for post-test. For the pre-test there were 20 even questions and 20 odd questions. (The questions about form 13 items, The questions about meaning aspect 14 items, The

³⁸ Scott Thornburry, *op.cit.* p.24

³⁹ Sugiono, *Metode Penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D* (Bandung : Alfabeta, 2012), p. 159

questions about use aspect 13 items) Then for the post-test there were questions 20 even questions and 20 odd questions. (The questions about form 14 items, The questions about meaning aspect 13 items, The questions about use aspect 13 items)

Table 5
Table Specification of Pre-Test and Post-Test after Item Validity Test

No.	Aspect	Item Number					
		Pre test		Total	Post test		Total
		Even	Odd		Even	Odd	
1	Form	4, 6, 16, 18	5, 11, 15, 17, 19	9	10, 14, 16, 20	1, 5, 15, 19	8
2	Meaning	12, 20,	1, 3, 9, 13,	6	4, 8, 12, 18	7, 9, 11, 17	8
3	Use	2, 8, 10, 14,	7,	5	2, 6	3, 13	4
Total		10	10	20	10	10	20

Based on the table above, it can be concluded that there were 40 questions, 20 questions for pre-test and 20 questions for post-test. For the pre-test there were 10 even questions and 10 odd questions. (The questions about form 9 items, the questions about meaning aspect 6 items, the questions about use aspect 5 items) Then for the post-test there were questions 10 even questions and 10 odd questions. (The questions about form 8 items, the questions about meaning aspect 8 items, the questions about use aspect 4 items).

G. Research Procedure

In conducting this research, the researcher applied some procedures as follow:

1) Determining the subject

The subject of the research were the students' at the first semester of the seventh grade of SMPN 1 Belalau in the academic year of 2018/2019. One group was taught through hyponymy as an experimental class and another one was taught using translation technique as a control class.

2) Designing the instruments

The instrument that used in this research was multiple choice tests. The students got the same instrument for both classes in several topics that was consulted.

3) Trying out the test

Try out was conducted to identified how accurate and effective the tests before they used to collect the data of the research and identify whether the test can be administered or not.

4) Administering Pre-test

Pre-test was conducted before the treatment. This test was aimed to know the students' vocabulary mastery before giving the treatment. This research prepares try out the test for pre-test and post-test, the total number of each of test are 20 items with options a, b, c, or d.

5) Conducting the treatment

Treatment was given in three meetings. In the treatment, in experimental class was taught the students using hyponymy and in control class using translation technique.

6) Administering Post-test

Post-test was conducted after the treatment. This test was aimed to know the students' vocabulary mastery after giving the treatments. In this test, the multiple choices were given to students.

7) Analyzing the data

In analyzing the result, in this research the result of pre-test and post-test was accounted.

H. Scoring System

Before getting the score determined the procedure to be used in scoring the students' work. In order to do that, this research will use Arikunto's formula. The ideal highest score is 100. The score of the pre-test will be calculated by using the following formula:

$$S = \frac{r}{n} 100$$

Notes:

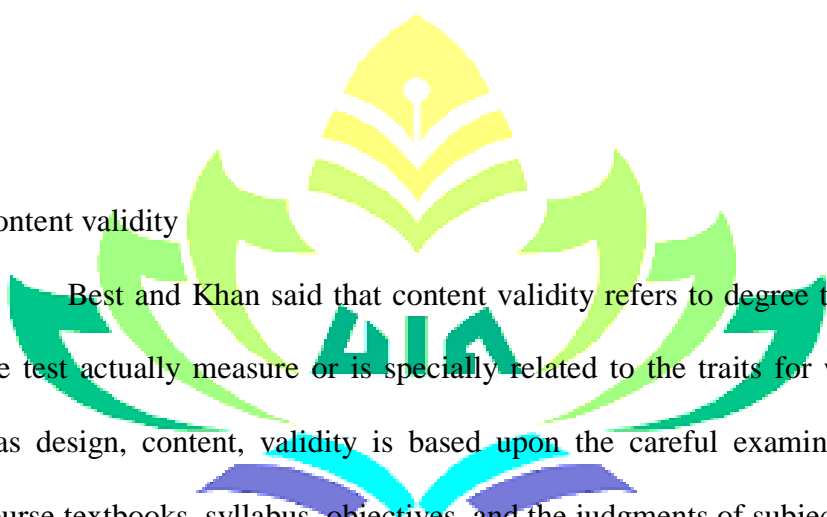
- S : The score of the test
- r : The total of the right answer
- n : The total items

I. Validity and Reliability

1. Validity of Test

A good test is the test that has validity. so the test can be measured based on the aspect in vocabulary that was measured. To measure whether the test has good validity or not, the researcher used the content, construct, and internal validity.

a. Content validity



Best and Khan said that content validity refers to degree to which the test actually measure or is specially related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialist.⁴⁰ It means that the content validity is based on the material, and the material is agreement with the objectives of learning in the school which it is based on the syllabus, because the test most be able to measure the students' vocabulary mastery ability at the seventh class of junior high school.

b. Construct validity

⁴⁰ John W. Best and James V. Khan, *Research in Education Seventh Ed.*, (New Delhi: Prentice Hall, 1995), p.219

Construct validity is needed to the measuring instrument that have some indicators to measure on aspect or construct.⁴¹ In the other word, construct validity is just like a concept, both of them are abstraction and generalization that need to be define so clearly that can measure the ability. In this section, the researcher consulted to the English teacher of SMPN 1 Belalau Lampung Barat Mrs. Rimbawati, S.Pd. for determining whether the test was obtained construct validity or not and she said that the test was valid in this research.

c. Internal validity

Internal validity is the analysis that used to test the validity of the item that was proposed in the test. ANATES is one of analysis technique that can be used to validating of the items that would be used in this test. Which scores of the test result of each item correlate with the score about the totality of the result.

From the result of validity analysis of two stages that were pre-test and post-test showed that in the pre-test items, there were 20 invalid items; these were numbers 2, 6, 7, 11, 13, 16, 17, 18, 19, 20, 21, 29, 31, 32, 33, 34, 35, 37, 38, and 40. Meanwhile the other 20 items were valid; these were numbers 1, 3, 4, 5, 8, 9, 10, 12, 14, 15, 22, 23, 24, 25, 26, 27, 28, 30, 36, and 39. In the post-test items, there were 20 invalid items; there were

⁴¹*Ibid*, p. 115

numbers 4, 6, 8, 10, 11, 12, 13, 18, 19, 20, 22, 24, 25, 30, 31, 32, 33, 35, 36, and 39. Meanwhile the other 20 items were valid; these numbers 1, 2, 3, 5, 7, 9, 14, 15, 16, 17, 21, 23, 26, 27, 28, 29, 34, 37, 38, and 40.

2. Reliability of Test

Reliability is a measuring instrument. Reliability of the test is used only for vocabulary; a good test must have high validity. This can be done by examining the students' vocabulary test to know the reliability of the test. The next step is to compute the reliability of the test.

Reliability refers to the consistency of the test. The researcher used Anates to reliability of test. Anates can help analysis of item quickly, easy and accurately. Anates is necessary in the research to assess the good instrument or not. The criteria of reliability test are:⁴²

1. Reliability coefficient 0.800 – 1.00 is very high
2. Reliability coefficient 0.600 – 0.800 is high
3. Reliability coefficient 0.400 – 0.600 is medium
4. Reliability coefficient 0.200 – 0.400 is low
5. Reliability coefficient 0.00 – 0.200 is very low

From the criteria of reliability above, it can be drawn a conclusion that the result obtained in the Anates of reliability was high reliability because result of reliability for pre-test was 0.82 and the

⁴²SuharsimiArikunto, *ProsedurPenelitianSuatuPendidikanPraktik*, (Jakarta:Rineka Cipta, 2010), p.310

result of post test was 0.71. The researcher concluded that degree of the level of reliability of the students' were high reliability (see appendix 20 and 21)



J. Data Analysis

To analyze the data, the researcher used parametric statistics. In the parametric statistics, there are assumptions which must be fulfilled; they are normality and homogeneity test.

1. Fulfillment of the Assumption

a. Normality Test

The normality test is used to know whether the data in the experimental class and control class are normally distributed or not.

In this research, the researcher will use statistical computation by using SPSS (*Statistical Package for Social Science*) for normality.

The hypotheses for the normality test will be formulated as follows:

H_0 : the data are normally distributed.

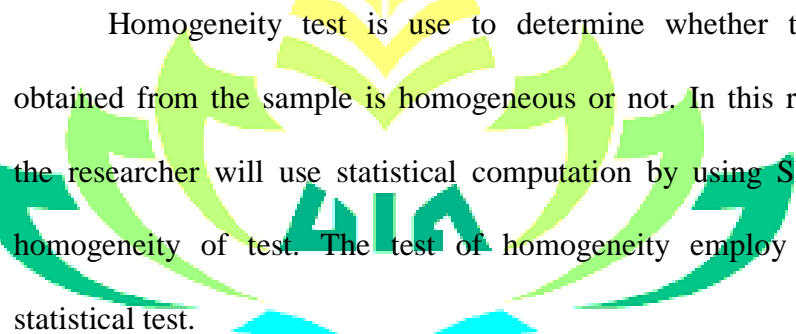
H_a : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test will be as follows:

H_0 accepted if $\text{Sig.} > \alpha = 0.05$

H_a accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test



Homogeneity test is use to determine whether the data obtained from the sample is homogeneous or not. In this research, the researcher will use statistical computation by using SPSS for homogeneity of test. The test of homogeneity employ Levene statistical test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 : the variances of the data are homogeneous

H_a : the variances of the data are not homogeneous

While the criteria of acceptance or rejection of homogeneity test will be as follows:

H_0 accepted if $\text{Sig.} > \alpha = 0.05$

H_a accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumption normality test and homogeneity test are fulfilled, the researcher will use independent sample t-test. In this case, the researcher will use statistical computation by using SPSS for hypothetical of test. The purpose of using SPSS in this research is to practicality and efficiency in the study.

The hypotheses are:

H_a : there is an effectiveness of using hyponymy to teach vocabulary to the students at the first semester of the seventh grade of SMPN 1 Belalau Lampung Barat in the academic year of 2018/2019.

H_o : there is no effectiveness of using hyponymy to teach vocabulary to the students at the first semester of the seventh grade of SMPN 1 Belalau Lampung Barat in the academic year of 2018/2019.

While the criteria of acceptance or rejection of hypotheses are:

H_a accepted if Sig. $< \alpha = 0.05$

H_o accepted if Sig. $> \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

K. Result of the Research

1. Result of the pre-test in the experimental class

This research conducted pre-test in order to see students' ability before the treatment. The pre-test was administered on Thursday, November 1st, 2018. The scores of students' vocabulary mastery tested in pre-test in the experimental class could be seen in figure 5.

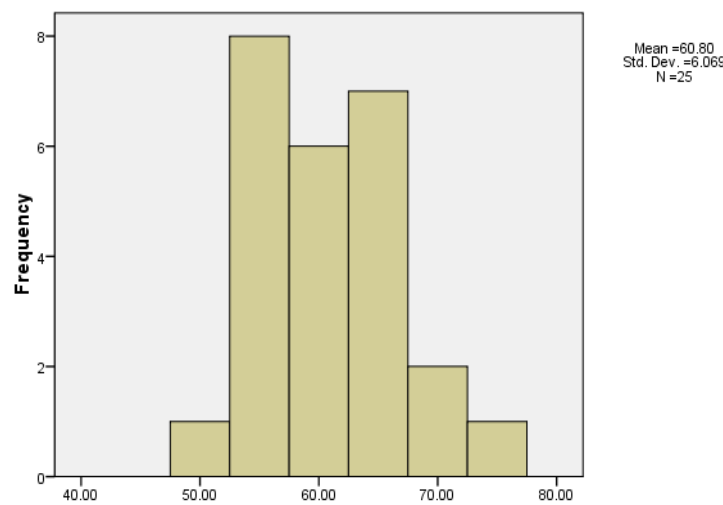


Figure 5
Graphs of Pre-Test Result in the Experimental Class

Based on the figure 5, it could be seen that there was eight students who got 55 score, six students who got 60 score, seventh students who got 65 score, two students who got 70 score, one student

who got 75 score, it can be seen that the highest score of pre-test in the experimental class was 75 and the lowest score was 55.

Based on figure 5, the mean of pre-test in the experimental class was 60.80, standard of deviation = 6.09, N = 25, median = 60.00, mode = 55.00, variance = 36. 83. It showed students' vocabulary mastery before they got treatments. (See Appendix 11).

2. Result of the pre-test in the control class

This research also gave pre-test in the control class to see students' ability before the treatment. It was administered on Friday, November 2nd, 2018. The scores of students' vocabulary mastery tested in pre-test in the control class could be seen in figure 6

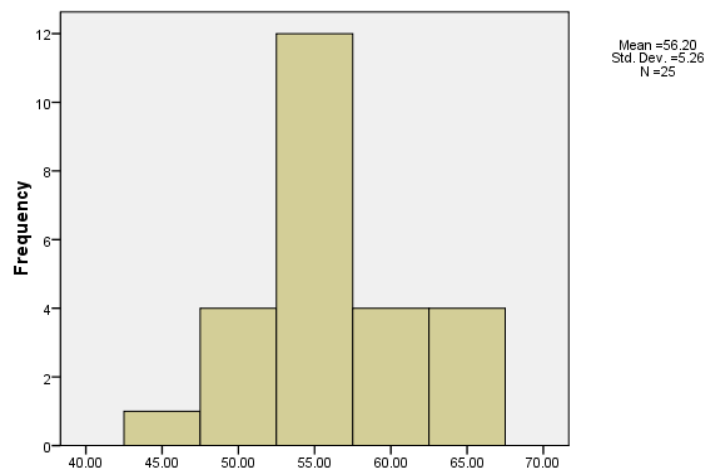


Figure 6
Graphs of Pre-Test Result in the Control Class

Based on the figure 6, it could be seen that there was one student who got 45 score, four students who got 50 score, twelve students who got 55 score, four students who got 60 score, four students who got 65 score, it can be seen that the highest score of pre-test in the control class was 65 and the lowest score was 45.

Based on figure 6, the mean of pre-test in the control class was 56.20, standard of deviation = 5.25, N = 25, median = 55.00, mode = 55.00, variance = 27.67 It showed students' vocabulary mastery before they got treatments. (See Appendix 12).

3. Result of the post-test in the experimental class

This research conducted post-test in order to see students' ability after the treatment. It was administered on Monday, November 19th, 2018. The scores of students' post-test in the experimental class could be seen in figure 7

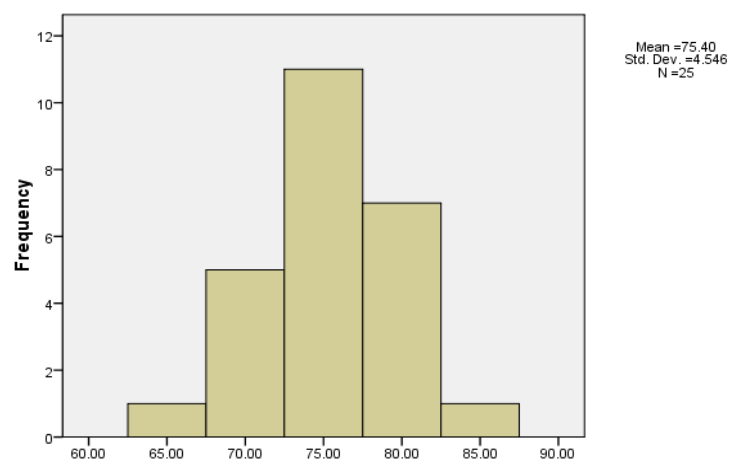


Figure 7
Graphs of Post-Test Result in the Experimental Class

Based on the figure 7, it could be seen that there was one student who got 65 score, five students who got 70 score, eleven students who got 75 score, seventh students who got 80 score, one student who got 85 score, it can be seen that the highest score of post-test in the experimental class was 85 and the lowest score was 65.

Based on figure 7, the mean of post-test in the experimental class was 75.40, standard of deviation = 4.54, N = 25, median = 75.00, mode = 75.00, variance = 20.67 It showed students' vocabulary mastery after they got treatments. (See Appendix 13).

4. Result of the post-test in the control class

This research also gave post-test in the control class to see students' ability after the treatment. It was administered on Thursday, November 22nd, 2018. The scores of students' vocabulary mastery tested in pre-test in the control class could be seen in figure 8

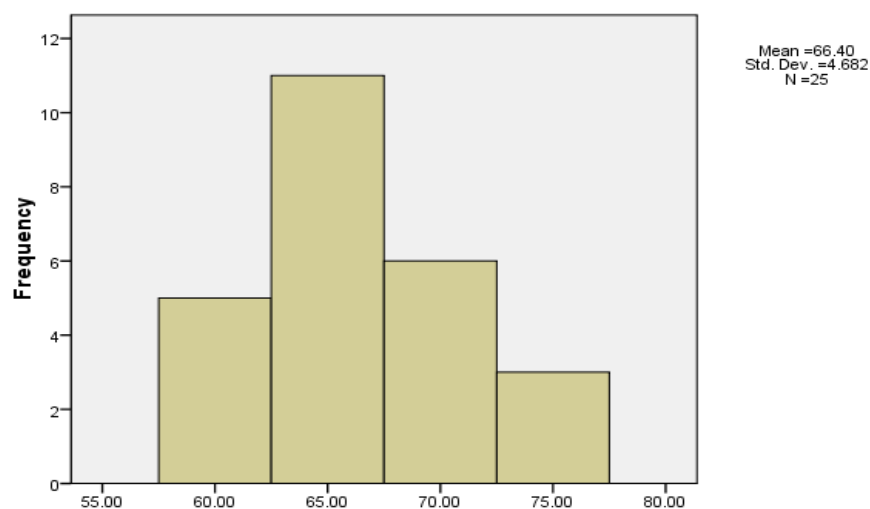


Figure 8
Graphs of the Post-Test Result in the Control Class

Based on the figure 8, it could be seen that there was five students who got 60 score, eleven students who got 65 score, six students who got 70 score, three students who got 75 score, it can be seen that the highest score of post-test in the control class was 75 and the lowest score was 60.

Based on figure 8, the mean of post-test in the control class was 66.40, standard of deviation = 4.68, N = 25, median = 65.00, mode = 65.00, variance = 21.91 It showed students' vocabulary mastery after they got treatments. (See Appendix 14).

L. Data Analysis

1. Fulfillment of the Assumption

Parametric statistical significance tests, such as analysis of variance and least squares regression, were widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. The Result of Normality Test

The normality test is used to measure weather the data in the experimental class and control classes are normally distributed or not, in this research the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality.

The test of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

Criteria of acceptance were:

H_0 is accepted if Sig (Pvalue) $> \alpha = 0.05$

H_a is accepted if Sig (Pvalue) $< \alpha = 0.05$

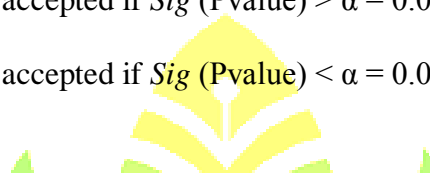


Table 6
Tests of Normality the Experimental and control class

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Experimental Class	.225	25	.010	.904	25	.022
Control Class	.200	25	.011	.913	25	.035

a. Lilliefors Significance Correction



Based on the table above, it showed that Pvalue (sig) for experimental class was 0.10 for Kolmogorov-Smirnov^a and 0.22 for Shapiro-Wilk. Pvalue (sig) for control class was 0.11 for Kolmogorov-Smirnov^a and 0.35 for Shapiro-Wilk. Because sig (Pvalue) of experimental class $> \alpha 0.05$ it means H_0 is accepted and sig (Pvalue) of control class $> \alpha 0.05$ it means H_a is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

b. The Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity.

The hypothesis for the homogeneity tests are:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

Criteria of acceptance were:

H_0 is accepted if $Sig (Pvalue) > \alpha = 0.05$

H_a is accepted if $Sig (Pvalue) < \alpha = 0.05$

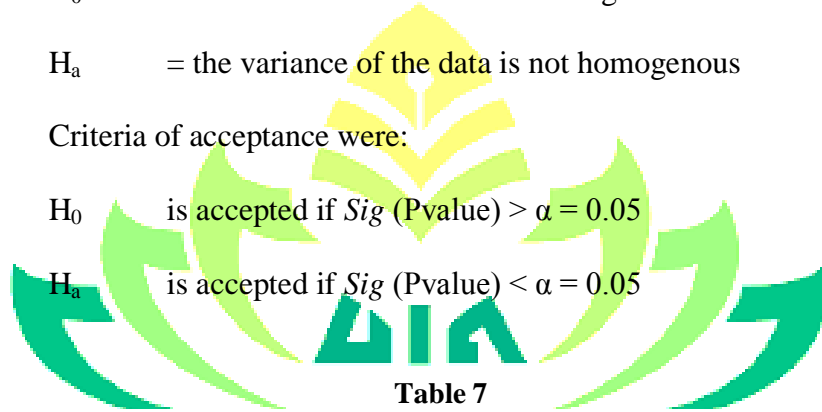


Table 7
Homogeneity Test

Score

Levene Statistic	df1	df2	Sig.
2.594	1	48	.114

Based on the results obtained in the test of homogeneity of variances in the column levene statistics it showed that $sig (Pvalue) = 1.14 > \alpha = 0.05$. it demonstrated that H_0 is accepted because $Sig (Pvalue) > \alpha = 0.05$. it means that the variance of the data is homogenous.

Score	Equal variances assumed	2.594	.114	6.944	48	.000	10.400	1.498	7.389	13.411
	Equal variances not assumed			6.944	44.895	.000	10.400	1.498	7.383	13.417

Based on the results obtained in the independent sample t-test above, that the value of significant generated *sig* (Pvalue) = $0.000 < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant effectiveness of using hyponymy towards students' vocabulary mastery at the first semester of seventh grade of SMP.N 1 Belalau Lampung Barat in the academic year 2018/2019.

M.Discussion

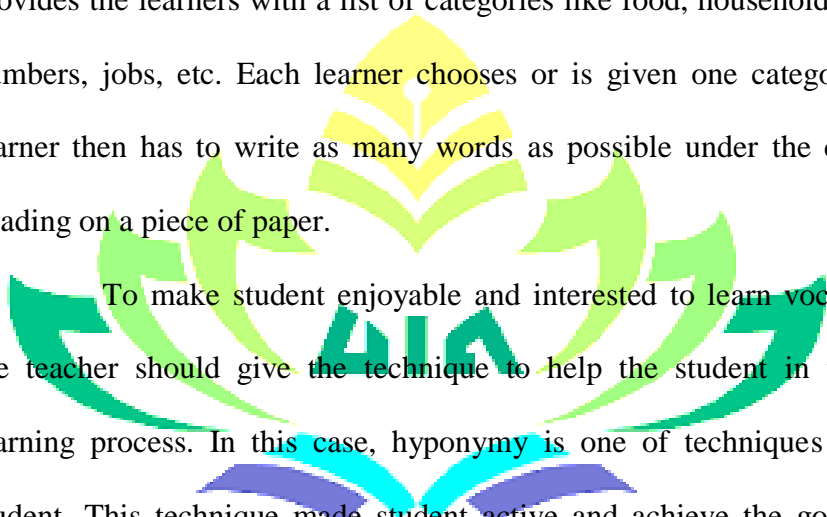
Based on the finding of the research, it was found that the students who were taught by using hyponymy have increased vocabulary mastery. Based on the result of the pre-test before hyponymy was implemented, the vocabulary mastery of the students was lower than after hyponymy was implemented. After getting the treatment and post-test, it was found that there were significant differences between the experimental class and the control class. Besides that, this technique of teaching vocabulary could improve each aspect of students' vocabulary mastery including definition, word form, word meaning, and word use of vocabulary.

At the first step, the pre-test was conducted in order to know the students' vocabulary mastery before the treatment. The result showed that mean score of the experimental class was 60.80 and mean score of the control class was 56.20. Although mean score of the control class was higher than the experimental class, the normality and homogeneity test showed that the data were normal and homogeneous. Therefore, it can be concluded that the two groups, the experimental and the control class had the same ability before they were given the treatment.

The second step, hyponymy used in the experimental class and guided translation technique in the control class. In this research the treatment gave three meetings by giving different topics.

At the last step, in this research gave post-test to the students in order to know the ability of their vocabulary after the treatment. Based on the analysis of the data and testing the hypothesis, the result of calculation was found that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. From the analysis, we knew that the students who got frequency of using hyponymy got better score than the students without using this technique in teaching vocabulary. It was proved by mean score in both classes. The mean score in the experimental class was 75.40 and the mean score in the control class was 66.40. Thus, it can be concluded that by providing this technique made this technique as one of good technique in teaching vocabulary.

Hyponymy is one of techniques that make the student easy to identify the classification of the words directly. The student can learn about the words by making a relation between two words. This technique can attract the students' motivation to active in the English language learning. It had been supported by Nation, he gives an example of class activity of teaching vocabulary using hyponymy. He states the teacher provides the learners with a list of categories like food, household, object, numbers, jobs, etc. Each learner chooses or is given one category. The learner then has to write as many words as possible under the category heading on a piece of paper.



To make student enjoyable and interested to learn vocabulary, the teacher should give the technique to help the student in teaching learning process. In this case, hyponymy is one of techniques to help student. This technique made student active and achieve the goal when they learn, because this technique are needed that can motivate and can eliminate students' boredom in learning English.

In using hyponymy that was found some problems, because the technique process was conducted in group, it takes a bit long time to prepare. It can present disturbance if teacher cannot control and organize the class to be conducive. Discipline issues, learners may get excessively noisy. The passive students gave their responsibility to the active students because this material was divided into group. Therefore, from the statement above, it can be concluded that the noisy situation may be

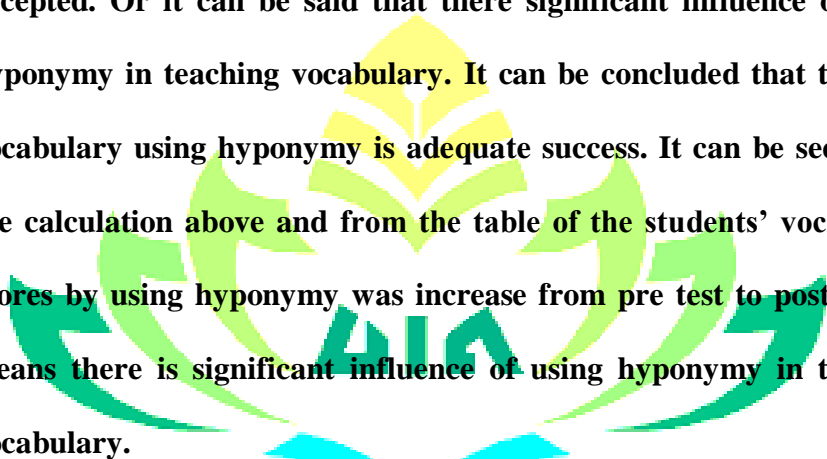
happened because all of students were busy in this activity, the teacher should be wise in handling the teaching learning process. To solve the problem, the teacher should be wise to manage the class and give pay attention for the passive students.

The result of the research that was done showed that was any effectiveness of using hyponymy towards students' vocabulary mastery. It had been supported by the previous research conducted by Agnesti with the title Teaching Writing Descriptive Text through Hyponymy Technique to the Eighth Grade Students of SMPN 2 Indralaya Utara, previous research by Sulistyowati the Influence of Teaching Vocabulary Using Hyponymy Games, at the First Grade of MTs Daarul Hikmah Pamulang and previous research by Rini Teaching and Learning Vocabulary using Hyponymy Technique at the First Grade of SMPN 1 Tawang Sari, because the hypothesis alternative was accepted, it can be concluded that there was the effectiveness of using hyponymy toward students' vocabulary mastery at the first semester of seventh grade of SMP N 1 Belalau Lampung Barat in the academic year 2018/2019.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

According to the research of the analysis of the research the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Or it can be said that there significant influence of using hyponymy in teaching vocabulary. It can be concluded that teaching vocabulary using hyponymy is adequate success. It can be seen from the calculation above and from the table of the students' vocabulary scores by using hyponymy was increase from pre test to post test. It means there is significant influence of using hyponymy in teaching vocabulary.



B. Suggestion

Based on the conclusion above, the researcher gave some suggestions as follow:


1. For the teacher
 - a. Hyponymy is a good technique to be applied in the seventh grade of SMP N 1 Belalau to improve their vocabulary mastery.
 - b. The teacher should manage the class in order to make the students focus in learning vocabulary using hyponymy technique in the teaching and learning process.

- c. Teacher should be creative and innovative to use various technique to arise students in vocabulary class.
2. For the students
 - a. The students should learn and be more active in teaching and learning process and should practice their English regularly.
 - b. Students should not be less confidence in learning vocabulary.
 - c. Students should use hyponymy more often to learn vocabulary, so that their vocabulary continues to grow.
 3. For the next researcher

In this research the focused on the effectiveness of hyponymy technique toward students' vocabulary mastery. Therefore, it was suggested for the next researcher to investigate the effectiveness of other technique towards other English skills such as listening, speaking, reading, or writing skill.

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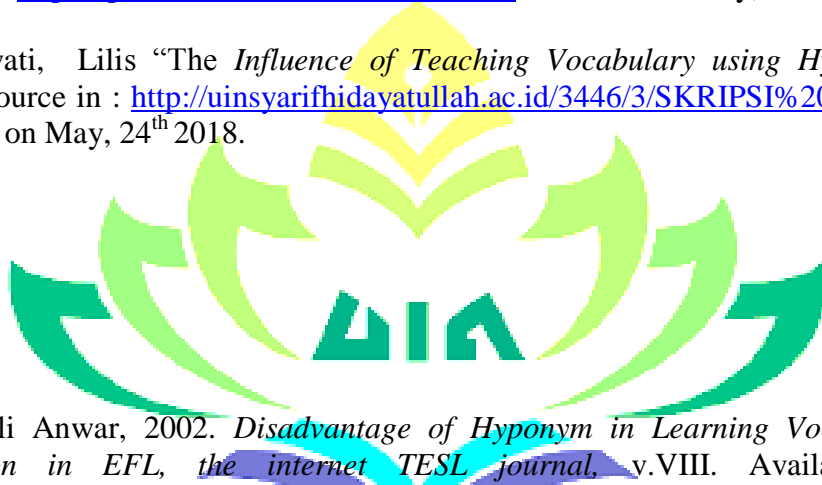
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APPENDIX IA Teacher's Interview Guideline in the Preliminary Research

Interview Guideline for the Teacher

Day/ date :

Place : SMPN 1 Belalau Lampung Barat

Interviewer : Fransiska Maya Puspita

Interviewee : Mrs. Rimbawati, S.Pd.

1. Is study English important? Why is it important?
2. Is study vocabulary mastery important? Why is it important?
3. Do your students have a good motivation and confidence?
4. Does the teacher have special technique in teaching and learning process?
5. Does the teacher ever use hyponymy in teaching and learning vocabulary mastery?

APPENDIX IB Teacher's Interview Transcript in the Preliminary Research

Teacher Interview Transcript

- Day/ date : Saturday, 29th January 2018
Place : SMPN 1 Belalau Lampung Barat
Interviewer : Fransiska Maya Puspita (the Researcher)
Interviewee : Mrs. Rimbawati, S.Pd. (the English Teacher)
- Interviewer : Selamat pagi, Bu? Perkenalkan nama saya Siska dari UIN Bandar Lampung jurusan Pendidikan Bahasa Inggris, saya berkeinginan untuk meneliti tentang kemampuan penguasaan kosa kata Bahasa Inggris dari murid-murid Ibu di SMPN 1 Belalau ini. Begini Bu, menurut Ibu seberapa penting bagi murid-murid Ibu belajar Bahasa Inggris, khususnya *vocabulary mastery*?
- Interviewee : Iya, selamat pagi, menurut Ibu ya penting ya. Karena kan di jaman sekarang semua-semua serba Bahasa Inggris, Bahasa Inggris jadi Bahasa Internasional, jadi ya bisa menguasai kosa kata Bahasa Inggris itu perlu supaya memudahkan berkomunikasi dengan orang yang mungkin berbeda bahasa dengan kita, jadi bisa mudah mengerti.
- Interviewer : Emm, begitu ya Bu. Lalu kita kan tahu Bu, kalau menguasai kosa kata dalam Bahasa Inggris itu tidak mudah apalagi jika tidak memiliki rasa percaya diri serta motivasi yang cukup. Menurut Ibu sendiri, pengertian motivasi dan percaya diri dalam hal ini itu apa?
- Interviewee : Motivasi ya? Menurut Ibu, motivasi itu hal yang mendorong atau hal-hal yang membuat semangat seseorang untuk melakukan sesuatu. Nah, kalau percaya diri itu keyakinan dalam diri seseorang.
- Interviewer : Baik Bu, lalu bagaimana motivasi dan kepercayaan diri murid-murid ibu dalam penguasaan kosa kata Bahasa Inggris?
- Interviewee : Kalau berbicara soal percaya diri, murid-murid itu masih banyak yang terlihat takut dan malu jika saya minta untuk menjawab pertanyaan tentang *vocabulary mastery*. Mereka kurang berani dan antusias mau belajar menguasai kosa kata itu sendiri. Mungkin karena mereka merasa dari desa, apalagi mayoritas disini memang muridnya itu keturunan Lampung, jadi merasa agak malu juga takut logatnya masih terbawa kalau menjawab pertanyaan yg berkaitan dengan penguasaan kosa kata. Sebenarnya mereka bisa, tapi ya itu tadi, terhalang oleh motivasi dan rasa percaya diri. Jadi saya pribadi jadi agak sulit mengembangkan kemampuan mereka.
- Interviewer : Lalu bagaimana biasanya cara Ibu mengajar *vocabulary mastery* di kelas Ibu? Apa ada teknik khusus supaya mereka termotivasi untuk lebih berani dalam belajar Bahasa Inggris? Dan bagaimana kemampuan penguasaan kosa kata murid-murid apakah sudah baik?
- Interviewee : Tidak ada cara khusus, biasanya saya menggunakan translation technique, kemudian menuliskan beberapa kata dan mereka mencari arti dan menghafal kata demi kata tersebut. Menurut saya itu cara yang paling mudah untuk murid-murid dalam meningkatkan penguasaan kosa kata mereka. Kalau masalah kemampuan dalam penguasaan kosa kata masih banyak yang dibawah rata-rata.
- Interviewer : Begitu ya Bu. Apakah cara Ibu itu cukup efektif untuk meningkatkan kemampuan *vocabulary mastery* pada siswa?
- Interviewee : Menurut saya cukup efektif. Karena dilihat dari kondisi si murid ini jika tidak menggunakan translation technique pada saat mengajar dikelas maka apa yang saya sampaikan akan sia-sia, karena mereka tidak akan mendapatkan apa-apa atau lebih tepatnya mereka tidak akan mengerti apa yang saya sampaikan. jadi saya rasa translation technique itu cukup efektif dan simpel untuk siswa SMP.
- Interviewer : Lalu apa sebenarnya yang membuat kemampuan *vocabulary mastery* siswa kurang baik?

Interviewee : Menurut saya cara yang saya gunakan sudah cukup efektif. Karena yang seperti saya katakan tadi di usia mereka saat ini masih mudah untuk mengingat dan menerima apa yang diajarkan oleh guru, jadi translation technique dan teknik menghafal itu sudah baik. Tapi, kembali pada motivasi dan rasa percaya diri siswa yang kurang. Itu yang menghambat mereka untuk berani mempelajari penguasaan kosa kata dalam Bahasa Inggris.

Interviewer : Iya Bu. Apakah Ibu pernah coba mengajar *vocabulary mastery* dengan menggunakan *hyponymy*?

Interviewee : Belum, menurut saya malah ribet untuk saya dan siswanya juga, jadi saya belum pernah menerapkam yang seperti itu di kelas.

Interviewer : Tapi Bu, menurut buku yang saya baca, mengajar *vocabulary mastery* dengan menggunakan *hyponymy* itu cukup efektif. Karena dapat menjadikan proses belajar mengajar menjadi lebih menyenangkan. Selain itu dapat menarik minat siswa dan meningkatkan motivasi siswa, sehingga kegiatan belajar lebih efektif dan akhirnya dapat meningkatkan kemampuan siswa dalam penguasaan kosa kata. Bagaimana menurut Ibu?

Interviewee : Seperti itu ya? Ya saya juga belum tahu. Saya belum pernah mencoba cara belajar seperti itu soalnya.

Interviewer : Bagaimana jika nanti saya coba mengajar untuk penelitian saya dengan menggunakan *hyponymy*. Agar kita bisa sama-sama tahu apakah *hyponymy* bisa meningkatkan *vocabulary mastery* pada siswa atau tidak. Baik Bu, kalau begitu, terima kasih untuk waktunya. Kalau boleh saya bisa minta daftar nilai *vocabulary mastery* siswa-siwa kelas 7 Bu?

Interviewee : Iya, sama-sama. Boleh saja.

APPENDIX IC Teacher's Interview Result in the Preliminary Research

Teacher Interview Result

For the teacher's guidelines there are 4 point, the result as follows:

1. The important of study English

The first point is talk about how important for the students study English. When researcher asking the teacher, she said that study English is important, because now English became international language.

2. The important of study vocabulary mastery

The second point is talk about how important for the students learning vocabulary mastery. Same as the first point, the teacher said that study vocabulary mastery is important have ability in communication and understanding the other people that have different language.

3. Students' motivation and confidence

For the third point, the teacher said that her student still have low motivation and confident. It makes the student feel difficult to learning vocabulary mastery and finally their ability in vocabulary mastery still need to be improved.

4. Using special technique such as Hyponymy in teaching vocabulary mastery

The teacher said that she does not have special technique in teaching English, she just ask her students to give exercises about vocabulary. She never used game because according to her, hyponymy technique is complicate for the teacher and the students.

**APPENDIX 2A Students' Questionnaires Guideline in the Preliminary
Research**

Students' Questionnaires Guideline

1. Always engage and feel pleasant in learning English.
2. Always feel pleasant in learning English.
3. Vocabulary mastery is difficult.
4. Worry to making mistakes when learning vocabulary.
5. Confuse when learning vocabulary.
6. They only have a chance to exercises vocabulary mastery in their class rarely.
7. Often use mother tongue than English.

APPENDIX 2B Students' Questionnaires in the Preliminary Research

Students' Questionnaires

Kelas : VII

Tempat : SMPN 1 Belalau Lampung Barat

1. Penjelasan

Kuesioner ini disusun untuk mengetahui pendapat anda tentang pelajaran Bahasa Inggris khususnya tentang *vocabulary mastery* dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini sama sekali tidak berpengaruh pada nilai Bahasa Inggris kalian, oleh karena itu jangan ragu untuk menjawab setiap pertanyaan dengan sejujur-jujurnya dan sejelas-jelasnya.

2. Petunjuk pengisian

Sebelum mengisi kuesioner ini, anda dimohon untuk memperhatikan hal-hal berikut:

Berilah tanda ceklist (✓) pada salah satu kolom pilihan jawaban yang tersedia.

SS : sangat setuju

S : setuju

KS : kurang setuju

TS : tidak setuju

STS : sangat tidak setuju

No.	Pertanyaan	Pilihan Jawaban				
		SS	S	KS	TS	STS
1.	Merasa senang belajar Bahasa Inggris di kelas.					
2.	Selalu terlibat dalam setiap proses pembelajaran Bahasa Inggris.					
3.	Aktif dalam kegiatan belajar Bahasa Inggris di kelas.					
4.	Menguasai kosa kata Bahasa Inggris itu sulit.					
5.	Takut salah dalam belajar Bahasa Inggris.					
6.	Tidak tahu apa yang harus ditanyakan saat belajar <i>vocabulary</i> .					
7.	Jarang memiliki kesempatan bertanya tentang kosa kata baru dalam Bahasa Inggris.					
8.	Lebih suka menggunakan Bahasa Indonesia saat belajar Bahasa Inggris.					

APPENDIX 2C Students' Questionnaires Result in the Preliminary Research

Students' Questionnaires Result

Based on the preliminary research on Wednesday, 23rd May 2018, to 100 students of Seventh Grade of SMPN 1 Belalau Lampung Barat, the data is follow:

No.	Questions	Total students' answers					
		SS	S	KS	TS	STS	
1.	Merasa senang belajar Bahasa Inggris di kelas.	53%	15%	12%	11%	9%	100%
2.	Selalu terlibat dalam setiap proses pembelajaran Bahasa Inggris.	9%	10%	30%	40%	11%	100%
3.	Aktif dalam kegiatan belajar Bahasa Inggris di kelas.	8%	9%	40%	21%	22%	100%
4.	Menguasai kosa kata Bahasa Inggris itu sulit.	74%	10%	16%	0%	0%	100%
5.	Takut salah dalam belajar Bahasa Inggris.	74%	15%	6%	5%	0%	100%
6.	Tidak tahu apa yang harus ditanyakan saat belajar <i>vocabulary</i> .	63%	12%	15%	5%	5%	100%
7.	Jarang memiliki kesempatan bertanya tentang kosa kata baru dalam Bahasa Inggris.	70%	7%	8%	6%	9%	100%
8.	Lebih suka menggunakan Bahasa Indonesia saat belajar Bahasa Inggris.	75%	10%	5%	7%	3%	100%

SS : sangat setuju

S : setuju

KS : kurang setuju

TS : tidak setuju

STS : sangat tidak setuju

$$\text{Assesment} = \frac{\text{total number of students}}{\text{number of students}} \times 100$$

APPENDIX 3

TEST ITEM FOR PRE TEST

Name :
Class :

Choose the correct answers by crossing a, b, c, or d!

1. We have two ears that use to hear all of the sound. The underlined word means _____
 - a. dua mata
 - b. dua telinga
 - c. dua kaki
 - d. dua tangan
2. I wear use _____ to clean my body.
 - a. soap band
 - b. shampoo super hero
 - c. toothache girl band
 - d. toothbrush boy band
3. What is “kamar tidur” in English _____
 - a. betroom
 - b. bedroom
 - c. dining room
 - d. living room
4. Eating _____ makes our body healthier.
 - a. wild animal
 - b. flowers
 - c. vegetables
 - d. junk food
5. My father works in rice field. My father is a _____
 - a. teacher
 - b. farmer
 - c. plumber
 - d. builder
6. We usually sleep in the _____
 - a. bathroom
 - b. dining room
 - c. bedroom
 - d. living room
7. He borrows and reads some books in the _____
 - a. Laboratory
 - b. Market
 - c. Shop
 - d. Library
8. Roni is my brother. He likes take pictures because he is a _____
 - a. Postman
 - b. Doctor
 - c. Photographer
 - d. Teacher
9. I know your favorite color. The underlined words means _____
 - a. warna
 - b. sifat
 - c. baju
 - d. tubuh
10. My mother is watching _____ now.
 - a. a television
 - b. a magazine
 - c. a newspaper
 - d. a radio
11. My friend has some strange pet. His pets are _____ like bee, ant, and butterfly.

- a. Fruits
 - b. Insects
 - c. fish
 - d. flowers
12. "Menolak" in English is _____
- a. reject
 - b. enjoy
 - c. effort
 - d. examine
13. What is "kursi" in English _____
- a. table
 - b. chair
 - c. painter
 - d. photografer
14. I wear use _____ to clean my hair.
- a. soap
 - b. shampoo
 - c. sampo
 - d. shampo
15. Spinach, tomato, carrot, are kinds of _____
- a. vegetables
 - b. flowers
 - c. wild animal
 - d. fruits
16. I have one brother. he work on _____
- a. police office
 - b. polise office
 - c. police office
 - d. polic office
17. Mr. Fandi is a _____. He is teaching English.
- a. nurse
 - b. students
 - c. teacher
 - d. librarian
18. Cat, Dog, and Chicken are the _____ animals.
- a. tame
 - b. wild
 - c. bad
 - d. good
19. Ayu ting-ting has a new single. She is a _____
- a. singer
 - b. dancer
 - c. joker
 - d. minister
20. "I am the leader in the school". Who I am _____
- a. Security
 - b. Parents
 - c. Teacher
 - d. Headmaster

APPENDIX 4

TEST ITEM FOR POST TEST

Name :

Class :

Choose the correct answers by crossing a, b, c, or d!

1. I want to buy vegetables. I must go to the ____
 - a. merket
 - b. markat
 - c. market
 - d. barket
2. Maya is a _____. She made a gorgeous dress.
 - a. designer
 - b. taylor
 - c. singer
 - d. teacher
3. If we buy something in the supermarket, we have to pay in the _____.
 - a. Cashier
 - b. Price
 - c. Seller
 - d. Money
4. After graduating from this school, I am going to look for an occupation. The word **occupation** in the sentence has the same meaning with _____.
 - a. Job
 - b. Food
 - c. School
 - d. Girl friend/Boy friend
5. In Indonesia there are many cities. Such us _____.
 - a. London, Malang, Jakarta
 - b. Jakarta, Bandung, Tokyo
 - c. Surabaya, Malang, Jakarta
 - d. Medan, Surabaya, Madrid
6. I like to play _____.
 - a. Food
 - b. Drink
 - c. Golf
 - d. Gold
7. Dado made some mistakes in this project. The word **Mistakes** has the closest meaning to _____.
 - a. Error
 - b. Good
 - c. Well
 - d. Bad
8. What is “buaya” in English _____.
 - a. lion
 - b. horse
 - c. crocodile
 - d. dog
9. What is “cicak” in English _____.
 - a. lizard
 - b. animals
 - c. frog
 - d. cat
10. Bee, Dragon fly, Ant, and Butterfly. Are kinds of _____.
 - a. insect
 - b. fruits
 - c. fish
 - d. wild animal

11. Jony was a lazy student. He got bad score in all subject. The antonym of word **bad** is _____
- Worst
 - Worse
 - Poor
 - Good
12. I feel tired, but I feel so happy can visited Borobudur temple with my family. The antonym of word **tired** is _____
- Thirsty
 - Hungry
 - Exhausted
 - Sleepy
13. I need a red _____ for wearing it in my friend party.
- fruit
 - food
 - drink
 - dress
14. Nia is sick in the hospital. We _____ her last night.
- called
 - visited
 - came
 - arrived
15. We're going to zoo. We can see all of _____
- animals
 - enimels
 - enimals
 - animels
16. Yesterday we went to Atlantis and saw many _____
- fish
 - fishes
 - fisher
 - fishs
17. We were in the classroom. It was very dark because the electricity was off. The antonym of word **dark** is _____
- Smooth
 - Light
 - Big
 - Bright
18. I need this thing to write on the book, what is that _____
- Eraser
 - Pen
 - Ruler
 - Cloth
19. Rabbit likes to eat _____
- carot
 - carrot
 - caerot
 - ceroat
20. Blue, Black, White, and Red. Are kinds of _____
- color
 - colour
 - animal
 - flower

APPENDIX 5

KEY ANSWERS FOR PRE-TEST

No.	Answers	No.	Answers
1	B	11	B
2	A	12	A
3	B	13	B
4	C	14	B
5	B	15	A
6	C	16	A
7	D	17	C
8	C	18	A
9	A	19	A
10	A	20	D

KEY ANSWERS FOR POST-TEST

No.	Answers	No.	Answers
1	C	11	D
2	A	12	C
3	A	13	D
4	A	14	B
5	C	15	A
6	C	16	A
7	A	17	D
8	C	18	B
9	A	19	B
10	A	20	A

APPENDIX 6

SILABUS SMP/MTs

Sekolah : SMP NEGERI 1 BELALAU

Kelas : VII(Tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (Satu)

Kompetensi inti :

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

APPENDIX 7

(lesson plan for Experimental Class)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 1 Belalau Lampung Barat
Kelas/Semester : VII/1
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 6 X 40 Menit (3x pertemuan)
Pertemuan : 1-3

A. KOMPETENSI INTI (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, bangunan publik, dan makanan yang dekat kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.
- 4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, bangunan publik, dan makanan yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Mendengarkan banyak kalimat tentang nama binatang, benda, makanan, dan bangunan umum (places) dalam berbagai konteks.
2. Membaca dan menyebutkan nama binatang dan benda dalam berbagai konteks dengan pengucapan yang benar.

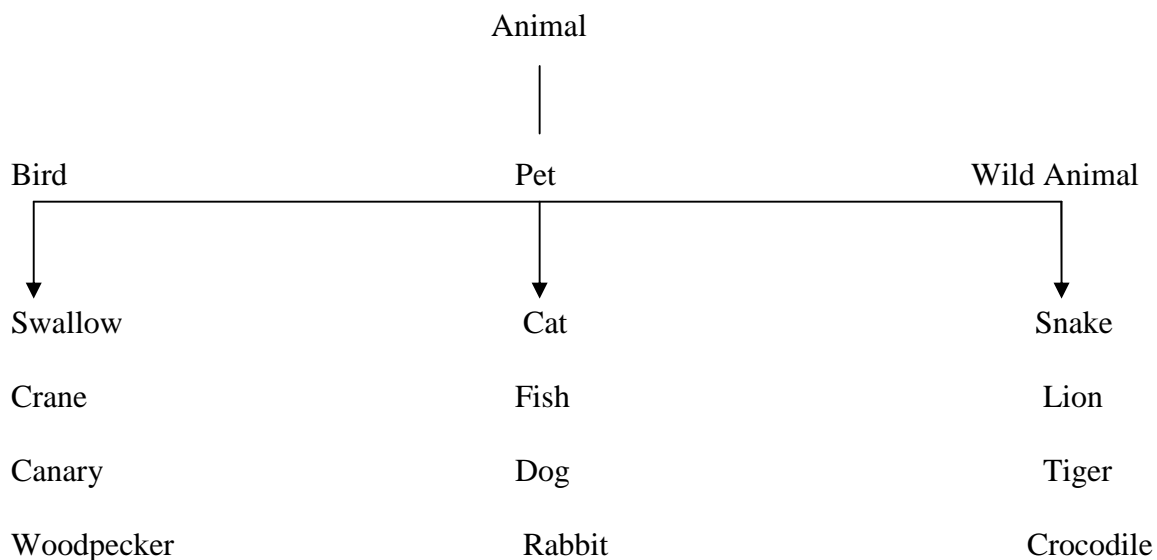
D. Tujuan Pembelajaran

1. Menyebutkan dan menuliskan kosa-kata terkait tema
2. Memahami arti kosa-kata yang berhubungan dengan tema.
3. Mengeja kosa-kata dengan baik dan benar.

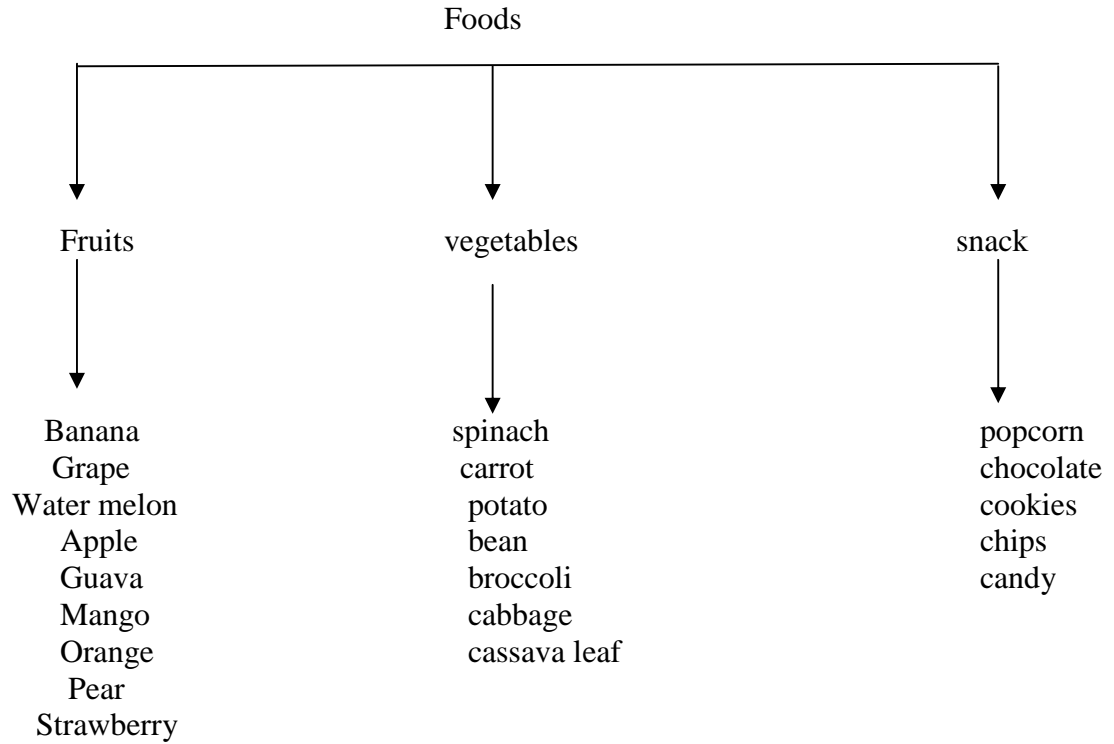
E. Materi Pembelajaran

1. Fungsi sosial : Mengidentifikasi dan menyebutkan berbagai benda, binatang, makanan, dan bangunan umum di lingkungan sekitar.
2. Unsure kebahasaan :
 - Pernyataan dan pertanyaan terkait benda, binatang, makanan, dan bangunan publik
 - Penyebutan benda dengan *a, the*, bentuk jamak (-s)
 - Penggunaan kata penunjuk *this, that, these, those ...*
 - Preposisi untuk *in, on, under* untuk menyatakan tempat
 - Penggunaan tata bahasa, kosa kata berupa kata benda (*Noun*)
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulis tangan

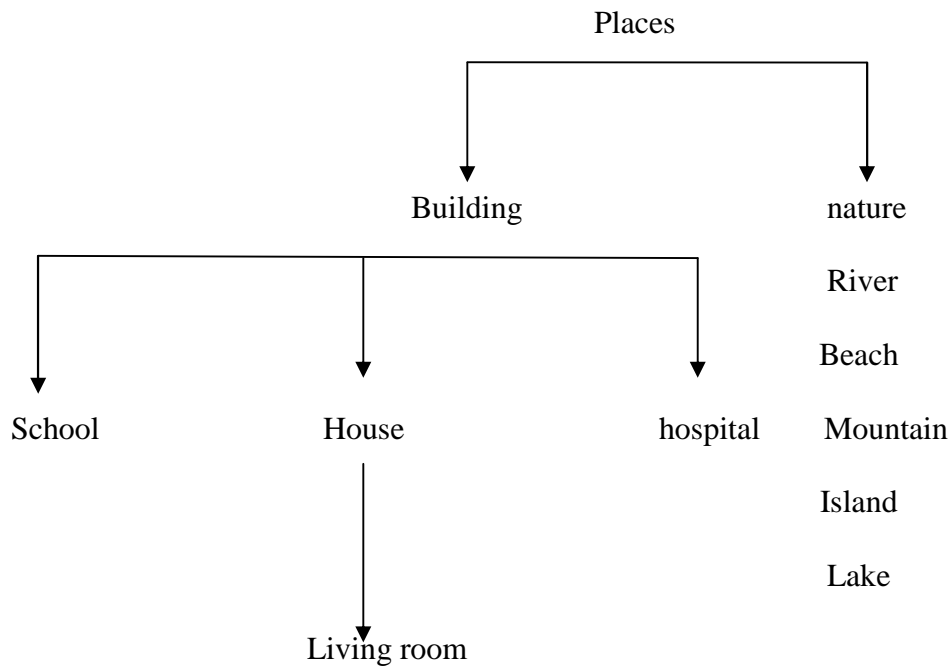
Kosa-kata Binatang



Kosa-kata makanan



Kosa-kata Bangunan umum (places)



Dining room

Kitchen

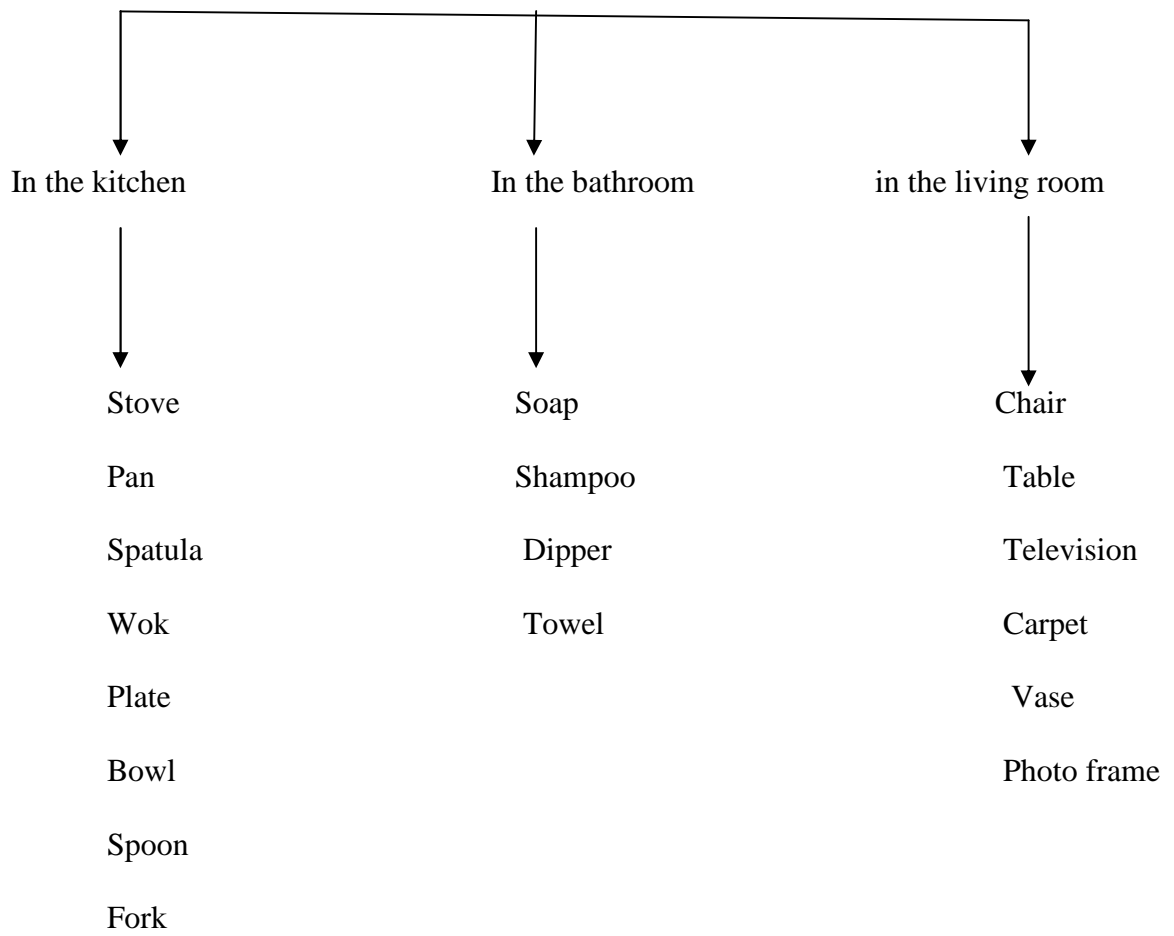
Bedroom

Bathroom

Pantry

Kosa kata alat

Tools



F. Teknik Pembelajaran

Hyponymy Technique

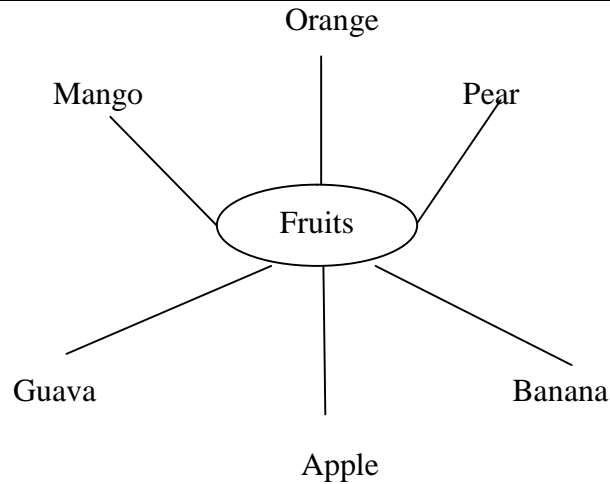
G. Langkah-Langkah Kegiatan (Pembelajaran 1)

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Awal</p> <ol style="list-style-type: none">Guru masuk ke kelas, guru memberi salam dan menyapa para siswa. Contoh : <i>salam,good morning,students.how are you today ?</i> (1 Menit)Siswa diberi arahan oleh guru untuk berdoa (1 Menit)Siswa di cek kehadirannya oleh guru. contoh : <i>I will check your attendance,please raise your hand and say present when you hear your name.</i> (2 Menit)Siswa diberi informasi mengenai tema yang akan dipelajari hari ini.Mengaitkan materi yang akan dibahas. (4 Menit)	10 Menit
<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none">➤ Guru menuliskan jenis-jenis binatang di papan tulis,contoh : <i>pet animal, wild animal, and etc.</i>(3 Menit)➤ Siswa diberi penjelasan oleh guru mengenai procedure penggunaan hyponymy technique.(4 Menit)➤ Siswa memperhatikan guru yang sedang memberikan contoh penggunaan hyponymy technique dengan menuliskan topic di papan tulis. (3 Menit) <p>Contoh : Animal</p> <p>Siswa ditanya oleh guru untuk menyebutkan kosa-kata yang berhubungan dengan animal. (5 Menit)</p> <ul style="list-style-type: none">➤ Guru menuliskan kosa kata yang yang disebutkan siswa dengan membuat bagan. (5 Menit) <p>Menanya</p> <ul style="list-style-type: none">➤ siswa merumuskan pertanyaan tentang jenis dan tujuan pembelajaran menggunakan hyponymy technique. (10 Menit)	30 Menit

<p>Mengeksplorasi</p> <ul style="list-style-type: none"> ➤ siswa diberi daftar kategori oleh guru dengan menuliskannya di papan tulis (Makanan, Profesi, Peralatan, Tempat, dan Hewan). (4 Menit) ➤ Siswa dibagi menjadi beberapa group. ➤ Masing-masing group memilih satu kategori. (1 Menit) ➤ Siswa menulis kata-kata sebanyak mungkin pada selembar kertas sesuai dengan kategori yg mereka pilih dalam waktu satu setengah menit. (2 Menit) ➤ Setelah waktu yg ditentukan, hasil kerja siswa digeser searah jarum jam. siswa satu sama lain membaca hasil kerja kelompok lain kemudian menambahkan kosa kata yang belum terdaftar, kegiatan terus berlanjut sampai lembar kerja kelompok asli mereka kembali. (5 Menit) ➤ Siswa mengecek ejaan dan arti kosa kata yg mereka tulis menggunakan kamus. Kemudian lembaran-lembaran tugas mereka dijadikan kamus dikelas sebagai kosa kata baru. (5 Menit) ➤ Siswa diberi penjelasan oleh guru tentang form, meaning, dan use berdasarkan materi yang sudah dipelajari dipertemuan ini.(5 Menit) ➤ Siswa menghafal kosakata (3 menit) <p>Mengasosiasi</p> <ul style="list-style-type: none"> ➤ Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa memahami pelajaran dipertemuan ini. (10 Menit) <p>Mengkomunikasi</p> <ul style="list-style-type: none"> ➤ Siswa mengumpulkan tugas. (1 Menit) ➤ Siswa dan guru membahas hasil pekerjaan siswa. (4 Menit) 	40 Menit
<p>Penutup</p> <ul style="list-style-type: none"> ➤ Siswa bersama guru menyimpulkan pembelajaran. (3 Menit) ➤ Siswa diberi pekerjaan rumah oleh guru. (2 Menit) ➤ Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya dan guru mengucapkan salam. (5 Menit) 	10 Menit

Langkah-Langkah Kegiatan (Pembelajaran 2)

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Awal</p> <ol style="list-style-type: none">Guru masuk ke kelas, guru memberi salam dan menyapa para siswa. Contoh : <i>salam,good morning,students.how are you today ?</i> (1 Menit)Siswa diberi arahan oleh guru untuk berdoa (1 Menit)Siswa di cek kehadirannya oleh guru. contoh : <i>I will check your attendance,please raise your hand and say present when you hear your name.</i> (2 Menit)Siswa diberi informasi mengenai tema yang akan dipelajari hari ini. (2 Menit)Mengaitkan materi yang akan dibahas. (4 Menit)	10 Menit
<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none">➤ Guru menuliskan jenis-jenis foods di papan tulis,contoh : vegetable, fruit, <i>and etc.</i> (3 Menit)➤ Siswa diberi penjelasan oleh guru mengenai procedure penggunaan hyponymy technique. (4 Menit)➤ Siswa memperhatikan guru yang sedang memberikan contoh penggunaan hyponymy technique dengan menuliskan topic di papan tulis. (3 Menit) <p>Contoh : fruit</p> <p>Siswa ditanya oleh guru untuk menyebutkan kosa-kata yang berhubungan dengan fruit. (3 Menit)</p> <ul style="list-style-type: none">➤ Siswa menyebutkan kosakata berdasarkan tema dan guru menuliskan di sekeliling topic dengan memberi garis hubung dan melingkarinya. (2 Menit)	20 Menit



Menanya

- siswa merumuskan pertanyaan tentang kosakata yang terkait dengan materi. (5 Menit)

Mengeksplorasi

- demonstrasikan di papan tulis, bagaimana membuat word web berpusat pada suatu topik berupa asosiasi umum / pribadi. (1 Menit)
- Siswa dibagi menjadi beberapa kelompok (1 Menit)
- siswa diberi daftar topik oleh guru dengan menuliskannya di papan tulis, buat daftar 10 topik misalnya : (Makanan, Profesi, Peralatan, Tempat, dan Hewan). (1 Menit)
- Masing-masing kelompok memilih tiga kategori. Lingkaran pusat biarkan kosong. (1 Menit)
- Siswa berdiskusi dengan kelompoknya selama 1 menit untuk menentukan topik, dan 10 menit untuk mengerjakan tugas. (11 Menit)
- Lembar kerja di tukar dengan kelompok lain untuk saling mengoreksi dan menambahkan kata-kata yang kurang. (5 Menit)
- Siswa mengecek ejaan dengan kamus. (5 Menit)
- Siswa menghafal kosakata berdasarkan hasil kerja kelompok lain. (5 Menit)

40 Menit

Mengasosiasi

- Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa memahami pelajaran dipertemuan ini. (5 Menit)

Mengkomunikasi

- Siswa mengumpulkan tugas. (1 Menit)
- Siswa dan guru membahas hasil pekerjaan siswa. (4 Menit)

<p>Penutup</p> <ul style="list-style-type: none"> ➤ Siswa bersama guru menyimpulkan pembelajaran. (3 Menit) ➤ Siswa diberi pekerjaan rumah oleh guru. (2 Menit) ➤ Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya dan guru mengucapkan salam. (5 Menit) 	10 Menit
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Langkah-Langkah Kegiatan (Pembelajaran 3)

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Awal</p> <ol style="list-style-type: none"> a. Guru masuk ke kelas, guru memberi salam dan menyapa para siswa. Contoh : <i>salam, good morning, students. how are you today ?</i> (1 Menit) b. Siswa diberi arahan oleh guru untuk berdoa (1 Menit) c. Siswa di cek kehadirannya oleh guru. contoh : <i>I will check your attendance, please raise your hand and say present when you hear your name.</i> (2 Menit) d. Siswa diberi informasi mengenai tema yang akan dipelajari hari ini. (2 Menit) e. Mengaitkan materi yang akan dibahas. (4 Menit) 	10 Menit
<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> ➤ Guru menuliskan jenis bangunan umum (places) dan benda disekitar rumah di papan tulis. (2 Menit) ➤ Siswa diberi penjelasan oleh guru mengenai procedure penggunaan hyponymy technique. (4 Menit) ➤ Siswa memperhatikan guru yang sedang memberikan contoh penggunaan hyponymy technique dengan menuliskan topic di papan tulis. (3 Menit) <p>Contoh : bangunan umum (places) dan benda disekitar rumah</p> <ul style="list-style-type: none"> ➤ Siswa ditanya oleh guru untuk menyebutkan kosa-kata yang berhubungan dengan places dan nama benda disekitar rumah. (3 Menit) ➤ Guru menuliskan kosa kata yang disebutkan siswa dengan membuat bagan. (3 Menit) 	20 Menit

<p>Menanya</p> <ul style="list-style-type: none"> ➤ siswa merumuskan pertanyaan tentang jenis dan tujuan pembelajaran menggunakan hyponymy technique. (5 Menit) <p>Mengeksplorasi</p> <ul style="list-style-type: none"> ➤ siswa diberi daftar kategori oleh guru dengan menuliskannya di papan tulis (Makanan, Profesi, Peralatan, Tempat, dan Hewan). (4 Menit) ➤ Setiap siswa memilih satu kategori. (1 Menit) ➤ Siswa menulis kata-kata sebanyak mungkin pada selemba kertas sesuai dengan kategori yg mereka pilih. (2 Menit) ➤ Setelah waktu yg ditentukan, hasil kerja siswa digeser searah jarum jam. siswa satu sama lain membaca hasil kerja temannya kemudian menambahkan kosa kata yang belum terdaftar. kegiatan terus berlanjut sampai lembar kerja siswa asli mereka kembali. (10 Menit) ➤ Siswa mengecek dan mengucapkan ejaan kosa kata yg mereka tulis menggunakan dengan berdasarkan kamus. Kemudian lembaran-lembaran tugas mereka dijadikan kamus dikelas sebagai kosa kata baru. (8 Menit) <p>Mengasosiasi</p> <ul style="list-style-type: none"> ➤ Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa mamahami pelajaran dipertemuan ini. (10 Menit) <p>Mengkomunikasi</p> <ul style="list-style-type: none"> ➤ Siswa mengumpulkan tugas. (1 Menit) ➤ Siswa dan guru membahas hasil pekerjaan siswa. (4 Menit) 	40 Menit
<p>Penutup</p> <ul style="list-style-type: none"> ➤ Siswa bersama guru menyimpulkan pembelajaran. (3 Menit) ➤ Siswa diberi pekerjaan rumah oleh guru. (2 Menit) ➤ Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya dan guru mengucapkan salam. (5 Menit) 	10 Menit

H. Penilaian (pertemuan 1)

1. Indikator Penilaian

No.	Indikator	Teknik	Bentuk
1	Menyebutkan kosakata tentang animal	Tertulis	Menjawab pertanyaan

2. Instrument penilaian

1. What is “Buaya” in English _____
a. Crocodile b. cat c. fish d. dog
2. The _____ in an ocean are more than in a lake or a river.
a. Fishes b. fishs c. fish d. fiesh
3. We are going to zoo. We see all of _____ there.
a. animals b. vegetables c. flowers d. fruits
4. I like to go to village because I can feed the _____
a. sheeps b. sheep c. ship d. ships
5. Rabbit likes to eat _____
a. carot c. caerot
b. carrot d. ceroat

Key Answers

1. A 2. C 3. A 4. B 5. B

Penilaian (pertemuan 2)

1. Indikator Penilaian

No.	Indikator	Teknik	Bentuk
1	Menyebutkan kosakata tentang fruit	Tertulis	Menjawab pertanyaan

2. Instrument penilaian

- We need many _____ to make French fries.
a. potatoes
b. potatos
c. potato
d. potatoe
- What is "Guava" in Indonesia _____
a. Jambu Biji
b. Jeruk
c. Wortel
d. Bayam
- My mango tree has many _____
a. branch
b. branches
c. branchs
d. branched
- _____ is a kind of fruit.
a. Apple
b. Potato
c. Carrot
d. Broccoli
- My apple tree has many _____
a. leaf
b. leaves
c. leafs
d. leavs

Key Answers

1. A 2. A 3. B 4.A 5. B

Penilaian (pertemuan 3)

1. Indikator Penilaian

No.	Indikator	Teknik	Bentuk
1	Menyebutkan kosakata tentang place and tools	Tertulis	Menjawab pertanyaan

2. Instrument penilaian

- I do not know the _____ to buy some books.
 - House
 - Studio
 - Clinic
 - Place
- What is “pantai” in English _____
 - Beach
 - Island
 - Lake
 - River
- My mother is watching _____ now.
 - a television
 - a magazine
 - a newspaper
 - a radio
- _____ is place to borrow some books at school.
 - Canteen
 - Classroom
 - Library
 - Teacher office
- My mother has _____ in her kitchen that are sharp.
 - knife
 - knife
 - knives
 - knifes

Key Answers

1. D 2. A 3. A 4. C 5.C

I. Pedoman Penilaian

- Setiap kosakata benar mendapat nilai 20
- Jumlah nilai maksimal $20 \times 5 = 100$
- Nilai maksimal = 100
- Nilai siswa = $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$

APPENDIX 8

(lesson plan for Control Class)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 1 Belalau Lampung Barat

Kelas/Semester : VII/1

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 6 X 40 Menit (3x pertemuan)

Pertemuan : 1-3

A. KOMPETENSI INTI (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, bangunan publik, dan makanan yang dekat kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.
- 4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, bangunan publik, dan makanan yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Mendengarkan banyak kalimat tentang nama binatang, benda, makanan, dan bangunan umum (places) dalam berbagai konteks.
2. Membaca dan menyebutkan nama binatang dan benda dalam berbagai konteks dengan pengucapan yang benar.

D. Tujuan Pembelajaran

1. Menyebutkan dan menuliskan kosa-kata terkait tema
2. Memahami arti kosa-kata yang berhubungan dengan tema.
3. Mengeja kosa-kata dengan baik dan benar.

E. Materi Pembelajaran

1. Fungsi sosial : Mengidentifikasi dan menyebutkan berbagai benda, binatang, makanan, dan bangunan umum di lingkungan sekitar.
2. Unsure kebahasaan :
 - Pernyataan dan pertanyaan terkait benda, binatang, makanan, dan bangunan publik
 - Penyebutan benda dengan *a, the*, bentuk jamak (-s)
 - Penggunaan kata penunjuk *this, that, these, those ...*
 - Preposisi untuk *in, on, under* untuk menyatakan tempat
 - Penggunaan tata bahasa, kosa kata berupa kata benda (*Noun*)
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulis tangan

Kosa-kata Binatang

Dog	: anjing	Crocodile	: buaya
Mouse	: tikus	Frog	: katak
Pig	: babi	Tiger	: harimau
Cow	: sapi	Lion	: singa
Horse	: kuda	Lizard	: cicak
Snake	: ular	Turtle	: kura-kura
Duck	: bebek	Bear	: beruang
Canary	: burung kenari	Giraffe	: jerapah
Goat	: kambing	Elephant	: gajah
Chicken	: ayam	Ant	: semut
Shark	: hiu	Mosquito	: nyamuk
Chameleon	: bunglon	Scorpion	: kalajengking
Monkey	: monyet	Rabbit	: kelinci

Kosa-kata Makanan

Banana	: pisang	Potato	: kentang
Grape	: anggur	Bean	: buncis
Water melon	: semangka	Popcorn	: jagung oven
Apple	: apel	Chocolate	: coklat
Longan	: kelengkeng	Cookies	: kue
Spinach	: bayam	Chips	: keripik
Carrot	: wortel		
Lettuce	: selada		

Kosa-kata bangunan umum/tempat (places)

Hospital	: rumah sakit	Pantry	: gudang
School	: sekolah	Island	: pulau
Police office	: kantor polisi	Beach	: pantai
Bank	: bank	Lake	: danau
Post office	: kantor post	Mountain	: gunung
House	: rumah	River	: sungai
Living room	: ruang tamu	Bedroom	: kamar tidur
Dining room	: ruang makan	Bathroom	: kamar mandi

Kosakata alat

Stove	: kompor	Shampoo	: sampo
Soap	: sabun	Table	: meja
Chair	: kursi	Spatula	: sutil
Pan	: panci	Dipper	: gayung
Wok	: wajan		
Towel	: handuk		

Plate	: piring
Bowl	: mangkok
Spoon	: sendok
Fork	: garpu

F. Teknik Pembelajaran

Translation Technique

G. Langkah-Langkah Kegiatan (Pembelajaran 1)

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Awal</p> <ol style="list-style-type: none"> Guru masuk ke kelas, guru member salam dan menyapa para siswa. Contoh : <i>salam,good morning,students.how are you today</i> ? (1 Menit) Siswa diberi arahan oleh guru untuk berdoa. (1 Menit) Siswa dicek kehadirannya oleh guru. contoh : <i>I will check your attendance,please raise your hand and say present when you hear your name.</i> (2 Menit) Siswa diberi informasi tentang tema yang akan dipelajari hari ini. (2 Menit) Mengaitkan materi yang akan dibahas. (4 Menit) 	10 Menit
<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> ➤ Guru menuliskan jenis-jenis binatang di papan tulis. (5 Menit) ➤ Siswa mengamati contoh teks yang diberikan oleh guru terkait dengan binatang (Animal) (10 Menit) ➤ Siswa ditanya oleh guru untuk menyebutkan kosa-kata yang berhubungan dengan animal. (10 Menit) <p>Menanya</p> <ul style="list-style-type: none"> ➤ siswa mempertanyakan tentang arti kosa kata dari contoh teks dengan tema animal. (5 Menit) 	30 Menit

<p>Mengeksplorasi</p> <ul style="list-style-type: none"> ➤ Siswa membuat daftar kosakata yang terkait dengan contoh teks bertema animal. (5 Menit) ➤ Siswa menerjemahkan daftar kosakata yang telah dibuat. (5 Menit) ➤ Siswa mengecek ejaan menggunakan kamus. (5 Menit) <p>Mengasosiasi</p> <ul style="list-style-type: none"> ➤ Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa mamahami pelajaran dipertemuan ini. (10 Menit) <p>Mengkomunikasi</p> <ul style="list-style-type: none"> ➤ Siswa mengumpulkan tugas. (1 Menit) ➤ Siswa dan guru membahas hasil pekerjaan siswa. (4 Menit) 	30 Menit
<p>Penutup</p> <ul style="list-style-type: none"> ➤ Siswa bersama guru menyimpulkan pembelajaran. (2 Menit) ➤ Melakukan penilaian terhadap kegiatan yang sudah dilakukan (2 Menit) ➤ Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya.(5 Menit) ➤ Salam dan penutup. (1 Menit) 	10 Menit

Langkah-Langkah Kegiatan (Pembelajaran 2)

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Awal</p> <ol style="list-style-type: none"> a. Guru masuk ke kelas, guru member salam dan menyapa para siswa. Contoh : <i>salam,good morning,students.how are you today ?</i> (1 Menit) b. Siswa diberi arahan oleh guru untuk berdoa. (1 Menit) c. Siswa dicek kehadirannya oleh guru. contoh : <i>I will check your attendance,please raise your hand and say present when you hear your name.</i>(2 Menit) d. Siswa diberi informasi tentang tema yang akan dipelajari hari ini. (2 Menit) e. Mengaitkan materi yang akan dibahas. (4 Menit) 	10 Menit

<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none">➤ Guru menuliskan jenis-jenis foods di papan tulis, contoh : <i>fruit, vegetable, and etc.</i> (5 Menit)➤ Siswa mengamati contoh teks yang diberikan oleh guru terkait dengan makanan (Food) (10 Menit)➤ Siswa ditanya oleh guru untuk menyebutkan kosa-kata yang berhubungan foods. (10 Menit) <p>Menanya</p> <ul style="list-style-type: none">➤ siswa mempertanyakan tentang arti kosa kata dari contoh teks dengan tema foods. (5 Menit) <p>Mengeksplorasi</p> <ul style="list-style-type: none">➤ Siswa membuat daftar kosakata yang terkait dengan contoh teks bertema foods. (5 Menit)➤ Siswa menerjemahkan daftar kosakata yang telah dibuat. (5 Menit)➤ Siswa mengecek ejaan menggunakan kamus. (5 Menit) <p>Mengasosiasi</p> <ul style="list-style-type: none">➤ Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa mamahami pelajaran dipertemuan ini. (10 Menit) <p>Mengkomunikasi</p> <ul style="list-style-type: none">➤ Siswa mengumpulkan tugas. (1 Menit)➤ Siswa dan guru membahas hasil pekerjaan siswa. (4 Menit)	30 Menit
<p>Penutup</p> <ul style="list-style-type: none">➤ Siswa bersama guru menyimpulkan pembelajaran. (2 Menit)➤ Melakukan penilaian terhadap kegiatan yang sudah dilakukan (2 Menit)➤ Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya. (5 Menit)➤ Salam dan penutup. (1 Menit)	10 Menit

Langkah-Langkah Kegiatan (Pembelajaran 3)

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Awal</p> <ol style="list-style-type: none">Guru masuk ke kelas, guru member salam dan menyapa para siswa. Contoh : <i>salam,good morning,students.how are you today ?</i> (1 Menit)Siswa diberi arahan oleh guru untuk berdoa. (1 Menit)Siswa dicek kehadirannya oleh guru. contoh : <i>I will check your attendance,please raise your hand and say present when you hear your name.</i> (2 Menit)Siswa diberi informasi tentang tema yang akan dipelajari hari ini. (2 Menit)Mengaitkan materi yang akan dibahas. (4 Menit)	10 Menit
<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none">➤ Guru menuliskan jenis-jenis bangunan umum dan benda disekitar rumah di papan tulis,contoh : <i>building (school, hospital, mosque)</i> (5 Menit)➤ Siswa mengamati contoh teks yang diberikan oleh guru terkait dengan bangunan umum: <i>building (school, hospital, mosque)</i> (10 Menit)➤ Siswa ditanya oleh guru untuk menyebutkan kosa-kata yang berhubungan bangunan umum. (10 Menit) <p>Menanya</p> <ul style="list-style-type: none">➤ siswa mempertanyakan tentang arti kosa kata dari contoh teks dengan tema bangunan umum. (5 Menit) <p>Mengeksplorasi</p> <ul style="list-style-type: none">➤ Siswa membuat daftar kosakata yang terkait dengan contoh teks bertema <i>places(bangunan umum)</i>. (5 Menit)➤ Siswa menerjemahkan daftar kosakata yang telah dibuat. (5 Menit)➤ Siswa mengecek ejaan menggunakan kamus. (5 Menit) <p>Mengasosiasi</p> <ul style="list-style-type: none">➤ Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa mamahami pelajaran dipertemuan ini. (10 Menit)	30 Menit

<p>Mengkomunikasi</p> <ul style="list-style-type: none"> ➤ Siswa mengumpulkan tugas. (1 Menit) ➤ Siswa dan guru membahas hasil pekerjaan siswa. (4 Menit) 	
<p>Penutup</p> <ul style="list-style-type: none"> ➤ Siswa bersama guru menyimpulkan pembelajaran. (2 Menit) ➤ Melakukan penilaian terhadap kegiatan yang sudah dilakukan (2 Menit) ➤ Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya. (5 Menit) ➤ Salam dan penutup. (1 Menit) 	10 Menit

H. Penilaian (pertemuan 1)

1. Indikator Penilaian

No.	Indikator	Teknik	Bentuk
1	Menyebutkan kosakata tentang animal	Tertulis	Menjawab pertanyaan

2. Instrument penilaian

My pet

The rabbit is a pet animal. Rabbit are one of the cute animals in the world. Rabbit were once wild animals, they can run fast. so that rabbits are also hunters' favorite animals while hunting in the forest. a special feature of this animal is to have long ears and also two long teeth. These cute animals are also often referred to by some as similar to marmot and mice, physically. rabbit have beautiful fur with a variety of colors, its function is to protect themselves and regulate their body temperature so as not to cool and overheat. as well as other furry animals, such as tigers, dogs, cats, cows, horses, goats, sheep, lions, monkeys, buffaloes, squirrels, pandas, kangaroos, wolves and bears. has feathers that function to protect themselves and regulate their body temperature.

1. What is “Kelinci” in English _____
 - a. Cat
 - b. Mouse
 - c. Rabbit
 - d. Tiger

2. I have a _____ in my house. The sound is “meow”
 - a. Dog
 - b. Lion
 - c. Cow
 - d. Cat

3. I like to go to village because I can feed the _____
 - a. Sheeps
 - b. Sheep
 - c. Ship
 - d. Ships

4. What is “Kerbau” in English _____
 - a. Buffalo
 - b. Panda
 - c. Wolves
 - d. Lion

5. Yesterday we went to forest and saw many _____
 - a. Monkeys
 - b. Monkey
 - c. Monky
 - d. Monkes

Key Answers

1. C 2. D 3. B 4. A 5. A

My pet

The rabbit is a pet animal. Rabbits are one of the cute animals in the world. Rabbits were once wild animals, they can run fast. so that rabbits are also hunters' favorite animals while hunting in the forest. a special feature of this animal is to have long ears and also two long teeth. These cute animals are also often referred to by some as similar to guinea pigs and mice, physically.

Rabbits have beautiful fur with a variety of colors, its function is to protect themselves and regulate their body temperature so as not to cool and overheat. as well as other furry animals, such as tigers, dogs, cats, cows, horses, goats, sheep, lions, monkeys, buffaloes, squirrels, pandas, kangaroos, wolves and bears. has feathers that function to protect themselves and regulate their body temperature.

Source: www.belajarbahasainggrisku.com

Penilaian (pertemuan 2)

1. Indikator Penilaian

No.	Indikator	Teknik	Bentuk
1	Menyebutkan kosakata tentang fruit.	Tertulis	Menjawab pertanyaan

2. Instrument penilaian

Fruit

Orange is a world-famous fruit. oranges have several types, namely kaffir lime, grapefruit, mandarin orange and lime. oranges are round-shaped fruits like apples, watermelons, melons, rambutan, grapes, duku, durian, guava, mangosteen, passion fruit, sapodilla, dragon fruit, kedondong, coconut, pear, and jicama.

almost all of these fruits are fruits that are famous in the world and almost liked by all people. especially if those who already know the benefits of consuming fruit for health. fruit is recognized to make the body healthier, let alone consumed properly. to make healthy life can be started by consuming fruit every day.

1. What is “Jeruk nipis” in English _____

- a . orange
- b . lime
- c . Fruits.
- d . grafefruit

2. _____ is my favorite fruit.

- a. apple
- b. apel
- c. epel
- d. aple

3. What is “Kelapa” in English _____

- a. coconut

- b. coconet
- c. ceconut
- d. cocont

4. I like to eat guava. The underlined word means _____

- a. rambutan
- b. jambu biji
- c. apel
- d. dragon fruit

5. to make a juice. My mother bought watermelons. The underlined word means _____

- a . semangka
- b . durian
- c . melon
- d . apel

Key answers:

1. B 2. A 3. A 4. B 5. A

Fruit

Orange is a world-famous fruit. oranges have several types, namely kaffir lime, grapefruit, mandarin orange and lime. oranges are round-shaped fruits like apples, watermelons, melons, rambutan, grapes, duku, durian, guava, mangosteen, passion fruit, sapodilla, dragon fruit, kedondong, coconut, pear, and jicama.

almost all of these fruits are fruits that are famous in the world and almost liked by all people. especially if those who already know the benefits of consuming fruit for health. fruit is recognized to make the body healthier, let alone consumed properly. to make healthy life can be started by consuming fruit every day.

Source: www.belajarbahasainggris.net/fruit-vocabulary.3181.html

Penilaian (pertemuan 3)

1. Indikator Penilaian

No.	Indikator	Teknik	Bentuk
1	Menyebutkan kosakata tentang place and tool.	Tertulis	Menjawab pertanyaan

2. Instrument penilaian

My small house

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

1. What is "kursi" in English _____
 - a. Chair
 - b. Table
 - c. Bedroom
 - d. Living room
2. My brother is watching tv in the _____
 - a. Bedroom
 - b. Bathroom
 - c. Living room
 - d. kitchen
3. My uncle is listening to _____ in the living room.
 - a. radio
 - b. redio
 - c. radiyo
 - d. radyo
4. The bathroom is clean. The underlined word means _____
 - a. Kamar mandi
 - b. Ruang tamu
 - c. Dapur
 - d. Kamar tidur

5. Every morning my mom cooks in the _____
- a. Kitchen
 - b. Living room
 - c. Bedroom
 - d. Bathroom

Key Answers

1. A 2. C 3. A 4. A 5. A

I. Pedoman Penilaian

- Setiap kosakata benar mendapat nilai 20
- Jumlah nilai maksimal $20 \times 5 = 100$
- Nilai maksimal = 100
- Nilai siswa = $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$

My small house

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

Source: <http://www.englisindo.com>

APPENDIX 9

Score of Pre-test

Pre-test of Experimental Class VII-A

No.	NAME	KKM	SCORE	GENDER
1	VII-A 1	60	60	MALE
2	VII-A 2	60	60	MALE
3	VII-A 3	60	65	MALE
4	VII-A 4	60	65	MALE
5	VII-A 5	60	60	FEMALE
6	VII-A 6	60	55	FEMALE
7	VII-A 7	60	60	MALE
8	VII-A 8	60	65	FEMALE
9	VII-A 9	60	60	FEMALE
10	VII-A 10	60	60	MALE
11	VII-A 11	60	75	FEMALE
12	VII-A 12	60	65	FEMALE
13	VII-A 13	60	50	FEMALE
14	VII-A 14	60	55	MALE
15	VII-A 15	60	55	FEMALE
16	VII-A 16	60	55	MALE
17	VII-A 17	60	65	MALE
18	VII-A 18	60	70	MALE
19	VII-A 19	60	70	MALE
20	VII-A 20	60	55	FEMALE
21	VII-A 21	60	65	FEMALE
22	VII-A 22	60	55	FEMALE
23	VII-A 23	60	55	MALE
24	VII-A 24	60	65	FEMALE
25	VII-A 25	60	55	FEMALE

Score of Pre-test

Pre-test of Control Class VII-D

No.	NAME	KKM	SCORE	GENDER
1	VII-D 1	60	55	MALE
2	VII-D 2	60	55	MALE
3	VII-D 3	60	50	MALE
4	VII-D 4	60	45	FEMALE
5	VII-D 5	60	50	FEMALE
6	VII-D 6	60	65	FEMALE
7	VII-D 7	60	55	MALE
8	VII-D 8	60	55	MALE
9	VII-D 9	60	55	FEMALE
10	VII-D 10	60	55	MALE
11	VII-D 11	60	60	MALE
12	VII-D 12	60	55	MALE
13	VII-D 13	60	65	FEMALE
14	VII-D 14	60	55	FEMALE
15	VII-D 15	60	50	MALE
16	VII-D 16	60	55	MALE
17	VII-D 17	60	60	MALE
18	VII-D 18	60	60	FEMALE
19	VII-D 19	60	65	MALE
20	VII-D 20	60	55	MALE
21	VII-D 21	60	55	FEMALE
22	VII-D 22	60	60	FEMALE
23	VII-D 23	60	65	FEMALE
24	VII-D 24	60	50	FEMALE
25	VII-D 25	60	55	FEMALE

APPENDIX 10

Score of Post-test

Post-test of Experimental Class VII-A

No.	NAME	KKM	SCORE	GENDER
1	VII-A 1	60	75	MALE
2	VII-A 2	60	70	MALE
3	VII-A 3	60	80	MALE
4	VII-A 4	60	75	MALE
5	VII-A 5	60	75	FEMALE
6	VII-A 6	60	70	FEMALE
7	VII-A 7	60	80	MALE
8	VII-A 8	60	75	FEMALE
9	VII-A 9	60	70	FEMALE
10	VII-A 10	60	80	MALE
11	VII-A 11	60	85	FEMALE
12	VII-A 12	60	80	FEMALE
13	VII-A 13	60	65	FEMALE
14	VII-A 14	60	75	MALE
15	VII-A 15	60	75	FEMALE
16	VII-A 16	60	70	MALE
17	VII-A 17	60	75	MALE
18	VII-A 18	60	80	MALE
19	VII-A 19	60	80	MALE
20	VII-A 20	60	75	FEMALE
21	VII-A 21	60	80	FEMALE
22	VII-A 22	60	75	FEMALE
23	VII-A 23	60	70	MALE
24	VII-A 24	60	75	FEMALE
25	VII-A 25	60	75	FEMALE

Score of Post-test

Post-test of Control Class VII-D

No.	NAME	KKM	SCORE	GENDER
1	VII-D 1	60	65	MALE
2	VII-D 2	60	65	MALE
3	VII-D 3	60	65	MALE
4	VII-D 4	60	65	FEMALE
5	VII-D 5	60	60	FEMALE
6	VII-D 6	60	70	FEMALE
7	VII-D 7	60	60	MALE
8	VII-D 8	60	70	MALE
9	VII-D 9	60	65	FEMALE
10	VII-D 10	60	65	MALE
11	VII-D 11	60	60	FEMALE
12	VII-D 12	60	70	MALE
13	VII-D 13	60	75	MALE
14	VII-D 14	60	65	FEMALE
15	VII-D 15	60	65	MALE
16	VII-D 16	60	60	MALE
17	VII-D 17	60	70	MALE
18	VII-D 18	60	70	FEMALE
19	VII-D 19	60	75	MALE
20	VII-D 20	60	65	MALE
21	VII-D 21	60	65	FEMALE
22	VII-D 22	60	70	FEMALE
23	VII-D 23	60	75	FEMALE
24	VII-D 24	60	60	FEMALE
25	VII-D 25	60	65	FEMALE

APPENDIX 11

Result of the Pre-Test in the Experimental Class

Statistics

N	Valid	25
	Missing	0
Mean		60.8000
Std. Error of Mean		1.21381
Median		60.0000
Mode		55.00
Std. Deviation		6.06905
Variance		36.833
Skewness		.429
Std. Error of Skewness		.464
Kurtosis		-.266
Std. Error of Kurtosis		.902
Range		25.00
Minimum		50.00
Maximum		75.00
Sum		1520.00

Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	4.0	4.0	4.0
55	8	32.0	32.0	36.0
60	6	24.0	24.0	60.0
65	7	28.0	28.0	88.0
70	2	8.0	8.0	96.0
75	1	4.0	4.0	100.0
Total	25	100.0	100.0	

APPENDIX 12

Result of the Pre-Test in the Control Class

Statistics

N	Valid	25
	Missing	0
Mean		56.2000
Std. Error of Mean		1.05198
Median		55.0000
Mode		55.00
Std. Deviation		5.25991
Variance		27.667
Skewness		.176
Std. Error of Skewness		.464
Kurtosis		-.164
Std. Error of Kurtosis		.902
Range		20.00
Minimum		45.00
Maximum		65.00
Sum		1405.00

Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	4.0	4.0	4.0
50	4	16.0	16.0	20.0
55	12	48.0	48.0	68.0
60	4	16.0	16.0	84.0
65	4	16.0	16.0	100.0
Total	25	100.0	100.0	

APPENDIX 13

Result of the Post-Test in the Experimental Class

Statistics

N	Valid	25
	Missing	0
Mean		75.4000
Std. Error of Mean		.90921
Median		75.0000
Mode		75.00
Std. Deviation		4.54606
Variance		20.667
Skewness		-.167
Std. Error of Skewness		.464
Kurtosis		.041
Std. Error of Kurtosis		.902
Range		20.00
Minimum		65.00
Maximum		85.00
Sum		1885.00

Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 65	1	4.0	4.0	4.0
70	5	20.0	20.0	24.0
75	11	44.0	44.0	68.0
80	7	28.0	28.0	96.0
85	1	4.0	4.0	100.0
Total	25	100.0	100.0	

APPENDIX 14

Result of the Post-Test in the Control Class

Statistics

N	Valid	25
	Missing	0
Mean		66.4000
Std. Error of Mean		.93630
Median		65.0000
Mode		65.00
Std. Deviation		4.68152
Variance		21.917
Skewness		.374
Std. Error of Skewness		.464
Kurtosis		-.535
Std. Error of Kurtosis		.902
Range		15.00
Minimum		60.00
Maximum		75.00
Sum		1660.00

Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	5	20.0	20.0	20.0
65	11	44.0	44.0	64.0
70	6	24.0	24.0	88.0
75	3	12.0	12.0	100.0
Total	25	100.0	100.0	

APPENDIX 15

Result of Normality Test

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental Class	.225	25	.010	.904	25	.022
	Control Class	.200	25	.011	.913	25	.035

a. Lilliefors Significance Correction

APPENDIX 16

Result of Homogeneity Test

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
2.594	1	48	.114

APPENDIX 17

Result of Hypothetical Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental Class	25	75.40	4.546	.909
	Control Class	25	65.00	5.951	1.190

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	2.594	.114	6.944	48	.000	10.400	1.498	7.389	13.411
	Equal variances not assumed			6.944	44.895	.000	10.400	1.498	7.383	13.417

APPENDIX 18

PROFIL SEKOLAH



Profil SMP NEGERI 1 BELALAU
Kec. Belalau, Kab. Lampung Barat,
Prop. Lampung

1. Identitas Sekolah

1	Nama Sekolah	:	SMP NEGERI 1 BELALAU		
2	NPSN	:	10810202		
3	Jenjang Pendidikan	:	SMP		
		:			
4	Status Sekolah	:	Negeri		
5	Alamat Sekolah	:	Jl. P. Diponegoro No. 254 Kenali		
	RT / RW	:	0	/	0
	Kode Pos	:	34786		
	Kelurahan	:	KENALI		
	Kecamatan	:	Kec. Belalau		
	Kabupaten/Kota	:	Kab. Lampung Barat		
	Provinsi	:	Prop. Lampung		
		:			
	Negara	:			
6	Posisi Geografis	:	-5.0001	:	Lintang
		:	104.1897	:	Bujur

2. Data Pelengkap

7	SK Pendirian Sekolah	:	-		
		:			
8	Tanggal SK Pendirian	:	1980-01-01		
9	Status Kepemilikan	:	Pemerintah Pusat		
10	SK Izin Operasional	:	-		
11	Tgl SK Izin Operasional	:	1980-01-01		
12	Kebutuhan Khusus Dilayani	:	Tidak ada		
13	Nomor Rekening	:	387.03.04.04496.4		
14	Nama Bank	:	BPD cab.LAMPUNG		
15	Cabang KCP/Unit	:	Liwa		
16	Rekening Atas Nama	:	SMPN 1 BELALAU		
17	MBS	:	Ya		

18	Luas Tanah Milik (m2)	:	2335
19	Luas Tanah Bukan Milik (m2)	:	3665
20	Nama Wajib Pajak	:	
21	NPWP	:	

3. Kontak Sekolah

20	Nomor Telepon	:	-
21	Nomor Fax	:	-
22	Email	:	smpn1belalau@gmail.com
23	Website	:	http://www.smpn1belalau.wordpress.com

4. Data Periodik

24	Waktu Penyelenggaraan	:	Pagi
25	Bersedia Menerima Bos?	:	Bersedia Menerima
26	Sertifikasi ISO	:	Belum Bersertifikat
27	Sumber Listrik	:	PLN
28	Daya Listrik (watt)	:	220
29	Akses Internet	:	Tidak Ada
30	Akses Internet Alternatif	:	

5. Data Lainnya

31	Kepala Sekolah	:	MEGAWATI, S.Pd, M.Pd
32	Operator Pendataan	:	Suharpin
33	Akreditasi	:	
34	Kurikulum	:	Kurikulum 2013

6. Data Ruang Kelas

Ruang Kelas	Jml Ruang Kelas Asli			Jumlah	Jml Ruang Lain yang Digunakan untuk Ruang Kelas			Jumlah Ruang Yang digunakan Untuk ruang kelas
	Ukuran	Ukuran	Ukuran					
	7 x 9M ²	>63 M ²	> 63 M ²	15				15

7. Data Ruang Lain

Jenis Ruang	Jumlah	Ukuran M ²	Jenis Ruang	Jumlah	Ukuran M ²
1. Perpustakaan	1	7 x 9	6. Kesenian	—	—
2. LAB IPA	1	7 x 9	7. Musholla	1	7 x 9
3. LAB Bahasa	—	—	8. WC Siswa	1	4 x 4
4. LAB Komputer	1	7 x 9	9. WC Guru	1	4 x 4

5. Keterampilan	-	-	10. Kantin	-	-
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8. Guru dan TU

1. Guru

NO	MATA PELAJARAN	PNS	GTT	JML
1	PAI	1	2	
2	PKN	2	-	
3	B.Indonesia	3	-	
4	Matematika	-	3	
5	IPA	4	-	
6	IPS	4	3	
7	KTK	-	-	
8	Penjaskes	-	-	
9	B.Ingggris	3	2	
10	Mulok a. B.Lampg	1	-	
11	a. Komputer	-	3	
12	b.	-	-	
13	Guru BK	-	2	
	Jumlah	18	15	33

2. Tata Usaha

Pegawai Tetap / PNS	3
Pegawai Tidak Tetap	8
Jumlah	11

1. VISI SEKOLAH

Menjadikan SMP Negeri I Belalau Unggul dalam kualitas, berdaya saing yang tinggi, berakar pada adat istiadat yang berlandaskan Iman dan Taqwa.

Adapun indikator visi tersebut adalah :

1. Unggul dalam perolehan NUAN.
2. Unggul dalam persaingan masuk SMU Negeri.
3. Unggul dalam kedisiplinan.
4. Unggul dalam keamanan.
5. Unggul dalam kebersihan dan kerapihan.
6. Unggul dalam kreasi seni tradisional dan modern
7. Unggul dalam Olahraga

8. Unggul dalam aktivitas keagamaan.
9. Unggul dalam aktivitas kepramukaan.

2. MISI SEKOLAH

1. Melaksanakan pembelajaran dan bimbingan secara efektif, sehingga siswa mampu berkembang secara optimal.
2. Memotivasi dan memacu semangat agar dapat menjadi unggul kepada seluruh warga sekolah.
3. Mendorong dan membantu setiap siswa untuk mengembangkan potensi yang ada pada dirinya.
4. Meningkatkan dan membiasakan diri berdisiplin tinggi kepada setiap warga sekolah.
5. Mengembangkan dan melestarikan seni tradisional yang berakar pada budaya setempat.
6. Menumbuhkan penghayatan terhadap ajaran agama yang dianut sehingga menjadi arif dalam

APPENDIX 19

Documentation of the Research

Pre-Test in the Experimental Class



Pre-Test in the Control Class



The Researcher Explained the Material Using Hyponymy Technique in the Experimental Class



Students' memorizing vocabulary in front of the class



The Researcher Explained the Material Using Translation Technique in the Control Class



Post-Test in the Experimental Class



Post-Test in the Control Class



APPENDIX 20. Validity and Reliability of Pre-test

REKAP ANALISIS BUTIR BUTIR TRY OUT (ANATES)

=====

Rata2= 12.67

Simpang Baku= 6.64

KorelasiXY= 0.73

Reliabilitas Tes= 0.82

Butir Soal= 40

Jumlah Subyek= 30

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	12.50	Sedang	0.114	signifikan
2	2	-25.00	Sangat Sukar	- 0.155	-
3	3	25.00	Sukar	0.183	signifikan
4	4	12.50	Sedang	0.105	signifikan
5	5	37.50	Sangat Sukar	0.310	Signifikan
6	6	12.50	Sukar	0.067	-
7	7	0.00	Sangat Sukar	-0.062	-
8	8	62.50	Sukar	0.467	Sangat Signifikan
9	9	75.00	Sukar	0.528	Sangat Signifikan
10	10	50.00	Sukar	0.359	Signifikan
11	11	12.50	Sedang	0.026	-
12	12	12.50	Sedang	0.066	signifikan
13	13	12.50	Sangat Sukar	0.137	-
14	14	12.50	Sedang	0.100	sangat signifikan
15	15	-12.50	Sukar	-0.049	signifikan

16	16	0.00	Sangat Sukar	0.091	-
17	17	12.50	Sukar	0.163	-
18	18	-25.00	Sukar	-0.116	-
19	19	37.50	Sukar	0.279	-
20	20	37.50	Sedang	0.165	-
21	21	0.00	Sukar	0.095	-
22	22	25.00	Sedang	0.303	signifikan
23	23	50.00	Sukar	0.488	Sangat Signifikan
24	24	75.00	Sedang	0.627	Sangat Signifikan
25	25	37.50	Sangat Sukar	0.502	Sangat Signifikan
26	26	50.00	Sukar	0.477	Sangat Signifikan
27	27	37.50	Sedang	0.461	Sangat Signifikan
28	28	50.00	Sukar	0.330	Signifikan
29	29	12.50	Sukar	0.167	-
30	30	37.50	Sedang	0.307	Signifikan
31	31	25.00	Sedang	0.244	-
32	32	0.00	Sangat Sukar	-0.012	-
33	33	0.00	Sukar	0.073	-
34	34	37.50	Sukar	0.264	-
35	35	0.00	Sangat Sukar	-0.100	-
36	36	62.50	Sedang	0.532	Sangat Signifikan
37	37	-25.00	Sedang	-0.152	-
38	38	0.00	Sukar	0.023	-
39	39	37.50	Sedang	0.399	Sangat Signifikan
40	40	37.50	Sedang	0.165	-

APPENDIX 21. Validity and Reliability of Post-test

REKAP ANALISIS BUTIR TRY OUT (ANATES)

=====

Rata2= 9.57

Simpang Baku= 4.60

KorelasiXY= 0.69

Reliabilitas Tes= 0.71

Butir Soal= 40

Jumlah Subyek= 30

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	12.50	Sukar	0.125	Signifikan
2	2	25.00	Sukar	0.281	Signifikan
3	3	-12.50	Sukar	-0.046	Signifikan
4	4	0.00	Sukar	0.014	-
5	5	12.50	Sedang	0.021	Signifikan
6	6	-25.00	Sangat Sukar	-0.292	-
7	7	37.50	Sedang	0.319	Signifikan
8	8	0.00	Sangat Sukar	0.144	-
9	9	37.50	Sedang	0.228	Sangat signifikan
10	10	-12.50	Sukar	-0.061	-
11	11	-37.50	Sangat Sukar	-0.241	-
12	12	0.00	Sangat Sukar	0.098	-
13	13	12.50	Sedang	0.065	-
14	14	25.00	Sangat Sukar	0.336	Signifikan
15	15	62.50	Sukar	0.567	Sangat Signifikan

16	16	-12.50	Sukar	-0.061	Signifikan
17	17	-12.50	Sukar	-0.060	Signifikan
18	18	0.00	Sukar	-0.016	-
19	19	25.00	Sukar	0.102	-
20	20	37.50	Sukar	0.280	-
21	21	25.00	Sangat Sukar	0.336	Signifikan
22	22	-25.00	Sukar	-0.193	-
23	23	75.00	Sedang	0.619	Sangat Signifikan
24	24	0.00	Sukar	-0.061	-
25	25	25.00	Sukar	0.248	-
26	26	50.00	Sedang	0.482	Sangat Signifikan
27	27	37.50	Sedang	0.400	Sangat Signifikan
28	28	50.00	Sedang	0.405	Sangat Signifikan
29	29	25.00	Sangat Sukar	0.464	Sangat Signifikan
30	30	25.00	Sedang	0.129	-
31	31	12.50	Sukar	0.281	-
32	32	0.00	Sangat Sukar	0.104	-
33	33	25.00	Sukar	0.111	-
34	34	0.00	Sedang	0.054	Sangat signifikan
35	35	25.00	Sukar	0.094	-
36	36	0.00	Sangat Sukar	-0.164	-
37	37	37.50	Sangat Sukar	0.374	Signifikan
38	38	37.50	Sedang	0.203	Sangat signifikan
39	39	25.00	Sangat Sukar	0.259	-
40	40	0.00	Sukar	0.041	Signifikan