USING HYPONYMY GAME TO IMPROVE SEVENTH-GRADE STUDENTS' VOCABULARY MASTERY AT SMP NEGERI 29 MAKASSAR

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Abstract

The purpose of the research was to find out whether or not the use of hyponymy game improves students' vocabulary mastery; meaning, spelling, pronunciation, word classes and word use. The researcher applied pre-experimental method. The population was seventh-grade students of SMP Negeri 29 Makassar in academic year 2023-2024 and the sample of this research were 29 students from class VII/1 by using cluster random sampling. The data were collected through test (pre-test and post-test). The result of data analysis stated that the mean score of pre-tests (58.06 with standard deviation 7.32) was lower than mean score of post-tests (88.00 with standard deviation 4.97) therefore the value of t-test (16.300 with significant difference 0.00) level of significance (α) = 0.05 and degree of freedom (df) = 28. It shows that the alternative hypothesis of this research is accepted. Based on the finding of this study, the researcher concluded that using hyponymy game improve students' vocabulary mastery at the seventh-grade of SMP Negeri 29 Makassar.

Keywords: Vocabulary mastery, hyponymy game.

INTRODUCTION

Understanding language involves considering vocabulary as a crucial component essential for acquiring proficiency in the four language skills: reading, speaking, writing, and listening. It represents a fundamental element in grasping and using language effectively. Vocabulary, broadly described as the awareness of words and their meanings, plays a pivotal role in enabling students to comprehend progressively challenging texts. This specific type of vocabulary, as outlined by Hiebert and Kamil (2005), pertains to the words that students need to be familiar with in order to read more complex texts with comprehension.

As much as the vocabulary is important to obtain English skill, however, it is undeniable that neither the teacher nor the students themselves were pleased with the student's English evaluation results. Some specialists have looked for the causes of the student's evaluation's poor performance. Student performance is affected by internal student factors such as interest, motivation, IQ, and lack of vocabulary in addition to external factors like limited learning opportunities.

Based on preliminary observation on seventh grade students at SMP Negeri 29 Makassar on Wednesday, 8^{th} March 2023, it is found that the students' mastery of English vocabulary still low. Based on an interview with the English teacher of SMP 29 Negeri Makassar, the majority of seventh-grade students were unable to understand the meaning of vocabularies in text and students also unable spell words correctly, and had difficulty pronouncing English words correctly and the most difficult for students is to use words into sentences because they unable to distinguish which words include nouns, adjectives, verbs etc. And the fact that students only acquire language by rewriting it on the white board that they

become bored and less interested. They just listened to the teacher's explanation without understanding what the teacher is saying. Given that the students should do far better than that as seventh-graders, this is a really worrisome situation.

Based on the aforementioned fact, it is vital and crucial for everyone who is concerned with teaching English to identify an efficient method for making vocabulary acquisition simpler and more enjoyable for the students. They will thus appreciate continuing with English class. Thus, employing the hyponymy approach is one way to teach vocabulary.

Hyponymy game in vocabulary instruction gives a best method to improve the students' vocabulary mastery as teachers could start with offering examples or connecting one word with other terms that have relevance potentially be interesting for the students. Celce (1991) stated that "A standard method employed by teachers to elucidate the meaning of a specific word is to establish a connection with a word already familiar to the students." When words are learned in groups where they may be connected by association or meaning to one another, learning new words is more effective. Therefore, this is the finest method for piquing students' attention and increasing their drive to study terminology.

Previous researches that were similar had been done. Purnamasari (2017) on "Developing Teaching Material of Vocabulary to Support Reading Skill Through 'Hyponym Game" showed a result that develop teaching material of vocabulary through hyponymy game to support reading skill. The previous research by Purnamasari focused on reading skill, this research focuses on vocabulary mastery. Another previous research had been done by Hardianti (2018) on "The Effectiveness of Using Hyponymy Games in Teaching Vocabulary (A Quasi-Experimental Study at the Seventh Grade of SMP Somba Opu)". The difference between this research and Hardianti's is the design used. This research uses pre-experimental design, unlike Hardianti's research that used quasi-experimental design.

Based on the explanation of the background above, the researcher is needed to conduct research under title Using Hyponymy Game to Improve Seventh-Grade Students' Vocabulary Mastery at SMP Negeri 29 Makassar.

LITERATURE REVIEW

1. Definition of Vocabulary

Celce-Murcia (2001) asserts the centrality of vocabulary in language acquisition, whether the language is a first, second, or foreign one. Hatch and Brown (1995) define vocabulary as a specific list or set of words within a language, those that an individual speaker may employ. Similarly, Hornby (1995) describes vocabulary as a list of words complete with their meanings, emphasizing its foundational role in a language.

2. Types of Vocabulary

Hatch and Brown (1995) divides vocabulary into two kinds. They are active and passive vocabulary.

a. Active vocabulary

Active vocabulary pertains to words that students comprehend, can pronounce accurately, and employ effectively in both speaking and writing. It is alternatively known as productive vocabulary. Possessing an active vocabulary necessitates not only a grasp of pronunciation but also familiarity with collocations, idioms, and an understanding of the connotative meanings of words. This category of vocabulary is applied in both spoken and written language skills.

b. Passive vocabulary

Passive vocabulary comprises words that students can recognize and understand within a given context, yet they struggle to produce these words accurately. This type of vocabulary is also known as receptive vocabulary.

3. Definition of Vocabulary Mastery

According to Sintawati (2021), vocabulary mastery refers to an individual's capability to explore and comprehend English words, forming the basis for effective communication, both orally and in writing, to convey accurate meanings that are universally understood.

4. Aspects of Vocabulary Mastery

Mardianawati (2012) outlines five aspects of vocabulary that students need to acquire, as proposed by Lado namely:

a. Meaning

When explaining meanings to students, teachers should impart the understanding that a word can have multiple meanings based on the context in which it is used.

b. Spelling

Accurate spelling plays a crucial role in the process of learning vocabulary, particularly in reading. Spelling serves as the link between the sound of a letter and its representation in written form. Hence, it is essential for teachers to ensure that students pronounce and spell English words correctly.

c. Pronunciation

Pronunciation involves the manner in which words or letters are spoken. Learning pronunciation can be challenging due to the lack of a consistent connection between word spelling and how it is pronounced. Some words have a single pronunciation, while others may have two or more pronunciations.

d. Word Classes

Word classes refer to the categorization of words into groups like nouns, verbs, and adjectives. These classifications are significant elements in semantic analysis, exemplified by Nouns (e.g., father, car, John, hospital, Paris), Verbs (e.g., be, sing, drive, grow, think), and Adjectives (e.g., big, happy, talented, tidy, pretty).

e. Word Use

Word usage pertains to how a word, phrase, or concept is employed within a language. The utilization of words may also encompass grammar, leading to in-depth analysis to identify regional or social usage patterns, along with exploring the associated meanings.

5. Definition of Hyponymy Game

The particular meaning of the word included in the broader word is hyponymy. The word "it" is a part of lexical relations. According to Mititelu, hyponymy is the semantic connection of being subordinate or belonging to a lower rank or class, as stated in Wangpeng (2016). The more specialized terms are referred to as its hyponyms, while the broader word is referred to as the superordinate.

6. How to Teach Vocabulary Using Hyponymy Game

Woodward, as cited in Maisyaroh (2016), provided an illustration of a classroom activity for teaching vocabulary through hyponymy. In this activity, the teacher furnishes students with a list of categories, such as foods, household items, numbers, occupations, and so forth. Each student then selects a category or is assigned one. The student must next fill a piece of paper with as many words as they can under the header category. Food should thus include ingredients like bread, pork, etc. Instead of looking up unfamiliar terms, the students should write familiar words. After a predetermined amount of time, one student gives their paper to another, who then tries to add words that aren't previously stated.

Subsequently, the papers are circulated until each learner retrieves their initial sheet. Each learner is tasked with verifying the spelling using a dictionary. These sheets collectively form a class dictionary that is expanded upon as new words are encountered.

METHOD

1. Research Design

The researcher used methodology quantitative and the researcher employed a pre-experimental design, specifically utilizing a one-group pretest-posttest design.

2. Population and Sample

The population of the research was the seventh-grade students of SMP Negeri 29 Makassar, for academic year 2023/2024. There are seven classes.

This research used cluster random sampling technique by choosing randomly one of the seven classes. The seven classes of population were represented by one class, VII/1 class with 29 students as the sample of this research based on the observation and recommendation from the teacher and the assumption that their knowledge and ability of each class were same.

3. Time and Place of Research

This research was conducted on 03-30 October 2023 for students of SMP Negeri 29 Makassar. The location of research is on Jl. A. Mappanyukki No 66, Mariso, Kota Makassar, Sulawesi-selatan, 90125.

4. Research Instrument

The researcher used vocabulary test as the instrument consisting of 40 items. 10 items were about meaning, 10 items were spelling, 10 items were about pronunciation, 5 items were about word classes and 5 items were about word use.

The test was administered in two phases: a pre-test and a post-test. The pre-test aimed to assess students' existing vocabulary knowledge before the treatment, while the post-test aimed to evaluate their vocabulary after the visual treatment. Notably, both tests consisted of the same 40 items.

5. The Techniques of Collecting Data

1. Pre-Test

The researcher gave a pre-test to the students' before giving the treatments. The aim of this test was to know the students' prior knowledge of vocabulary mastery before the implementation of Hyponymy Game method.

2. Treatment

After giving pre-test, the treatment was carried out in four meetings. For the first meeting was about introductions, the researcher introduced herself as well as the students. After that the researcher conveyed the learning objectives and explained the things that need to be done to achieve the learning objectives by using the hyponymy game. Then, explained about the hyponymy game to students so that the implementation ran smoothly. For the second, third, fourth meeting, the researcher introduced 50-100 vocabularies, then the researcher divided students into 5-6 group. After that, the researcher shared different keywords for each group. and each group wrote as many words as they can associate with the key word in turn with their respective group members on the whiteboard. Each group read their set of related words. The researcher instructed the remaining groups to determine the meanings of the words. If the meaning was not found, they were required to consult a dictionary, locate the meaning, and verify the spelling. Subsequently, students were tasked

with documenting all the words and their meanings in their notebooks, and the researcher emphasized the importance of correctly spelling and pronouncing the words.

3. Post-test

Ultimately, the researcher administered a post-test to the students, utilizing the same test employed in the pre-test. It was intended to find out a significant difference in students' achievement before and after being taught by using hyponymy game.

6. The Technique of Data Analysis

To analyze the data, the researcher employed quantitative analysis, implementing the following procedures:

1. Scores of students are calculated as follow:

$$Score = \frac{Total\ Score}{Maximum\ Score} \times 100$$

(Depdikbud, 2005)

2. The mean score of the students classify into four levels as follows:

Range Score	**Classification**
91 -100	Very Good
76-92	Good
61-75	Average
51-60	Poor
≤50	Very Poor

(Depdikbud, 2005)

3. Computing the frequency and percentage of the students' score, the formula which used as follows:

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

Where:

P = Rate Percentage

F = Frequency of the correct answer

N = The total number of students

(Gay, 2011)

4. The students' mean scores were computed using SPSS 23 Analysis.
5. Following the calculation of the mean score, the researcher determined the standard deviation of students' responses in both the pre-test and post-test, utilizing SPSS 23 Analysis.
6. Ultimately, the researcher investigated whether there was a significant difference in students' achievement before and after instruction with the hyponymy game, employing SPSS 23. Analysis and utilizing a dependent sample t-test.

FINDINGS

The data analysis shows that hyponymy game improved students' vocabulary mastery of the seventh-grade students of SMP Negeri 29 Makassar. It was proven by (a) the frequency and percentage of the students' pretest and posttest scores, (b) the students' mean score in pretest and posttest and (c) the result of the t-test. The result of data analysis can be seen as follows:

The students' pre-test and post-test scores were classified into some criteria. The classification can be viewed in the following table:

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	91-100	0	0	10	34.48
Good	76-90	0	0	19	65.52
Average	61-75	12	41.38	0	0
Poor	51-60	10	34.48	0	0
Very Poor	≤50	7	24.14	0	0
Total		29	100	29	100

The table shows that before giving treatment, there are not students gained very good and good score, 12 (41.38%) students gained average score, 10 (34.48%) students gained poor score and 7 (24.14%) students gained very poor score. After giving treatment, there are 10 (34.48%) students gained very good score, 19 (65.52%) students gained good score and no student gained average, poor and very poor score. From this result, it can be concluded that there is significant improvement after using hyponymy game in teaching vocabulary.

Based on the table above, it indicates that before giving treatment by using, the students' vocabulary mastery is categorized as very poor, poor, and average classification. After giving treatment by using hyponymy game, the students' vocabulary test is classified as good and very good. In other words, the students' post-test score is higher than their pre-test score. It implied that hyponymy game improved the students' vocabulary mastery.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	58.0690	29	7.32379	1.35999
	Post-Test	88.0000	29	4.97853	.92449

The table shows that from pre-test to post-test, vocabulary mastery of the seventh-grade students of SMP Negeri 29 Makassar improved from 58.06 classified as poor score to 88.00 classified as good score after giving treatment. The mean score of post-tests is higher than the mean score of pre-tests. It implies that the students' vocabulary mastery improved about 29.93 point. The standard deviation of the posttest was lower than the pre-test standard deviation indeed, but it cannot be a reference in concluding whether the treatment was successful or not because a low standard deviation only indicates that the data points tend to be close to the mean score. Therefore, this result also proves that students' vocabulary mastery improved after being taught by using hyponymy game.

The researcher employed the t-test, a test of significance for a paired sample test. The primary aim of this test was to determine the significant difference between the results of the students' mean scores in the pre-test and post-test. Assuming a level of significance (α) = 0.05, the crucial factor required was the degree of freedom (df) = 28, and the outcome of the t-test is presented in the following table:

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test – Post-Test	-29.93103	9.88842	1.83623	-33.69239	-26.16968	16.300	28	.000

To assess whether there was a significant difference between the pre-test and post-test scores, the researcher utilized t-test analysis through SPSS. If the t-test result exceeded the t-table value, the null hypothesis would be rejected. Conversely, if the t-test result was lower than the t-table value, the null hypothesis would be approved.

Variable	T-Test Value	T-Table
$x_{2-}x_1$	16.300	2.048

The table shows that the t-test value was 16.300 while the t-table value was only 2.048. It implied that t-test value >t-table value (16.300 > 2,048). Besides, the value of sig (2-tailed) < the value of α 0.05 (0.00<0.05). Therefore, the null hypothesis (H_0) was rejected while the alternative hypothesis (H_1) was accepted. In other words, there was a significant difference on students' vocabulary mastery before and after being taught by using hyponymy game.

2. The Students' Vocabulary in five Aspects of Vocabulary

The data analysis shows that hyponymy game improved the students' vocabulary mastery in five aspects of vocabulary, they are: (1) meaning, (2) Spelling and (3) Pronunciation (4) Word classes (5) Word use. It was proved by (a) the frequency and percentage of the students' pre-test and post-test scores. (b) the students' mean score in pre-test and post-test and (c) the result of the t-test. The result of data analysis can be seen as follow:

The Students' Mastery of Meaning

The students' pre-test and post-test scores were classified into some criteria. The classification can be viewed in the following table:

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	91-100	0	0	28	96.55
Good	76-90	0	0	1	3.45
Average	61-75	6	20.69	0	0
Poor	51-60	20	68.96	0	0
Very Poor	≤50	3	10.35	0	0
Total		29	100	29	100

The table shows that before giving treatment, no student gained good and very good score, 6 (20.69%) students gained average score, 20 (68.96%) students gained poor score and 3 (10.35%) students gained very poor score. After giving treatment, there are 28 (96.55%) students gained very good score, 1 (3.45%) student gained good score and no student gained average, poor, and very poor score. From this result, it can be concluded that there is significant improvement after using hyponymy game in teaching vocabulary.

Based on the table above, before the treatment using hyponymy game, the students' vocabulary mastery is categorized as very poor, poor and average classification. After giving treatment by using hyponymy game, the students' vocabulary test is classified as good and very good. In other words, the students' post-test score is higher than their pre-test score. It implied that hyponymy game improved the students' mastery of meaning.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	57.5862	29	5.10964	.94884
	Post Test	99.3103	29	2.20557	.40956

The table above shows that the mean score of students' pre-tests was 57.58 (classified as poor score) and its standard deviation was 5.10. On the post-test, the mean score was 99.31 (classified as very good score) while the standard deviation was 2.20. The post-tests mean score was higher than the pre-test mean score. It implies that the students' vocabulary mastery improves about 41.73. The standard deviation of the post-test was lower than the pretest standard deviation indeed, but it cannot be a reference in concluding whether the treatment was successful or not because a low standard deviation only indicates that the data points tend to be close to the mean score. Therefore, this result also proves that students' mastery of meaning improved after being taught by using hyponymy game.

The researcher employed a t-test (test of significance) for a paired sample test to determine the notable distinction between the mean scores of students in the pre-test and post-test. Assuming a significance level (α) of 0.05, with a degree of freedom (df) of 28, the outcome of the t-test is presented in the following table:

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-41.72414	5.86696	1.08947	-43.95581	-39.49247	38.298	28	.000

Variable	T-Test Value	T-Table
$x_{2-}x_1$	38.298	2.048

The table shows that the t-test value was 38.298 while the t-table value was only 2.048. It implied that t-test value was higher than t-table value (38.298 > 2,048). Besides, the value of sig (2-tailed) was lower than the value of α 0.05 (0.00<0.05). Therefore, the null hypothesis (H_0) was rejected while the alternative hypothesis (H_1) was accepted. In other words, there was a significant difference on students' vocabulary mastery of meaning before and after being taught by using hyponymy game.

The students' mastery of Spelling

The students' pre-test and post-test scores were classified into some criteria. The classification can be viewed in the following table:

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	91-100	0	0	8	27.59
Good	76-90	0	0	16	55.17
Average	61-75	0	0	3	10.35
Poor	51-60	26	89.65	2	6.89
Very Poor	≤50	3	10.35	0	0
Total		29	100	29	100

The table shows that before giving treatment, no student gained average, good and very good score, 26 (89.65%) students gained poor score and 3 (10.35%) students gained very poor score. After giving treatment, there are 8 (27.59%) students gained very good score, 16 (55.17%) student gained good score, 2 (6.89%) students gained average score and no student gained poor, and very poor score. From this result, it can be concluded that there is significant improvement after using hyponymy game in teaching vocabulary.

Based on the table above, before the treatment using hyponymy game, the students' vocabulary mastery is categorized as very poor and poor classification. After giving treatment by using hyponymy game, the students' vocabulary test is classified as average, good and very good. In other words, the students' post-test score is higher than their pre-test score. It implied that hyponymy game improved the students' mastery of spelling.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	54.8276	29	2.10559	.39100
	Post Test	85.1724	29	10.56297	1.96149

The table above shows that the mean score of students' pre-tests was 54.82 (classified as poor score) and its standard deviation was 2.10. On the post-test, the mean score was 85.17 (classified as good score) while the standard deviation was 10.56. The post-tests mean score was higher than the pre-test mean score. It implies that the students' vocabulary mastery improves about 30.35. The standard deviation of the pre-test was lower than the post-test standard deviation indeed, but it cannot be a reference in concluding whether the treatment was successful or not because a low standard deviation only indicates that the data points tend to be close to the mean score. Therefore, this result also proves that students' mastery of spelling improved after being taught by using hyponymy game.

The researcher applied a t-test (test of significance) for a paired sample test with the aim of determining the significant difference between the mean scores of students in the pre-test and post-test. Assuming a significance level (α) of 0.05, the critical value is determined by a degree of freedom (df) of 28. The results of the t-test are presented in the following table:

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-30.34483	11.09464	2.06022	-34.56500	-26.12465	14.729	28	.000

Variable	T-Test Value	T-Table
$x_{2-}x_1$	14.729	2.048

The table shows that the t-test value was 14.729 while the t-table value was only 2.048. It implied that t-test value was higher than t-table value (14.729 > 2,048). Besides, the value of sig (2-tailed) was lower than the value of α 0.05 (0.00<0.05). Therefore, the null hypothesis (H_0) was rejected while the alternative hypothesis (H_1) was accepted. In other words, there was a significant difference on students' vocabulary mastery of spelling before and after being taught by using hyponymy game.

The Students' Mastery of Pronunciation

The students' pre-test and post-test scores were classified into some criteria. The classification can be viewed in the following table:

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	91-100	0	0	0	0
Good	76-90	0	0	9	31.04
Average	61-75	6	20.69	20	68.96
Poor	51-60	4	13.79	0	0
Very Poor	≤50	19	65.52	0	0
Total		29	100	29	100

The table shows that before giving treatment, no student gained good and very good score, 6 (20.69%) students gained average score, 4 (13.79%) students gained poor score and 19 (65.52%) students gained very poor score. After giving treatment, no students gained very good score, 9 (31.04%) students gained good score, 20 (68.96%) students gained average score and no student gained poor, and very poor score. From this result, it can be concluded that there is significant improvement after using hyponymy game in teaching vocabulary.

Based on the table above, before the treatment using hyponymy game, the students' vocabulary mastery is categorized as very poor, poor and average classification. After giving treatment by using hyponymy game, the students' vocabulary test is classified as average and good. In other words, the students' post-test score is higher than their pre-test score. It implied that hyponymy game improved the students' mastery of pronunciation.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	54.3103	29	6.37015	1.18291
	Post Test	72.4138	29	6.63065	1.23128

The table above shows that the mean score of students' pre-tests was 54.31 (classified as poor score) and its standard deviation was 6.37. On the post-test, the mean score was 72.41 (classified as average score) while the standard deviation was 6.63. The post-tests mean score was higher than the pre-test mean score. It implies that the students' vocabulary mastery improves about 18.1. The standard deviation of the pre-test was lower than the post-test standard deviation indeed, but it cannot be a reference in concluding whether the treatment was successful or not because a low standard deviation only indicates that the data points tend to be close to the mean score. Therefore, this result also proves that students' mastery of pronunciation improved after being taught by using hyponymy game.

The researcher employed a t-test (test of significance) for a paired sample test to determine the notable distinction between the mean scores of students in the pre-test and post-test. Under the assumption of a significance level (α) of 0.05, the requisite degree of freedom (df) is 28, and the outcome of the t-test is presented in the subsequent table:

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-18.10345	9.00534	1.67225	-21.52889	-14.67800	10.826	28	.000

Variable	T-Test Value	T-Table
$x_{2-}x_1$	10.826	2.048

The table shows that the t-test value was 10.826 while the t-table value was only 2.048. It implied that t-test value was higher than t-table value (10.826 > 2,048). Besides, the value of sig (2-tailed) was lower than the value of α 0.05 (0.00<0.05). Therefore, the null hypothesis (H_0) was rejected while the alternative hypothesis (H_1) was accepted. In other words, there was a significant difference on students' vocabulary mastery of pronunciation before and after being taught by using hyponymy game.

The Students' Mastery of Word Classes

The students' pre-test and post-test scores were classified into some criteria. The classification can be viewed in the following table:

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	91-100	1	3.45	16	55.17
Good	76-90	8	27.59	12	41.38
Average	61-75	9	31.04	1	3.45
Poor	51-60	1	3.45	0	0
Very Poor	≤50	10	34.47	0	0
Total		29	100	29	100

The table shows that before giving treatment, there is 1 (3.45%) student gained very good score, 8 (27.59%) students gained very good score, 9 (31.04%) students gained average score, 1 (3.45%) student gained poor score and 10 (34.47%) students gained very poor score. After giving treatment, there are 16 (55.17%) students gained very good score, 12 (41.38%) student gained good score, 1 (3.45%) student gained average score and no student gained average, poor, and very poor score. From this result, it can be concluded that there is significant improvement after using hyponymy game in teaching vocabulary.

Based on the table above, before the treatment using hyponymy game, the students' vocabulary mastery is categorized as very poor, poor average, good, and very good classification. After giving treatment by using hyponymy game, the students' vocabulary test is classified as average, good and very good. In other words, the students' post-test score is

higher than their pre-test score. It implied that hyponymy game improved the students' mastery of word classes.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	70.6897	29	11.93166	2.21565
	Post Test	94.4828	29	7.36120	1.36694

The table above shows that the mean score of students' pre-tests was 70.68 (classified as average score) and its standard deviation was 11.93. On the post-test, the mean score was 94.48 (classified as very good score) while the standard deviation was 7.36. The post-test mean score was higher than the pre-test mean score. It implies that the students' vocabulary mastery improves about 23.8. The standard deviation of the post-test was lower than the pretest standard deviation indeed, but it cannot be a reference in concluding whether the treatment was successful or not because a low standard deviation only indicates that the data points tend to be close to the mean score. Therefore, this result also proves that students' mastery of word classes improved after being taught by using hyponymy game.

The researcher applied a t-test for a paired sample test to ascertain the significant difference between the mean scores of students in the pre-test and post-test. Assuming a significance level (α) of 0.05 and a degree of freedom (df) of 28, the results of the t-test are presented in the following table:

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-23.79310	13.20546	2.45219	-28.81619	-18.77001	9.703	28	.000

Variable	T-Test Value	T-Table
$x_{2-}x_1$	9.703	2.048

The table shows that the t-test value was 9.703 while the t-table value was only 2.048. It implied that t-test value was higher than t-table value (9.703 > 2,048). Besides, the value of sig (2-tailed) was lower than the value of α 0.05 (0.00<0.05). Therefore, the null hypothesis (H_0) was rejected while the alternative hypothesis (H_1) was accepted. In other words, there was a significant difference on students' vocabulary mastery of word classes before and after being taught by using hyponymy game.

The Students' Mastery of Word Use

The students' pre-test and post-test scores were classified into some criteria. The classification can be viewed in the following table:

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	91-100	0	0	2	6.89
Good	76-90	0	0	10	34.47
Average	61-75	11	37.94	11	37.94
Poor	51-60	4	13.79	5	17.25
Very Poor	≤50	14	48.27	1	3.45
Total		29	100	29	100

The table shows that before giving treatment, no student gained good and very good score, 11 (37.94%) students gained average score, 4 (13.79%) students gained poor score and 14 (48.27%) students gained very poor score. After giving treatment, there are 2 (6.89%) students gained very good score, 10 (34.47%) students gained good score 11 (37.94%) students gained average score, 5 (17.25%) students gained poor score and 1 (3.45%) student gained very poor score. From this result, it can be concluded that there is significant improvement after using hyponymy game in teaching vocabulary.

Based on the table above, before the treatment using hyponymy game, the students' vocabulary mastery is categorized as very poor, poor and average fair classification. After giving treatment by using hyponymy game, the students' vocabulary test is classified as very poor, poor, average, good and very good. In other words, the students' post-test score is higher than their pre-test score. It implied that hyponymy game improved the students' mastery of word use.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	46.8966	29	22.24273	4.13037
	Post Test	73.9310	29	11.98192	2.22499

The presented table indicates that the mean score for the students' pretest was 46.89, falling within the category of a very poor score, with a corresponding standard deviation of 22.24. In contrast, the post-test mean score was 73.93, classified as an average score, with a standard deviation of 11.98. Notably, the post-test mean score surpassed the pretest mean score, signifying an improvement of approximately 27.04 in students' vocabulary mastery. While the standard deviation for the post-test was indeed lower than that of the pretest, it should not be used as a sole criterion for determining the success of the treatment. A lower standard deviation simply indicates that the data points are closer to the mean score. Consequently, this outcome further substantiates that students' proficiency in word usage improved following instruction with the hyponymy game.

The researcher employed a paired sample t-test to determine the significance of the difference between the mean scores of students in the pretest and posttest. With a set level of significance (α) at 0.05, the crucial parameter required was the degree of freedom (df), which was 28 in this case. The outcome of the t-test is presented in the subsequent table:

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-27.03448	29.23120	5.42810	-38.15344	-15.91553	4.980	28	.000

Variable	**T-Test Value**	**T-Table**
$x_2 - x_1$	4.980	2.048

The table shows that the t-test value was 4.980 while the t-table value was only 2.048. It implied that t-test value was higher than t-table value (4.980> 2,048). Besides, the value of sig (2-tailed) was lower than the value of α 0.05 (0.00<0.05). Therefore, the null hypothesis (H_0) was rejected while the alternative hypothesis (H_1) was accepted. In other words, there was a significant difference on students' vocabulary mastery of word use before and after being taught by using hyponymy game.

DISCUSSION

This section focuses on interpreting the results obtained through statistical analysis and provides a description of the data obtained from the pretest and posttest scores of the students. The reported research findings are aligned with the research questions presented in Chapter I.

The presentation of the data gathered in both the pretest and posttest, as detailed in the research findings, indicates an improvement in students' vocabulary mastery following instruction with the hyponymy game. This observation is substantiated by the frequency and percentage rates of the students' scores in the pretest and posttest, the mean scores achieved by the students, and the results of the t-test analysis.

Pre-test was intended to find out the prior knowledge of the students' vocabulary mastery. Based on the pretest result, the researcher found that there were 7 students gained very poor score, 10 students gained poor score, 12 students gained average score and no student gained good and very good score.

In the process of pre-test, generally the students looked confused because they did not know the answers because of having less vocabulary. In addition, when pre-test was carried out, most of the students did not answer some questions especially for the word use, they got difficulties in making sentences. It could be caused by students lack of vocabularies.

Based on the statement above, the researcher used hyponymy game to improve students' vocabulary mastery. The treatment was carried out in four meetings. For the first meeting was about introductions, the researcher introduced herself as well as the students. After that the researcher conveyed the learning objectives and explained the things that need to be done to achieve the learning objectives by using the hyponymy game. Then, explained about the hyponymy game to students so that the implementation ran smoothly. For the second, third, fourth meeting, the researcher introduced 50-100 vocabularies, then the researcher divided students into 5-6 group. After that, the researcher shared different keywords for each group. and each group wrote as many words as they can associate with the key word in turn with their respective group members on the whiteboard. Each group read their set of related words. The researcher instructed the remaining groups to seek the meanings of the words. In cases where the meanings were not found, the students were required to consult a dictionary, locate the

meanings, and note both the meaning and the spelling. Subsequently, the students were tasked with recording all the identified words and their meanings in their notebooks, with an additional emphasis on accurate spelling and pronunciation as guided by the researcher.

During the treatment, the researcher found some mistakes of the students when pronouncing, determining the meaning and making sentences in Simple Present Tense in the process of the meeting. Below are the examples:

a. Pronunciation

In pronunciation aspect, the students found difficulties in pronouncing some words. The example can be seen as follows:

- The word laugh was pronounced /laug/ that should /læf/
- The word pineapple was pronounced /pinepel/ that should /ˈpaɪˌnæpəɬ/
- The word mirror was pronounced /mairer/ that should /ˈmirər/
- The word giraffe was pronounced /giraf/ that should /jəˈraf/

Those mistakes were occurred because the students were not accustomed to pronounce English words, so that, the researcher focused to fix the problem in the treatment by asking students to repeat those words after her.

b. Meaning

In meaning aspect, most of students still found difficulties in determining the meaning of pan, mop and guava. It was occurred because the students rarely found those words and the words were not yet kept well in their memory, so that in the treatment, the researcher asked them to find out the meaning in dictionary. Besides, she asked the students about the words repeatedly to help them remember the words easily.

c. Word Use

For word use aspect, students found difficulties in using some words. The examples can be seen as follows:

- beautiful: "She beautiful girl" should be "She is beautiful girl"
- Bring: "Abel is bring cake" should be "Abel brings cake"
- Go: "He go to school every day" should be " He goes to school every day "
- Lawyer: "My father a good lawyer" should be "My father is a good lawyer".

Many students did not put suffix "s / es" at the end of the verb whose subject is third singular person when they constructed sentences using Simple Present Tense. To fix the problem, the researcher explained again about Simple Present Tense especially about the use of the suffix "s / es" at the end of verb. Besides, they could not differ between nominal and verbal sentence. They put "be" in verbal sentence, so that, the researcher taught them about nominal and verbal sentence.

After giving treatments until the fourth meeting, the researcher gave the students posttest which the content was same with the content of pretest. It was to know whether the use of hyponymy game improved the students' vocabulary mastery. The posttest spent about 70 minutes. The score of students' post-tests was higher than their pre-test score. It indicates that hyponymy game improved the students' vocabulary mastery.

The outcomes of this study validate theories put forth by experts. Games prove to be an effective method for stimulating students' active engagement in the teaching-learning process. Savignon (1991) characterizes games as enjoyable activities involving an element of chance, conducted by decision makers cooperating or competing to achieve objectives within a set of rules. Similarly, Wright et al. (2006) define games as language activities designed to encourage students to actively practice and expand their English vocabulary. These games provide opportunities for students to navigate various situations in English-speaking and writing contexts, aligning with their vocabulary.

Hyponymy refers to a word or phrase with a semantic field more specific than its hypernym. The semantic field of a hypernym, or superordinate, is broader than that of a

hyponym. One way to conceptualize the relationship between hyponymy and hypernyms is to see a hypernym as comprising hyponyms. As discussed earlier, hyponymy is a semantic relation, alongside synonymy and antonymy, that aids in conveying meaning. It involves the inclusion of the meaning of one form within the meaning of another, a relationship described as hyponymy.

Additionally, Carter (2000) suggests that accessing such access to word meanings may also be much productive than looking up words in dictionary since words are best defined in relation to each other. Another means of defining word meanings in relation to each other is through hyponymy, where words like banana, apple, orange, and lemon are all hyponyms of the superordinate term "fruit." The term "fruit" itself serves as a hyponym of other items within the broader food family.

The application of games in the teaching-learning process offers two key advantages. Firstly, it enhances student interest in learning the material. Secondly, it reduces the need for extensive explanations from the teacher, as students can comprehend the material through engaging in the games.

Furthermore, this research aligns with and supports findings from the previous studies. One such study by Rabbani (2016), titled "The Effectiveness of Using Hyponymy in Teaching Vocabulary," the result of t-test is 5.174 compared with t-table value is 1.68. it indicates that the alternative hypothesis (H1) was accepted, while the null hypothesis (H0) was rejected. This outcome affirms that hyponymy was effective in teaching vocabulary to eleventh-grade students at MA Al-Awwabin during the academic year 2019/2020.

Secondly, Sulistyowati (2010) conducted a study titled "The Effectiveness of Teaching Vocabulary Using Hyponymy Games," revealing that teaching vocabulary through hyponymy games achieved considerable success. The effectiveness of hyponymy games suggests its viability as an alternative method for teaching vocabulary, as indicated by the posttest results of students' achievements in the first grade of MTs. Daarul Hikmah Pamulang during the academic year 2009-2010.

Thirdly, a study by Hidayat (2014) titled "The effectiveness of using hyponymy game on students' vocabulary achievement" demonstrated that there is a significant difference in the results of teaching vocabulary through hyponymy games for seventh graders at SMP Daar El Hikam. The hypothesis of the research was accepted based on the results of statistical calculations.

Considering these findings and theoretical insights, the researcher concludes that the use of hyponymy game improves students' vocabulary mastery at SMP Negeri 29 Makassar. There is a consensus among various perspectives that hyponymy game proves beneficial in improving vocabulary.

From those discussions above, it can be concluded that using hyponymy game improved students' vocabulary. In this case, the researcher found the answer to the research problem stated in chapter I.

CONCLUSION

Based on the research findings and the discussion presented in the previous chapter, it can be concluded that using hyponymy game improves seventh-grade students' vocabulary mastery at SMP Negeri 29 Makassar during the academic year 2023/2024. This improvement is substantiated by the significant disparity between the students' scores in the pretest and their scores in the posttest. The data analysis results indicate that the mean score of the students' posttest (88.00) surpassed the mean score of their pretest (58.06), with the t-test value exceeding the t-table (16.300 > 2.048).

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