IMPROVING STUDENTS' VOCABULARY AT THE SEVENTH YEAR OF MTsS DARUL ISTIQAMAH LEPPANGANG BY USING HYPERNYM AND HYPONYM

A THESIS

Submitted to the S1 Tarbiyah Department of State College for Islamic Studies of
Palopo in Partial Fulfillment of the Requerement for S.Pd
Degree in English Teaching

By

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
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CHAPTER I

INTRODUCTION

A. Background

Language is a thing that very important in the world for communication. By using language, we can interact with the other people every time. Therefore we have to use the language well if we communicate with the others. Without language we cannot understand what speaker says. In learning language there are four skills, they are listening, reading, speaking and writing. So, if we want to use them, we have to master vocabulary, so that we can use four skills in the language, because vocabulary is the basic unit of language.

The benefits of good vocabulary: communicate more effectively, improves self-confidence, Improves self-esteem, Adds sophistication to speech, Better/more job offers, Improves people's perception of you[1].Vocabulary, much more than grammar, is the key to your child understanding what he hears and reads in school; and to communicating successfully with other people. For this reason it is very important for me to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success.[2]

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[1] Patti Stafford *Why Improving & Increasing Vocabulary is Important* http://www. bloggingtips. com/2009/09/30/*why –improving -increasing- vocabulary -is-important /*(2009) (Accessed 24rd July 2013)

[2] Paul Shoebottom.*http://esl.fis.edu/parents/advice/vocab.htm*(Accessed 24rd July 2013)

In vocabulary mastery there are many techniques that can be applied by the teacher. They are building vocabulary through introducing letters, idiom, phrase, sentence, clause, song, quiz, puzzle, reading, writing passage, and games. In learning vocabulary there are some element what important , they are noun, adjective, verb, and adverb. To increase students attention in learning and mastering vocabulary, the teacher have to look for a way that is more effective or more creative such as using hypernym and hyponym. In hypernym and hyponym the students have many opportunities to improve their vocabulary through some activities which are enjoyable. This strategy is very useful to help us think about and arrange words as well as to show relationship those words. This strategy can help us distinguish between special words with general words.

The purpose of the hypernym and hyponym model is to enable students to gain an in-depth understanding of interesting words. Hypernym and hyponym help students connect new vocabulary and concepts to known concepts and to present that information in a graphical format. Hypernym and hyponym help students make connections between what they already know with new material or Help students learn new words and develop deep understandings of the words.

The researcher chooses MTsS Darul Istiqamah Leppangang to do research because the students' vocabulary of MTsS Darul Istiqamah Leppangang especially at the Seventh year academic 2013/2014 is very low. This research focuses on exploring the effect of hypernym and hyponym technique on improving vocabulary. In this case, the researcher is very interested in doing the research under the title "Improving

Students' Vocabulary at the Seventh year of MTsS Darul Istiqamah Leppangang by Using Hypernym and Hyponym"

B. Problem Statement

Based on the problem above, the researcher formulated the problem in the research, namely:

"Is the use of hypernym and Hyponym effective in Improving Students' Vocabulary at the Seventh year of MTsS Darul Istiqamah Leppangang by using hypernym and hyponym"

C. Objective of the Research

Objective of the research to find out improving students' vocabulary at the seventh year of MTsS Darul Istiqamah Leppangang by using hypernym and hyponym.

D. Significant of the Research

Significant of the research is expect to be useful for the Seventh year students of MTsS Darul Istiqamah Leppangang to improve their quality in studying English special mastering vocabulary .It is also very important for the students who want to study English.

E. Scope of the Research

The scope of the research is focused to teach vocabulary thematic about nouns they are family, the human body, food, vegetable, transportations and animals by using hypernym and hyponym at the Seventh year of MTsS Darul Istiqamah Leppangang in 2013-2014 academic year.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Andrew Wright, David Better and Michael Buck the benefits of the games namely help the students enjoy in learning vocabulary.[1]

Betty Tsang observed a model best practice lesson. Betty Tsang used a concept a definition map to deepen the vocabulary knowledge for the students.[2]

According Rolf Tyna notices that in recent years, one of the main problems of the students that they couldn't understand the question words, or that the reading text were about subject they didn't know a lot about. If the students have a problem retaining and using vocabulary, making vocabulary stick will offer a different way looking at the problem.[3]

While Ika ashari in her research "improving vocabulary of students trough bingo games at the seventh year of SMPN 8 Palopo" was increased. The use bingo game is a tecnique of teaching vocabulary which is considered very interesting for the students. It was proved by the score of the students, that is 71.4 in the pre-test was

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[1] Andrew Wright.et.al, *Games for Language Learning*. (United Kingdom: University Press Cambridge, 1997), P.1

[2] Betty Tsang, *A Definition to teach Vocabulary,* http://www.ES/How.com/vocabulary /lessonplans. html.(Accessed on June 21st 2013)

[3] Rolf Tyna, *Making Vocabulary Stick*,.http://education.Guardian.Co.uk.telf/teaching/ story. html 2005 (Accessed on June 21st 2013)

greater 263.64 in the post-test. It means that the difference of two variables was significant difference.[4]

Based on the statements above, in learning vocabulary we need many interest strategies, in order that the students not bore and the students enjoy in memorize vocabulary".

B. Concepts of Vocabulary

There are many concepts about vocabulary, some of them:

1. Vocabulary is the sum or scope of one's. Expressive techique, as in the arts.[5]
2. Vocabulary is the stock of words used by people or by a particular class or person.
3. Vocabulary is list or collection of the words of a language, book, author, branch of science, or the like, usually in alphabetical order and defined.
4. Vocabulary is the words of a language.
5. Vocabulary is word-book, glossary, dictionary or lexicon.
6. Vocabulary is the sum or scope of one's expressive technique, as in the arts.[6]

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[4] Ika ashari, *improving vocabulary of students trough bingo games at the seventh year of SMPN 8 Palopo*,(thesis STAIN:Palopo,2008),P.58

[5] Erniyanti Hamid, *Increasing Students Vocabulary through Poem Reading*, A Thesis S1 (Pare-Pare 2004), P.5.

[6] Makmur, *Improving Students Vocabulary Trough Jumping Word at MAN Palopo*", A Thesis S1 (Palopo: STAIN Palopo, 2008),P. 4.

Vocabulary as an essential component of all uses of language would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their taught. The more words we learn. The more ideas we should have, so we can communicate the ideas more effectively.[7]

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communication and convey our needs could not be established. According to Wilga M. Rivers, it would be impossible to learn a language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.[8]

Vocabulary is one of language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical and supporting the English learners to master a language skill. To mastery vocabulary productive is usually related to speaking and writing, because when someone speaks or writes he or she produces vocabulary. While the mastery of receptive vocabulary is usually related to reading and listening.[9]

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[7] Pieter Napa, *Vocabulary Development Skill*, (Yogyakarta: Kanisius, 1991), P. 7.

[8] Wilga M. Rivers, *Teaching Foreign-Language Skills*. *P*. 462.

[9] Muh Syahrullah.,*Developing the English Vocabularyof the Second Year Students of MTs Batusitanduk Trough English song*" A Thesis S1, (Palopo: STAIN Palopo, 2007).P. 8

Vocabulary is vital to communicating with others and understanding what one is reading. I know that information is known to everyone, but acknowledging it instead of taking it for granted add important goals to your child's list of basic skills to master. [10]

Vocabulary or word also called a based word or a word family is defined as including the base from (e.g.: make) and its inflection and derivatives (e.g.: makes, made, making, maker and markers). Science the meaning of these different forms of the word is closely related it is assumed that little extra effort is needed to learn them.[11]

From the definition above, we can see that vocabulary is one of the components of language and language don't exist without words. Because without vocabulary we cannot communicate each other, so we have to learn and memorize many of vocabulary, in order that we can speak English well with another.

The teaching and learning of vocabulary has never aroused the same degree of interest within language teaching as have such issues as grammatical competence, contrastive analysis, reading or writing, which have received considerable attention from scholars and teacher.[12]

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[10] Donna young;*What is vocabulary,http://donnayoung.org/forms/help/vocabulary.htm 2002* (Accessed 23rd June 2013)

[11] Jasmaruddin, "*Improving vocabulary of the sixth Year Students of SDN 79 Tappong Palopo Trough Wors List*", A thesis S1, (Palopo: STAIN Palopo, 2007),P. 8.

[12] RicardC.Jack, *The Contex tof Language Teaching* (Cambridge University Press:1985),P. 176.

C. Types of Vocabulary

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communication and convey our needs could not be established. According to Wilga M. Rivers, it would be impossible to learn a language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.[13]

While page and Thomas in Ali divide into four kinds as follows:

1. Oral vocabulary; consist of word actively used in speech

2. Writing vocabulary; the word that comes reading to one's fingers vocabulary.

3. Listening vocabulary; the stock of words one responds with meaning and understanding in the speaking of other. And

4. Reading vocabulary; the word which one responds in the writing of others.[14]

According to Hariyanto and Haryono that in English grammar the words divided into eight parts (the eight parts of speech namely: noun, adjective, verb, pronoun, adverb, preposition, conjunction, and interjection).[15]

Before discuses about vocabulary hypernym and hyponym, the first the reseacher will discusses about kinds of vocabulary,

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[13] Wilga M. Rivers, *Op.Cit . P*. 462.

[14] Collier, *The Key to English Vocabulary* (Collier-Macmillah Limited, London, 1971),P.10

[15] Hariyanto and Haryono, *English Grammar for General Application*, (Surabaya: Gitamedia Press, 2003), P. 28.

Vocabulary as the content and function word of a language which are learned thoroughly that they because a part child's under. The word having meaning when heart of seen though not produced by individual it self.[16]

1) Function Word

Function words (closed class words/grammatical words) are words that have little meaning in the dictionary sense but which serve important functions to express grammatical relationship with other words within a sentence.[17]

Among the function words are articles, conjunctions, prepositions, pronouns, substitute nouns and interjections. They also in include numeral days of the week and months of the year. Many of the words can be used in more than one way.

a. Articles

Article is word that place in front of noun and it function as determines or divides noun in a sentence. This is their traditional term for a, an, and the. The correct use of these little words is extremely in English. There is a lot of deference between "man" and "the man" for instance. Some should be included among the articles, since it is use before plural count nouns the way a/an is used before singulars: "a man" "some man".

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[16] Mursal, *the use name card Technique in improving vocabulary of third year of elementary school 79 Tappong*.(A Thesis, Palopo); p. 8

[17] Bayu Chandra pamungkas Function words & content words*http://www.slideshare.net/Chandrapamungkas2/function-words-content-words? Html 2012* (Accessed on June 21st 2013)

A and an are used in front of singular count noun. A and an have the same meaning. A is used in front of words that begin with consonants: b, c, d, f, g, h, j, k, l, etc.

For example:

A bed
A cat
A language
A city
A dog
A book

An is used in front of words that begin with a, e, i, and o.

For example:

An apple
An ear
An idea
An office
An Ocean
An apartment

Use and if a word that begin with “u” has a vowel sound: e.g.an uncle, an ugly picture. Use “a” if a word that begins with “u” has a /uw/ sound: a university, as usual event.

Compare:

I have an uncle

He works a university.[18]

We do not normally pronounce the sound /ə/ before a vowel. So before a vowel, the article *a* (/ə/) changes to *an.* Compare:

a *rabbit* ***a*** *lemon*

an *elephant* ***an*** *elephant*

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[18] Makmur, S.Pd.I, *Op.Cit,* P. 22- 23.

The choice between *a* and *an* depends on pronunciation, not spelling. We use *an* before a vowel **sound**, even if it is written as a consonant.

an h_our_ /ən ˈɑʊə/ ***an*** *MP* /ən em ˈpiː/

And we use a consonant **sound,** even if it is written as a vowel.

a u_niversity /_ə juː …/ ***a o***_ne-pound coin /_ ə wʌn …/

Some people say *an,* not *a,* before words beginning with *h* if the first syllable is unstressed.

an *hotel (a hotel* more common)

an *historic occasion* (*a historic…* is more common)

(BUT NOT ~~*an housewife*~~- the first syllable is stressed.)[19]

b. Conjunction

Conjunction is the words have function to connect word to word, phrase to phrase or connected sentence to sentence.

Example:

Julia and Dedi are students

Based example above, “and” is conjunction. Because “and” connect two nouns that Julia and Dedi.

In English there are two kinds conjunction, they are:

(1) Coordinate Conjunction

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[19] Michael Swan, *Practical English Usage,* (Second Edition: Oxford University Press, 1995), P. 61

Coordinate conjunction that prominent are “and, but, or, nor”. Generally, used to connect clauses that is the same degree or level. Its mean, to connect noun to noun, adjective to adjective, verb to verb, phrase to phrase, clause to clause, sentence to sentence, etc.[20]

The words include in coordinate conjunction are:

And	both…and…
But	not only…but(also)
Or	either…or…
Nor	neither…nor…[21]

(2) Subordinate Conjunction

Subordinate conjunction is the word connected two sentences that is not the same degree or level. Each of the two sentences is as main clause and sub clause. Sub clause always depends on main clause. The sub clause does not have the complete meaning without the main clause.

Example:

She will go the market tomorrow if she is better.

The including in subordinate conjunction are:

In case	in order (that)
However	moreover

---

[20] Windy Novia, *Essential English Grammar*, (Complete Edition: Wipres, 2009), p. 149.

[21] *Ibid,.*p. 150.

Since

Then

Though

so that

therefore

until.[22]

c. Preposition

Preposition is word placed before noun or pronoun to indicate the relation among the parts of other sentences.

Noun or Pronoun the following Preposition always hold the position as object sentence. In English grammar there are words the including Preposition, they are:

Behind

Above

Down

Among

below

about

across

etc.[23]

d. Pronoun

Pronoun the words are used to change noun. The function pronoun is in order lest occur word repeating in the sentence.

Example:

Windy lost Windy's pencil when Windy was going to Windy's home. At the sentence above, the word "Windy" repeated. So that, in order not occur repeating is used pronoun.

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[22] *Ibid,*.p. 152

[23] *Ibid*,.p.107.

Pronoun divided to be some group:

Personal Pronoun

Personal pronoun is pronoun the indicate the first person, the second person and the third person. Personal pronoun divides to be two groups, like:[24]

- Nominative Case

  The included in Nominative Case are:

  I
  He
  It
  You
  you
  she
  we
  they

  Nominative Case must be there before neither verb, neither verb to be nor verb.

- Objective Case

  The included Objective Case are:

  Me
  Him
  It
  you
  her
  us
  your
  them

Objective Case must be there after verb or after preposition.[25]

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[24] *Ibid*,,p.155.

[25] *Ibid*,.p.157

2) Content Word

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone.[26]

a. Noun

Noun is a word used to name a person, animal, place, thing and abstract idea. Nouns are usually the first words which small children learn.[27]

In English, generally noun used as:

❖ Subject

As subject, position noun before verb, for example:

- Anisa sings

❖ Object

As object, position noun after verb or after preposition, for example:

- They go to school everyday
- He eats a cake[28]

1. Concrete noun

Concrete noun is a name of a thing that can be touched or seen, for examples:

- Room
- Girl
- the sun
- boy[29]

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[26] Makmur, *Op.cit* P. 29.

[27] Macfadyen heather, http.//www.*writingcentre.uottawa.Ca/hypergrammar/noun.html* (Accessed 23rd June 2013)

[28] Windy NoviaS.Pd.,*Op.Cit.,*P. *13.*

Concrete noun divides to be four groups, like:

- Proper noun

Proper noun is noun that indicated name, is like people name, country, city, school, accompany, place name, or name of something. Generally proper noun written with capital at the first alphabet, example:

Dennis, Gary, Sarah (name person)

Indonesia, Germany, Malaysia (countries name)

Jakarta, Manila, Sydney (cities name)

Erlangga University, Gajah Mada University (schools name)

CV. Media Itinusa (name of accompany), etc.[30]

- Common noun

Common noun is a name given in common to every person or thing of the same class or kind, for examples:

- Boy
- Woman
- Teacher
- Doctor
- Girl
- Officer
- merchant
- Traveler
- City
- Village
- Town
- Region

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[29] Makmur, *Op.Cit.,*P. 31.

[30] Windy Novia S.Pd.,*Op.Cit.,*P. 14

- Dramatist
- Place[31]

➢ Collective noun

Collective noun is the name of collection of things or person, for examples:

- Crowd
- Team
- Army
- Fleet
- Jury
- family
- Nation
- Cattle
- Gentry
- Class[32]

➢ Material noun

Material noun is the name of a material or substance our of which things are made, for examples:

- Gold
- Silver
- Wood
- Air
- Clay
- Milk
- Ink
- Money
- Butter
- Water
- Paper
- Glass[33]

2. Abstract noun

Abstract noun is the name of a quality, action or state, for examples:

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[31] Makmur, *Op Cit*.P. 30.

[32] *Ibid*..P. 31.

[33] *Ibid*.,P. 33.

- Freedom
- Liberty
- Thought
- Sorrow
- Love
- Death
- Goodness
- kindness
- childhood
- admission
- life
- truth
- beauty
- justice[34]

3. Countable noun

For examples:

- Car
- Horse
- Cow
- bicycle
- boy
- tie, etc.

4. Uncountable noun

For examples:

- Sand
- Coffee
- Water
- Snow
- tea
- rain
- sugar
- air,etc.[35]

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[34] *Ibid.,*P. 31

[35] Windy NoviaS.Pd, ,*Op Cit.,*P. 24.

b. Adjective

Adjective is a word that belongs to a class whose members modify nouns. An adjective specifies the properties or attributes of a noun referent.[36]

There are type's uses of every adjective namely:

1. Attributive use, an adjective used with a noun is known as attributive use. Examples:

- Beautiful girl	- Warring problem
- Lovely flower	- clever students[37]

2. Predictive use, an adjective used with a verb is known as adjective use. Examples:

- She is afraid	- He is alive
- He looked happy	- They are dead

Adjective are divided into ten kinds (Murthy, 2000:36-38)

a) Adjective of quality

An adjective used total about the quality of a person or thing known as adjective of quality, such as:

Wealthy	regional
Fundamental	industrial
Elementary	primary.

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[36] Macfadyenheather, *what is adjective?* http.//www.*writingcentre.uottawa*.Ca/hyper grammar/adjective.html (Accessed 23rd June 2013)

[37] Makmur.*Op Cit.,* P. 37.

b) Adjective of quantity

An adjective used to talk about the quantity of things known as adjective of quantity such as:

Little
Whole
Half
Much
Some
Sufficient.[38]
no
all
enough
any
great

c) Adjective of number

An adjective used to talk about the number of twin person is known as adjective of number such as:

Five
No
Some
Several
few
many
most
first.

d) Demonstrative adjective

An adjective used to point out which person or thing we speak about is known as demonstrative adjective, such as:

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[38]. *Ibid*,P. 38

This
These
Such.
that
those

e) Distributive adjective

An adjective used to refers it each and every person or thing separately is known as distributive adjective, such as:

Each
Either
Any
every
none
both.

f) Interrogative adjective

An adjective used to question is known as interrogative adjective, such as:

What
Whose.[39]
which

g) Possessive adjective

An adjective used to talk about ownership possession known as possessive adjective, such as:

My
Our
Her
Their.[40]
your
his
its

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[39] *Ibid*,P. 39

c. Verb

The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence..[41] The words included in the verbs are:

To make	to say
To go	to eat
To buy	to bring, etc.

1. Transitive verbs

Transitive verb is verb which has and need an object.

Examples:

- She made a cup of tea
- I have bought a new book

But, there some Transitive verb must be used two objects:

Examples:

- Bring	buy
- Give	make
- Send	show

2. Intransitive verb

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[40] *Ibid*,P. 49

[41] Macfadyen Heather,*what is verb?http://www.writingcentre.uottawa.Ca/hypergrammar/ verbs.html (Accessed 23rd Juny 2013)*

Intransitive verb is verb which has no object.

Examples:

- The sun rises in the East
- My head is bleeding[42]

d. Adverb

Adverb is the words which explain about verb, adjective, noun and adverb.[43]According to Murthy adverb are divide into eight kinds on the basis of their use:

1. Adverb of manner

An adverb used to show how an action done is known as an adverb of manner.

E.g.

Quickly
Bravely
Happily
Soundly,
Unfortunately

probably
possible
evidently
luckily
sadly.[44]

2. adverb of place

An adverb used to show how an action done is known as an adverb of place.

E.g.

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[42] Windy NoviaS.Pd, *Op.Cit.,*P. 95

[43] NugrohoSatrio Drs. *Practical Complete English Grammar*: Tata BahasaInggrisLengkap, (ed.I;Surabaya:Kartika),

[44] Makmur, *Op.Cit.,* P. *42*

here
up
Down
near
Below
above
Away
out
In
every
Where
back
Ward
within
By.

An adverb used to show how an action done is known as an adverb of time. E.g.

now
the
Today
tomorrow
Early
soon
Still
yet
Before
late
Ago
lately
Daily
already
Never
since
Formally.

3. adverb of frequency

An adverb used to show how an action done is known as an adverb of frequency, such as:

Once
Often
Always
Again
Frequency
twice
never
occasionally
seldom
sometimes.[45]

4. Adverb of certainly

An adverb used to show definition of the action is known as an adverb of certainly. E.g.

certainly
Definitely
surely
obviously.

5. Adverb of degree

An adverb used to show how much or in what degree or to what extent an action is done is known as an adverb of degree, such as:

Very
Fairly
Too
Hardly
Enough
Altogether
Pretty
rather
quite
almost
fully
so
no
any

---

[45] *Ibid*.,P.43.

6. Interrogative adverb

An adverb used to ask question is known as an interrogative adverb.

E.g.

Where	when
Why	how.[46]

D. Vocabulary Learning Process

The vocabulary learning process will improve the learners ‘mastery on words. The process should precede the application of the vocabulary use both inside and outside the classroom. So, the vocabulary that has been mastered by the students is able to understood, generalized, and implicated in a well communication.

The result of study in the part of teaching and learning process will be related to cognitive or effective process. Concerning to this, improving the vocabulary is one of technical learning process. Ngalim in Asmur elaborates that “learning is the process that add manners, and someone knowledge”.[47]

The other opinion describes Sunardi in Asmur that “learning is the activity where anyone processor collects the change manners in them selves, and that change manners is the active one to get the prospect of life”.[48]

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[46] I*bid*., P. 44.

[47] *Ibid,P.48*

[48] *Ibid,P.48*

Based on the statement above, the aspects in improving the vocabulary through the use of word list have to pass some stages to understand the application analysis and ability to evaluate in improving the vocabulary.

To get more understanding in teaching/learning process, the writer will explain about improving the vocabulary through the word list in a class:

a. The teacher give commands in the target language and perform it with the students.

b. The teacher gives the commands quite quickly.

c. The teacher sits down and issue command to the volunteers.

d. The teacher direct students other that the students can learn through observing action as well as by performing the action them selves.

e. The teacher introduces new commands after she is satisfied that the first six have been mastered.

f. The teacher changes the order if the commands.

g. When the students make an error, the teacher repeats the commands the while action in out.

h. The teacher gives the students commands they have not heard before.

i. The teacher writes the new commands on the white board.

j. A few weeks later, a student who has not spoken before gives commands.

k. A students says “shake hand whit your neighbor (teacher should be tolerant if students make error them) the first begin speaking.[49]

E. Method of Memorizing Vocabulary

Language is word united. If we want to study a language we have to memorize its vocabulary first. There are more than 50.000 list of words in English include its derivation. According to Anderson in Hidayath at Indonesian English dictionary which is made by Jhon M. Echols and Hasan Shadily only consist of 12.000 vocabularies.[50]

Based on the statement above, how can we master all of the vocabulary in our brain? While English teaching in the high school right now only four hours in a weekend it does not only study vocabulary but it studies all component in English like is grammar, reading comprehension, conversation, etc.

According to Pora, there are many kinds of ways to learn vocabulary, such as:

1. Card Method

Sometimes we have many vocabularies but sometimes cannot use it in order that can be useful for us. One way that can help us is using card.

a. Write every English vocabulary or phrase that you do not know it’s meaning. Write into card which it’s size 8 X 6 cm. write the word in no capital word because

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[49] Diana Larsen and Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Pree, 1986),P.114-115

[50] Makmur, *Op.Cit.,P.8*

it can help you to always remember it do not forget to write the classification of the word like verb, adjective, etc.

b. At back of the card you can write the meaning of the words and can be with its picture. Besides the meaning, the good card that consist of sentence that are made from that vocabulary.

c. Let’s us say that you had20 cards, so you can play with them.[51]

2. Translation

Translation is quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.[52]

F. Concept of Hyponym and Hypernym

According McCarthy (1990) states that hyponymy offers an organizing principle for vocabulary teaching and learning. Hyponymy is the relationship of inclusion; it organizes words into taxonomies, or hierarchical tree-type diagrams. Gairns (1986) in the hyponymy relation, “orange” would be the hyponymy of “fruit” which is a hypernym. In the same way, “cow,” “horse,” “pig” and “dog” are all hyponymy of the hypernym “animal.” The importance of the hyponymy in vocabulary teaching is the contribution it gives in classifying the items according to their categories. Classifying or categorizing exercises are useful ways to reinforce student understanding of vocabulary words.

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[51] Jasmaruddin, Op.Cit.,P.42

[52] Sulistiani, *Teaching Vocabulary Trough Realiaat the Sixth Year Students of SDN 047 Baebunta ,*A Thesis S1, (Palopo: STAIN Palopo, 2008), P.19

a. Hypernym

Hypernyms are words that refer to broad categories or general concepts. Car or airplane are hypernyms for more precise terms like Toyota Camry, or Boeing 747. If you are not getting enough results you can broaden your search by using hypernym.[53]

A hypernym is a word with a general meaning that has basically the same meaning of a more specific word. For example, dog is a hypernym, while collie and Chihuahua are more specific subordinate terms. The hypernym tends to be a basic-level category that is used by speakers with high frequency; speakers usually refer to collies and Chihuahuas as dogs, rather than using the subordinate terms, which are consequently of relatively low frequency.[54]

A word with a broad meaning constituting a category into which words with more specific meanings fall a super ordinate. For example, color is a hypernym of red. Contrast with hyponym.[55] Word that has a more general meaning than another;

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[53] *Ibid*

[54] Laurie Beth Feldman, *Morphological Aspects of Language Processing*. Lawrence Erlbaum, http://grammar.about.com/od/fh/g/hypernym.htm 1995 (Accessed August 6th 2013)

[55] *http://oxforddictionaries.com/definition/hypernym (Accessed 21st juny 2013)*

e.g. in the relationship between chair and furniture, furniture is a hypernym; in the relationship between horse and animal, animal is a hypernym.[56] This kind of generalization versus specialization (or particularization) is reflected in the mirror of the contrasting words hypernym and hyponym. A hypernym as a generic stands for a class or group of equally-ranked items such as tree does for peach and oak; or ship for cruiser and steamer. Where as a hyponym is one of the items included in the generic, such as peach and oak are included in tree, and cruiser and steamer in ship, "brother" and "sister" in "family". A hypernym is super ordinate to a hyponym, and a hyponym is subordinate to a hypernym.[57]

Based an explanation above using hyponym and hypernym, we can describe that one unit of words wich is have relation one another. As example to make complete our comprehension for words.

Hypernym	Hyponym
Vegetables	Spinach Carrot Bean Egg plant Mushroom Soybean cake

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[56] *http://www.fun-with-words.com/nym_words.html(Accessed 21st juny 2013)*

[57] *http://en.wikipedia.org/wiki/Generalization* (Accessed August 6th 2013)

Hypernym	Hyponym
Food	Rice Meatball Egg Meat Fish Cake Sandwich Donut Bread Chocolate

b. Hyponym

Hyponymy is a less familiar term to most people than either synonymy or antonymy, but it refers to a much more important sense relation. It describes what happens when we say 'An X is a kind of Y'--A daffodil is a kind of flower, or simply, A daffodil is a flower.""House is a hyponym of the subordinate building, but building is in turn, a hyponym of the subordinate structure, and, in its turn, structure is a hyponym of the subordinate thing. A subordinate at a given level can itself be a hyponym at a higher level".[58]

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[58] David Crystal, *The Cambridge Encyclopedia of the English Language*, 2nd ed. Cambridge University Press, *http://grammar.about.com/od/fh/g/hyponymterm.htm 2003 (Accessed 22nd juny 2013)*

Hyponymy involves specific instantiations of a more general concept such as holds between horse and animal or vermillion and red or buy and get. In each case, one word provides a more specific type of concept than is displayed by the other. The more specific word is called a hyponym and the more general word is the super ordinate which may also be referred to as a hyperonym or hypernym . . .. Where the words being classified according to this relation are nouns, one can test for hyponymy by replacing X and Y in the frame 'X is a kind of Y' and seeing if the result makes sense. So we have '(A) horse is a kind of animal' but not '(An) animal is a kind of horse' and so on.[59]

A hyponym is a word that describes things more specifically. Proper nouns are good examples of hyponyms.[60] Hyponym is a word with a more specific meaning than another more general word of which it is an example. For example “potato” is hyponym of “vegetable” [61]

A hyponym is a word that describes things more specifically. Proper nouns are good examples of hyponyms. Niagara Falls is a hyponym for the concept of waterfall. Ford is a hyponym for the concept car. Just as a hypodermic needle ends with a very fine point, hyponyms are words that pointedly focus your search. Keywords that are

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[59] Ronnie Cann, "Sense Relations." *Semantics: An International Handbook of Natural Language and Meaning*, 2011 (Accessed August 6th 2013)

[60] *DennisO’Connorhttp://21cif.imsa.edu/tutorials/micro/mm/hypernyms/index_html?b_start:int=3 2003-2004(Accessed August 6th 2013)*

[61] *http://www.macmillandictionary.com/dictionary/british/hyponym (Accessed 22nd juny 2013)*

hyponyms will retrieve fewer and more precise results. For this reason, hyponyms narrow a search.[62]

G. Operational Variable Definition

a. Vocabulary is an essential component of all used in language would be impossible to learn a without it

b. Hypernym and Hyponym is one of method which the student can be improve vocabulary.

H. Theoretical Framework

In this research the researcher using hypernym and hyponym technique to improve students vocabulary. In the first meeting the students were given pre test by the researcher to know their vocabulary before giving treatments.After knowing students vocabulary they were given some treatments as a proces as expected to give the students vocabulary improvement ability using hypernym and hyponym.

After conducting both items, in the last meeting the researcher gave post-test to the students to know wheter any significance improvement to the students vocabulary ability or the output after giving the treatments. The theoretical framework in this research is shown in the diagram as follows:

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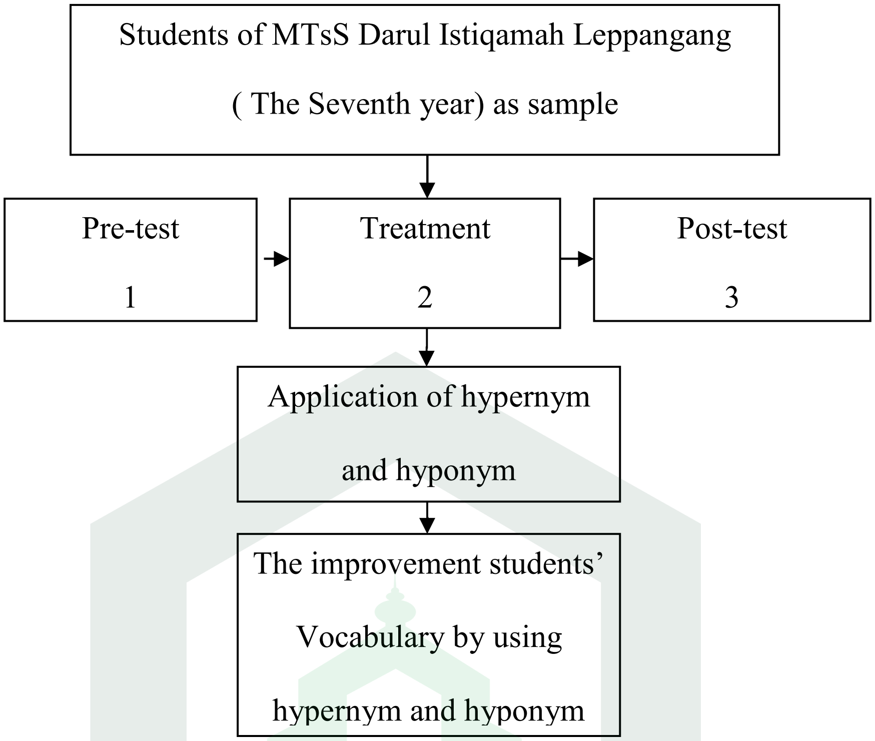
[62] Dennis O'Connor , *What Are Hyponyms, and Hypernyms? How Can These Nyms Help You Focus A Search? http://21cif.imsa.edu/tutorials/micro/mm/hypernyms/index_html?b_start:int=3, 2003-2004* (Accessed 21st Juny 2013)


Students of MTsS Darul Istiqamah Leppangang
(The Seventh year) as sample
Pre-test
1
Treatment
2
Post-test
3
Application of hypernym and hyponym
The improvement students' Vocabulary by using hypernym and hyponym

In the diagram above; input, process, out-put are briefly clarified as follow:

Input : The input hypernym and hyponym material consist of vocabulary

Process : Practice vocabulary by using hypernym and hyponym

Output : The students are able to improve their vocabulary by using hypernym and hyponym.

I. Hypothesis

In this research the writer proposes the following hypothesis:

1. H1: teaching vocabulary by using hypernym and hyponym is effective in improving students' vocabulary at the seventh year of MTsS Darul Istiqamah Leppangang.

2. Ho teaching vocabulary by using hypernym and hyponym is not effective in improving students' vocabulary at the seventh year of MTsS Darul Istiqamah Leppangang.

CHAPTER III

METHOD

In this chapter, the researcher presents the method of the research design, variables, population, instrument of the research, procedure of collecting data and technique of the data analysis.

A. Method of the Research

This research applied a experimental research with one group. Experimental group treated with hypernym and hyponym.

B. Research Design

This research employee pre-experiment method with two parts, they are pre-test and post-test. This design is present as follows:

Pattern: O_1 X O_2

Which:

Pattern: Experiment

O_1 : pre-test

X : Treatment

O_2 :post-test[1]

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[1] Suharsimi arikanto, *Prosedur Penelitian,* (Jakarta: PT.Rineka Cipta,1988) p.84

C. Variable

The variable of this research, the researcher was consist of two variables namely independent variable and dependent variable:

1. Independent variable is a hypernym and hyponym.
2. Dependent variable is the students vocabulary improvement by hypernym and hyponym.

D. Population

The population of the research was the Seventh year students of MTsS Darul Istiqamah Leppangang in 2013-2014 academic years. The real number of population are 24 for one class.

E. Instrument of the Research

The instrument used by researcher was subjective test. Vocabulary test with consist of translation from English into Indonesian and from Indonesian into English.

F. Procedure of Collecting Data

Collect the data, the researcher use some procedures as follows:

1. Pre test

Pre test gave before the treatment:

a. The researcher came in the class and explained the purpose of the research to the students.

b. The researcher gave pre-test, it aimed to know students' vocabulary before treatment. The students were given 45 minutes to do the test.

c. The test modified into two kinds of vocabulary test such as translating words of English into indonesian and Indonesian into English.

2. Treatment

In conducting treatment the researcher did six meetings. The steps are as follows:

1. The first meeting, the researcher explained about "ANIMALS" to the experimental class.

a. Pre Activity

Gave hypernym and hyponym copies of the exercise to be students.

a. Core Activities

- The researcher gave hypernym and hyponym that consisted of vocabularies for students about the kind of animals.

- The researcher pronounced the vocabulary one by one and repeated by the students the hypernym and hyponym

- The researcher asksed the students to write the vocabulary in their note

- The researcher asksed students to memorize the vocabulary about animals in the classroom.

c. Post Activity

- The researcher evaluated the students' improvement.

2. The second meeting, the researcher explained about “FAMILY” to the experimental class.

a. Pre Activity

Gave hypernym and hyponym copies of the exercise to be students.

b. Core Activities

- The researcher gave hypernym and hyponym that consisted of vocabularies for students about the kind of family.

- The researcher pronounced the vocabulary one by one and repeated by the students the hypernym and hyponym.

- The researcher asksed the students to write the vocabulary in their note

- The researcher asksed students to memorize the vocabulary about family in the classroom.

c. Post Activity

- The researcher evaluated the students’ improvement.

3. The third meeting, the researcher explained about “VEGETABLES” to the experimental class.

a. Pre Activity

Gave hypernym and hyponym copies of the exercise to be students.

c. Core Activities

- The researcher gave hypernym and hyponym that consisted of vocabularies for students about the kind of vegetables.

- The researcher pronounced the vocabulary one by one and repeated by the students the hypernym and hyponym

- The researcher asksed the students to write the vocabulary in their note.

- The researcher asksed students to memorize the vocabulary about vegetables in the classroom.

c. Post Activity

- The researcher evaluated the students' improvement.

4. The fourth meeting, the researcher explained about "THE HUMAN BODY" to the experimental class.

a. Pre Activity

Gave hypernym and hyponym copies of the exercise to be students.

b. Core Activities

- The researcher gave hypernym and hyponym that consisted of vocabularies for students about the kind of the human body.

- The researcher pronounced the vocabulary one by one and repeated by the students the hypernym and hyponym

- The researcher asksed the students to write the vocabulary in their note

- The researcher asksed students to memorize the vocabulary about the human body in the classroom.

c. Post activity

- The researcher evaluated the students' improvement.

5. The fifth meeting, the researcher explained about “FOOD and DRINK” to the experimental class.

d. Pre Activity

Gave hyponym and hypernym copies of the exercise to be students.

b. Core Activities

- The researcher gave hypernym and hyponym that consisted of vocabularies for students about the kind of food.

- The researcher pronounced the vocabulary one by one and repeated by the students the hypernym and hyponym

- The researcher askse the students to write the vocabulary in their note.

- The researcher asksed students to memorize the vocabulary about food in the classroom.

c. Post Activity

- The researcher evaluated the students’ improvement.

6 The sixth meeting, the researcher explained about “TRANSPORTATIONS” to the experimental class.

a. Pre Activity

Gave hypernym and hyponym copies of the exercise to be students.

e. Core Activities

- The researcher gave hypernym and hyponym that consisted of vocabularies for students about the kind of transportations.

- The researcher pronounced the vocabulary one by one and repeated by the students the hypernym and hyponym
- The researcher asksed the students to write the vocabulary in their note.
- The researcher asksed students to memorize the vocabulary about transportation in the classroom.

c. Post Activity

- The researcher evaluated the students' improvement.

3. Post test

After doing the treatment, so the students was be given post test in the last meeting. In post test the researcher distributes the write test that has been given in pre-test. By post-test we can know the improvement students' vocabulary by using hypernym and hyponym. The same as pre-test students were given 45 minutes to do the test.

G. Technique of Data Analysis

To analyze the data, the researcher used the following steps:

1. Scoring the students vocabulary test answer.

S = R

Where:

S = Score

R = Right Answer.

Score of the test were classified into criteria as follows:

a. 81 to 100 is classified as very good

b. 61 to 80 is classified as good

c. 41 to 60 is classified as fair

d. 21 to 40 is classified as poor

e. 1 to 20 is classified as very poor.[2]

Formula score for each item, the test will be given for the students namely translation words. The tests were 60 items, 30 Indonesian into English and 30 English into Indonesian. The way to give score is right score divide by the number of sample times one hundred, for example 5 : 24 x 100 = 21

2. Looking for D (difference) between score variable I (x) and score variable II (y)

$$\boxed{D = x - y}$$

Where:

D = difference

X = Pre-Test

Y = Post-Test.

3. Looking for main score from difference X and Y by using the following formula:

$$\boxed{MD = \frac{\sum D}{N}}$$

Where:

N = Total Number of Sample

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[2] Makmur, *op.cit.,p*

$\sum D$ = Total of Difference

MD = Mean Difference.

4. Looking for standard deviation from difference X and Y (SD_D)

$$\boxed{SDD = \sqrt{\frac{\sum \mathrm{D}}{\mathrm{N}} - \frac{(\sum \mathrm{D})2}{N}}}$$

Where:

SD_D = Standard Deviation

$\sum D^2$= Total Difference

N = Total of Number[3]

5. Looking for error standard from mean of difference X and Y by using the following formula:

$$\boxed{SE_{MD=}\frac{SD_D}{\sqrt{N}-1}}$$

Where:

SD_D=Standard Deviation Difference

SE_{MD}= Standard Error Mean Difference

6. Looking for "to" by using the following formula:

$$\boxed{To = \frac{MD}{SE_{MD}}}$$

Where:

To = Test of Count

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[3] Jasmaruddin, op.cit, p.38

MD = Mean Score

SE_{MD}= Standard Error Mean Difference

7. Criteria of hypothesis acceptability

To $\geq t_{+}$ = Reject NU 1 Hypothesis

To $\leq t_{+}$ = Receive Null Hypothesis[4]

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[4] *Ibid.,p.39*

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the previous description it had been explained that the data analysis in the research, the researcher used quantitative analysis by analyzing the data in numeral form. These data described students' vocabulary improvement at the Seventh year of MTsS Darul Istiqamah Leppangang by using hypernym and hyponym.

The researcher made raw score of students'. The data analyzed and performed in the following table.

1. The students' score

a. The students' score in Pre-test

Table 4.1

The score of students in pre-test

Respondent	Correct answer	Score
R1	6	10
R2	16	27
R3	13	22
R4	4	7
R5	13	22

R6	**8**	**13**
R7	**18**	**30**
R8	**13**	**22**
R9	**3**	**5**
R10	**11**	**18**
R11	**5**	**8**
R12	**17**	**28**
R13	**13**	**22**
R14	**17**	**28**
R15	**15**	**25**
R16	**34**	**57**
R17	**10**	**17**
R18	**28**	**47**
R19	**20**	**33**
R20	**27**	**45**
R21	**23**	**38**
R22	**28**	**47**

R23	**6**	**10**
R24	**13**	**22**

From the table 1 it can be seen the students' score in pre-test. The highest score is 57 and the lowest score is 5. There was 1 student who got the lowest score 5 with three correct answers, 1 student got 7 with four correct answers, 1 student got 8 with five correct answer, 2 students got 10 with six correct answers, 1 students got 13 with eight correct answers, 1 student got 17 with ten correct answers, 1 students got 18 with eleven correct answers, 5 students got 22 with thirteen correct answers, 1 student got 25 with fifteen correct answers, 1 student got 27 with sixteen correct answers, 2 students got 28 with seventeen correct answers, 1 student got 30 with eighteen correct answers, 1 student got 33 with twenty correct answers, 1 student got 38 with twenty-three correct answers, 1 student got 45 with twenty-seven correct answers, 2 students got 47 with twenty-eight correct answers, 1 student got the highest score 57 with thirty-three correct answers.

Based explained above, writer knew that the students' vocabulary was very low because the highest score in pre-test was 57 with 34 correct answers from 60 vocabularies.

b. The students' score in Post-test

Table 4.2

The score of students in post-test

Respondent	**Correct answer**	**Score**
R1	**52**	**87**
R2	**56**	**93**
R3	**56**	**93**
R4	**44**	**73**
R5	**41**	**68**
R6	**46**	**77**
R7	**53**	**88**
R8	**53**	**88**
R9	**38**	**63**
R10	**28**	**47**
R11	**43**	**72**
R12	**48**	**80**
R13	**47**	**78**

R14	**53**	**88**
R15	**55**	**92**
R16	**55**	**92**
R17	**46**	**77**
R18	**45**	**75**
R19	**46**	**77**
R20	**46**	**77**
R21	**48**	**80**
R22	**44**	**73**
R23	**22**	**37**
R24	**55**	**92**

From the table 2 it can be seen the students' score in post-test. The highest score is 93 and the lowest score is 37. There was 1 student who got the lowest score 37 with twenty-two correct answers, 1 student got 47 with twenty-eight correct answers, 1 student got 63 with thirty-eight correct answers, 1 students got 68 with forty-one correct answers, 1 students got 72 with forty-three correct answers, 2 students got 73 with forty-four correct answers, 1 student got 75 with forty-five correct answers, 4 student got 77 with forty-six correct answers, 1 student got 78 with forty-seventh correct answers, 2 student got 80 with fifty-three correct answers, 1 student got 87 with fifty-two correct answers, 3 student got 88 with fifty-three correct answers, 3 student got 92 with fifty-five correct answers, 2 student got 93 with fifty-six correct answers.

Based explained above, writer knew that the students' vocabulary was improvement after doing treatment by using Hypernym and Hyponym. In pre-test the highest score was 57 with thirty-four correct answers and in post-test the highest score was 93 with fifty-six correct answers from 60 vocabularies.

2. Classification and percentage of the students' score

a. Pre-test

Table 4.3

The Percentage Rate of Students' score in Pre-test.

Classification Answer	Pre-Test	
	F	P
81-100 (Very Good)	-	-
61-80 (Good)	-	-
41-60 (Fair)	4	17%
21-40 (Poor)	12	50%
1-20 (Very Poor)	8	33%
	24	100%

The table 3 shows that in fond vocabulary test by using hypernym and hyponym in Pre-test there was not students got very good and good category. There were 4 students (17%) got fair category, There were 12 students (50%) got poor category and there were 8 students (33%) got very poor category.

b. Post-test

Table 4.4

The Percentage Rate of Students' score in Post-test

Classification Answer	Post-Test	
	F	P
81-100 (Very Good)	9	37,5%
61-80 (Good)	13	54,17%
41-60 (Fair)	2	8,33%
21-40 (Poor)	-	-
1-20 (Very Poor)	-	-
	24	100%

In post-test, the score of students were increased. There was 1 students (4,17%) got very good category, there were 5 students (20,83%) got good category, there were 5 students (20,83%) got fair category, there were 13 students got poor category and there was not student got very poor category. It means that, there were improvement after giving treatment to the students, so the students' vocabulary can be improved by using hypernym and hyponym.

3. The result of vocabulary test by using hypernym and hyponym

Table 4.5

The result of vocabulary test by using hypernym and hyponym, before (pre-test) and after (post-test) conducting treatment.

NO	Respondent	The result of Voc. Test by using hypernym and hyponym		D (y-x)	D^2 $(y-x)^2$
		Pre-Test(x)	Post-Test(y)		
1	R1	**10**	**87**	77	5929
2	R2	**27**	**93**	66	4356
3	R3	**22**	**93**	71	5041
4	R4	**7**	**73**	70	4900
5	R5	**22**	**68**	46	2116
6	R6	**13**	**77**	64	4096
7	R7	**30**	**88**	58	3364
8	R8	**22**	**88**	66	4356

9	R9	**5**	**63**	58	3364
10	R10	**18**	**47**	29	841
11	R11	**8**	**72**	64	4096
12	R12	**28**	**80**	52	2704
13	R13	**22**	**78**	56	3136
14	R14	**28**	**88**	60	3600
15	R15	**25**	**92**	67	4489
16	R16	**57**	**92**	35	1225
17	R17	**17**	**77**	60	3600
18	R18	**47**	**75**	28	784
19	R19	**33**	**77**	44	1936
20	R20	**45**	**77**	32	1024
21	R21	**38**	**80**	42	1764
22	R22	**47**	**73**	26	676
23	R23	**10**	**37**	27	729
24	R24	**22**	**92**	70	4900
N = 24		X = 603	Y = 1867	Σ_D =1268	Σ_D^2= 73206

From the table 5, the writer got $\Sigma D = -1268$ and $\Sigma D^2 = 73206$ from this data, the writer present the result of mean difference, standard deviation (SD_D), standard score mean (SE_{MD}) and t count, as follow:

1. Looking for mean of difference (MD)

$$MD = \frac{\Sigma D}{N} = \frac{1268}{24} = 53$$

2. Looking for standard deviation (SD_D)

$$SD_D = \sqrt{\frac{SD^2}{N} - \frac{(\Sigma D)^2}{(N)}} = \sqrt{\frac{73206}{24} - \frac{(1268)^2}{(24)}}$$

$$= \sqrt{3050.5 - (53)^2}$$

$$= \sqrt{3050.5 - (2809)}$$

$$= \sqrt{241.5}$$

$$= 15.540$$

3. Looking for standard error mean (SE)

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} = \frac{15.540}{\sqrt{24-1}}$$

$$= \frac{15.540}{\sqrt{23}}$$

$$= \frac{15.540}{4{,}796}$$

$$= 3{,}240$$

4. Looking for t count (to) by using following formula

$$\text{To} = \frac{MD}{SE_{\text{MD}}} = \frac{-53}{3,240} = 16.35$$

5. Given interpretation based on criteria hypothesis

df or db = N – 1

= 24-1

= 23

If to ≥ tt = Acceptable null hypothesis

If to < tt = Unacceptable null hypothesis

Based on standard of significant 5% with df 23, (see t table) we got table = 2,07 and with standard of significant 1% we got 2,81 and to = 16.35 from result above the researcher gave interpretation, as we know that:

$$\boxed{2,07 > 16.35 < 2,81}$$

So, "to" is bigger than "tt"

B. Discussion

Based on the result of data analysis, the writer interpreted that hypernym and hyponym was effective and one of technique to develop students' vocabulary at the Seventh year of MTsS Darul Istiqamah Leppangang. The researcher gave vocabulary thematic about noun they are family, human body, animals, food and drinks, vegetables and transportation.

We can see about it through the mean of result students in pre-test (before doing treatment) and in post-test (after doing treatment) is difference and result of t test standard significant 5% with df 23 the researcher got 2,07 and with standard of significant 1% the researcher got 2,81.

From the result above the researcher gives interpretation "to" is bigger than "tt"

$$\boxed{2{,}07 > 16.35 < 2{,}81}$$

As the experience and the result of data analysis the researcher was sure that improvement vocabulary by using hypernym and hyponym is an appropriate way to test English in junior high school, So hypernym and hyponyym is a good technique for English teacher to apply in the classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After finding data analysis and discussion, the researcher makes conclusion that as follows:

The researcher found out improving students' vocabulary at the seventh years of MTsS Darul Istiqamah Leppangang. Hypernym and Hyponym is a good technique in teaching vocabulary at the seventh year of MTsS Darul Istiqamah Leppangang because based on data analysis and discussion of the findings, it can be concluded the mean score in post-test (25,12) is greater that the mean score in pre-test (77,79). it means there is improvement of the students' vocabulary. There was a significant improvement on vocabulary at the seventh year of MTsS Darul Istiqamah Leppangang after Hypernym and Hyponym conducted. T-test is greater than t-table. Therefore H_o hypothesis is rejected and H_1 hypothesis is accepted. It means that with use Hypernym and Hyponym technique can improve the students' vocabulary.

B. Suggestion

Based on the conclusion above, to reach the aim and objective in increasing the quality of students, generally students of MTsS Darul Istiqamah Leppangang, the researcher has some suggestions for English teacher and students, as follows:

1. As an English teacher, we should apply an appropriate way or technique in learning process, in order the students can understand and they don't be bored in learning, like is Hypernym and Hyponym technique.
2. The teacher and the students should be active in the classroom.
3. The students should improve their vocabulary because four English skills such as speaking, listening, reading and writing can hardly be mastered without good mastery of vocabulary
4. The English teacher apply Hypernym and Hyponym technique in learning English vocabulary, because this technique is very good, easy to understood and make students enjoy in learning process.