

**HYPONYM GAME IN ENRICHING STUDENTS' VOCABULARY AT
LANGUAGE BOARDING HOUSE OF SALAFIYAH SYAFI'YAH
ISLAMIC BOARDING SCHOOL**

A THESIS



By

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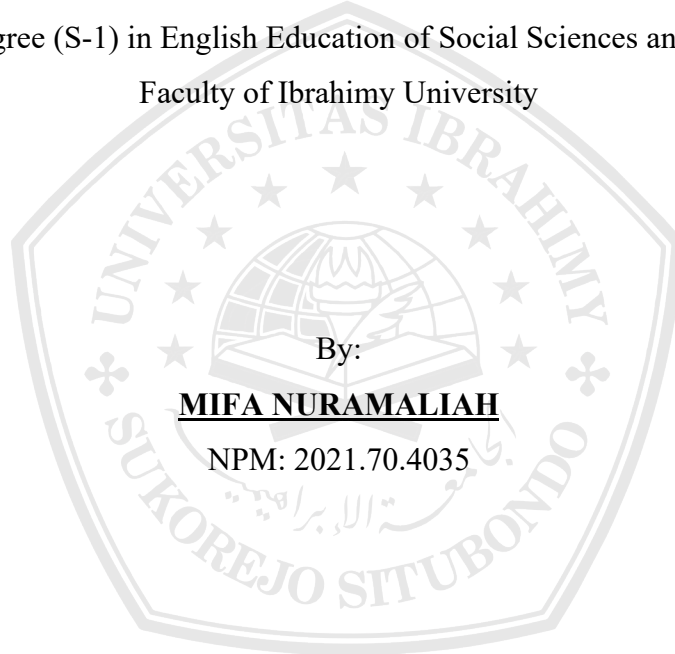
**ENGLISH EDUCATION DEPARTMENT
SOCIAL SCIENCES AND HUMANITIES FACULTY
IBRAHIMY UNIVERSITY
SUKOREJO SITUBONDO**

2025

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A THESIS

Submitted to the Department of English Education as a Partial Fulfilment for the
Bachelor Degree (S-1) in English Education of Social Sciences and Humanities
Faculty of Ibrahimy University



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NPM: 2021.70.4035

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SUKOREJO SITUBONDO**

2025

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Presented to the examiners today on Saturday, 10th of August 2025 in partial fulfillment of the requirements for the bachelor degree in English Education Department of Social Sciences and Humanities Faculty of Ibrahimy University.

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Faculty of Social Sciences and Humanities
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Dean,



KH. Moh. Aso Samsudin M.Pd.I.

MOTTO

“Rather than comparing yourself with others, it's better to think about what you want to do, what you need, and what kind of person you want to be. Don't rush and burden yourself.¹”

Jay En_



¹ M. Haris Shofy A. “Mahir Vocabulary, Modal Ngomong Inggris”. (Kediri, Jawa Timur: Azhar Risalah, 2019), 108.

DEDICATION

My beloved family:

Mr. Misahi

Mrs. Amsiati

Mrs. Arifa Ulliyana

Mr. Nurul Syamsuri



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In the name of Allah SWT, the most gracious and the most merciful. All praised to Allah SWT. who has given the researcher guidance, strength, and compassion to finish the thesis as the last assignment in her study. In addition, may peace and salutation be given to the Prophet Muhammad SAW. who has taken all human beings from the darkness to the lightness.

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May Allah SWT. bless you. The researcher will be grateful to accept any constructive critic and suggestions from anyone for this thesis to be better written. Finally, no one is perfect except the most perfect Allah SWT.

Situbondo, 15th of July 2025



Mifa Nuramaliah

ABSTRACT

Mifa Nuramaliah (2021704035). Hyponym Game in Enriching Students' Vocabulary at Language Boarding House. A Thesis, English Education Department, Ibrahmy University Situbondo. Advisor: (1) Musdalifah, M.Pd. (II), Nuril Firdaus, M.Pd.

In this research, the purpose was to know the effect of hyponym game in enriching students' vocabulary. The method used in this research was a quantitative method that was dealing with quasi-experimental design. The population was all of elementary class students of Language Boarding House in Salafiyah Syafi'iyah Boarding School, Sukorejo, Banyuputih, Situbondo that consisted of 24 students. The researcher used populative sample that involved all of the population as the sample. There were two classes at elementary class: elementary A as the experimental class and elementary B as the control class. The experimental class was taught by using hyponym game while the control class was taught by using conventional method. This study collected the data through the following of the process: pretest, treatments, and posttest. The finding presented a significant value of $0.000 < \text{than } 0.05$. It means that H_a was accepted and H_0 was rejected. These results confirmed that vocabulary learning by using hyponym game give significant effect in enriching students' vocabulary.

Keywords: *Hyponym Game, vocabulary*

ABSTRAK

Mifa Nuramaliah (2021704035). Hyponym Game in Enriching Students' Vocabulary at Language Boarding House. Skripsi., English Education Department, Ibrahmy University Situbondo. Advisor: (1) Musdalifah, M.Pd. (II), Nuril Firdaus, M.Pd.

Tujuan penelitian ini adalah untuk mengetahui pengaruh permainan hiponim dalam memperkaya kosakata siswa. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain kuasi-eksperimental. Populasi penelitian ini adalah seluruh siswa kelas dasar Asrama Bahasa di Pondok Pesantren Salafiyah Syafi'iyah, Sukorejo, Banyuputih, Situbondo yang berjumlah 24 siswa. Sampel yang digunakan adalah sampel populatif, yaitu seluruh populasi yang dijadikan sampel. Terdapat dua kelas di kelas dasar: elementary A sebagai kelas eksperimen dan elementary B sebagai kelas kontrol. Kelas eksperimen diajar dengan menggunakan permainan hiponim, sementara kelas kontrol diajar dengan menggunakan metode konvensional. Penelitian ini mengumpulkan data melalui proses berikut: pretest, treatment, dan posttest. Temuan ini menunjukkan nilai signifikansi $0,000 < 0,05$. Ini berarti H_a diterima dan H_0 ditolak. Hasil ini menegaskan bahwa pembelajaran kosakata dengan menggunakan permainan hiponim memberikan efek signifikan dalam memperkaya kosakata siswa.

Kata Kunci: *Permainan Hiponim, Kosakata*

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CHAPTER I

INTRODUCTION

A. Background of the Study

As the system of communication, language plays a vital role in human life as it serves as a primary tool for interaction. It is a person ability to communicate with other people using signs, for example words and gestures. We use language to share our feelings, thought, and desires. People should learn how to communicate correctly with a language.¹ There are some languages that usually use in communication with people from another country, one of the language is English. It functions as a global language for cultural exchange and sharing information. Proficiently in English can also enhance employment opportunities. To achieve language mastery, students need a sufficient vocabulary to use words effectively and accurately. Vocabulary not only conveys meaning but also influences how individuals act and respond in communication.² Furthermore, Students are expected to learn how to speak English because it is commonly used around the world and has become a global

¹ Hosseini S. & Salehi H., " *Using contextualized reading task for improving incidental vocabulary retention among Iranian EFL learners* ", *Asian Online Journal*, 4(4), 127–134.
<https://www.ajouronline.com/index.php/AJEEL/article/view/3952>

² Yessica Aulia,et.al. " *an analysis of teachers strategies in teaching reading comprehension* " *jurnal pendidikan*, vol. 11 No.1, Februari 2020, 95.
<https://www.academia.edu/82142722/>

language. English is the main language used in areas like science, technology, business, and international communication.³

Vocabulary is made up of words and their meanings, especially when learning a new language. Vocabulary is not just a list of words from the language that you learn. Vocabulary is an essential component of linguistic proficiency. It establishes a solid basis for students speaking, listening, reading, and writing abilities. Furthermore, It is a very important part of learning a language. Humans utilize words and string them together to construct sentences.⁴

Vocabulary is a crucial part of language ability. It can build words to be a sentence. Therefore, students must master it in order to communicate effectively.⁵ The English teachers are supposed to be able to organize the teaching and learning activities. They may improve their students ability by using English in the classroom. They can give a practice in a pattern which contains the vocabulary items for everyday situations such as listening, speaking, reading, and writing.⁶ However, there are some problems on students ability in English. Based on several findings, first it is from Yusheng and Marko, many students in junior high school still have difficulties, such as finding it hard to

³ Khadafi. ‘ ‘ *Teaching Narrative Writing By Using Roundtable strategy To Islamic Junior High School Student* ’ ’, jurnal pendidikan dan pengajaran, Vol. 4 Number.2, Desember 2017, 57. <https://repository.radenfatah.ac.id/1202>

⁴ Muhammad sofian H., dkk. ‘ ‘ *Hyponym Games In Enriching Student’ English Vocabulary: A Case Study In Junior High School* ’ ’. SCOPE, vol.06, (September 2021), 37. DOI: <http://dx.doi.org/10.30998/scope.v6.il.9487>

⁵ Patahuddin Patahuddin, dkk. ‘ ‘ *Improving The Vocabulary Mastery Of Students Through Hyponym Games* ’ ’. journal of education, vol. 02, number.01, (April 2020), 12. <http://dx.doi.org/10.47197/retos.v44i0.91506>.

⁶ Fadilla Taslim. ‘ ‘ *An Experimental Study Of Teaching Vocabulary By Using Hyponym Games At Seventh Grader F Of Mts Syech Ibrahim Payakumbuh* ’ ’. STKKIP Abdi Pendidikan Payakumbuh , Indonesia, vol.21, number.03, (November 2014), 189-197. DOI: <http://dx.doi.org/10.15548/jt.v21i3.103>

remember words and easily forgetting them.⁷ Therefore, many students find it challenging to learn vocabulary because the learning make students feel bored so that students are faster to forget. Students feel hard to learn and enrich vocabulary knowledge because students are too lazy to read and to memorize English books.⁸ Moreover, students did not intent to bring dictionary. Therefore, students also have trouble understanding the meaning of difficult word. Additionally, students were not confident to speak English because they had very limited English vocabulary.⁹ Many students still don't have enough vocabulary and difficult in mastering vocabulary. Students are not interested when the teacher teaches English. Most of students said that English is so difficult to understand. Students can not arrange the English sentences when they want to say or write something in English. Moreover, students can not categorize the English vocabulary also. Maybe, it can be the learning factor that make the students are not interested and bored if they just learn vocabulary with the monotonous way. It makes the classroom atmosphere monotonous.¹⁰

Based on the observation done at elementary class of Language Boarding House on April 26th, 2025 by obtaining students English score and interviewing

⁷ <http://teachesl.pbworks.com/w/file/70386377/Yusheng%20Li--Marko.doc>.

⁸ Caroline V. Katemba & Yohanna D. Karoline. "The Effectiveness Of Hyponym Games To Enhance Vocabulary Acquisition " University Advent Indonesia, vol. 22, no. 01, (April 2021), 63. <https://so01.tci-thaijo.org/index.php/hbds/article/download/243641/166879>

⁹ Ignasia Kristiani Uni. "Using Hyponym Game To Improve Student's English Vocabulary Mastery At The Seventh Grade Of SMPK Yapenthom 1 Maumere In The Academic Year Of 2020/2021 " Edunipa Journal, vol.03, no.03, (Desember 2022), 83. <https://edunipa.nusanipa.ac.id/index.php/ednp/article/view/96>

¹⁰ Ester Surya Ningsih Zebua, dkk. "Increasing The Students' Vocabulary Mastery by Using Hyponym Game at The Eighth Grade of SMP Negeri 1 Gunungsitoli Barat In 2022/2023" Journal on Education, Vol. 06, No.01, (September-Desember 2023), 8337-8338. <http://jonedu.org/index.php/joe>

with some students in elementary class. The researcher concluded that the condition of students who experience difficulties in mastering vocabulary so that students' English language skill become limited. In addition, Language Boarding House is one of dormitories in Salafiyah Syafi'iyah Boarding School focuses in learning English and Arabic language. The learning in English language dormitory uses traditional method such as memorizing vocabulary in English. Students have an obligation to memorize both in the dormitory and in their schools. The learning used between school and language dormitory tend to be same, namely using conventional method. Therefore, students are bored and not interested in learning. Students also can not speak English fluently, they do not understand some English texts because most of students lack in vocabulary, lazy to read dictionary, and they feel bored to learn it. Additionally, because there is no innovation in learning so that students can not develop their ability in English. To overcome these problems, it needs interesting and fun way for learning. Therefore, researcher feels to make it easy by using a game. It is essential to create meaningful progress in the learning process and learning vocabulary can be an interesting and enjoyable activity. Games help students relax and have fun, which means they understand better and remember more information.¹¹ There are some games that can make students enjoy when learning, one of the games is hyponym game. Hyponym game is words whose meanings are more specific

¹¹ Muhammad Sofian H., dkk. *'Hyponym Games In Enriching Student' English Vocabulary: A Case Study In Junior High School '*. SCOPE, vol.06, (September 2021), 37. DOI: <http://dx.doi.org/10.30998/scope.v6.il.9487>

than hypernym.¹² The hyponym game is a feature where one word has a more specific meaning than another and it includes the meaning of the other word. For instance, the English language connects the words “flower” and “rose” to denote a specific type of flower. A rose is a hyponym, but a flower is a hypernym. Teaching hyponyms is a good way to practice since they are simple to apply, grasp, and retain.¹³

Based on the background described above, the researcher chose hyponym game in teaching and learning process. By using hyponym game, the researcher hoped the students would enjoy learning English vocabulary. This game gives the students lots of time to be active in the English teaching and learning process, and they can improve their vocabulary and learn how to solve problems. Based on the explanation above, the researcher conducted the research under the title **“Hyponym Game in Enriching Students’ Vocabulary at Language Boarding House of Salafiyah Syafi’yah Islamic Boarding School.”**

B. Identification and Scope of the Problem

Problem is an important part of the research process. Based on the explanation above, the researcher identified the problems as follows:

¹² Ignasia Kristiani Uni. ” *Using Hyponym Game To Improve Student’s English Vocabulary Mastery At The Seventh Grade Of SMPK Yapenthom 1 Maumere In The Academic Year Of 2020/2021* ” Edunipa journal, vol.03,no.03, (Desember 2022), 83.
<https://edunipa.nusanipa.ac.id/index.php/ednp/article/view/96>

¹³ Muhammad Sofian H., dkk. ’ *Hyponym Games In Enriching Student’ English Vocabulary: A Case Study In Junior High School* ’. SCOPE, vol.06, (September 2021), 38.
<http://dx.doi.org/10.30998/scope.v6.il.9487>

1. Students find it hard to understand English vocabulary because they lack vocabulary.
2. Students find it hard to remember new vocabulary.
3. Students find it hard to understand vocabulary because the teachers use the wrong techniques when teaching the material.
4. Students have low motivation for learning English vocabulary.

According to the explanation above and several identified problems, the research focuses on how hyponym game in enriching students' English vocabulary.

C. Problem Statement

Based on the background study above, the researcher formulated the problem: "Does the group taught vocabulary by using hyponym game gain better score than another group taught by non hyponym game?"

D. Objective and Purpose of the Research

The objective of the research is to measure the effect of hyponym game in improving students' vocabulary in Language Boarding House of Salafiyah Syafi'iyah Sukorejo. The purposes of the research are:

1. Theoretical Purpose

For helping students in teaching and learning programs. Also, it can increase students' vocabulary when they play in the class by using hyponym game.

2. Practical Purpose

a. For the Researcher

The research is submitted for the requirement to graduate with a bachelor's degree (S-1) at the Social Science and Humanities Faculty of Ibrahimy University.

b. For the Teacher

The teacher will find different types of media that can be used in the teaching and learning activities. The teacher can use the hyponym game as a media to help students learn more vocabulary.

c. For the Students

Using hyponym game will help them to enrich students' vocabulary. Also, students are more interested and enjoy the learning.

d. For the School

The results of this research are very helpful for the school to provide better suggestions to get new media for teaching English.

E. Previous Study

1. The first research came from Patahuddin Patahuddin, Syawal Syawal, Zulwahyuni Namrullah (2020), *Improving the Vocabulary Mastery of Students through Hyponymy Game*. The study involved 60 tenth grade students at SMK Negeri 3 Parepare selected, using random sampling. The X TKJ 1 class was designated as the experimental group, while X Multimedia 1 served as the control group. This study used a quasi-experimental

approach. The results showed that students improved a lot in their vocabulary skills. This is seen in the increase of the average score from 55.86 in the pre-test to 81.57 in the post-test.¹⁴

2. The second related previous study came from Muhammad Sofian Hadi, Zaitun, Monica Lucy Wahyuningsih (2021), *Hyponym Games in Enriching Students' English Vocabulary: A Case Study in Junior High School*. This research aimed to examine the effectiveness of hyponym games in enriching vocabulary mastery among seventh grade students at SMP Muhammadiyah 01 Sukajaya. The research was quantitative method, using a pre-experimental method with one group pre-test and post-test design. The students obtained the average score of 74.73. Additionally, the calculation of the data showed that in the significance level of 0.05, that was 7.0 with t-table of 1.701, or $7.0 > 1.701$. Therefore, this research confirms that the use of hyponym games was effective in enriching students' vocabulary.¹⁵
3. The last related previous study came from Tri Indah Rezeki, Rakhmat Wahyudin Sagala (2023), *Enhancing Students' English Vocabulary with Hyponym Games*. The study involved fifth grade students of SDIT Al-Hijrah 2 and employed a pre-experimental method with a single group pre-test and post-test design. A total of 30 students participated. The average pre-test score was 54 while the post-test average was 74.73. The t-test analysis

¹⁴ Patahuddin Patahuddin, Syawal Syawal, Zulwahyuni Namrullah. "Improving The Vocabulary Mastery Of Students Through Hyponym Games " journal of Education, Language, Teaching, and Science, vol. 02, (April 2020), 11. <http://dx.doi.org/10.47197/retos.v44i0.91506>.

¹⁵ Muhammad Sofian Hadi, Zaitun, Monica Lucy Widiyaningsih. "Hyponym Games In Enriching Student' English Vocabulary: A Case Study In Junior High School ". SCOPE, vol.06, (September 2021), 36. <http://dx.doi.org/10.30998/scope.v6.il.9487>

revealed t-value of 7.0 exceeding the critical value of 1.701, which supports the conclusion that hyponym games effectively improve students' vocabulary proficiency.¹⁶

To look at the differences and the similarities in each previous studies, it will be delivered in the table below:

Table 1.1: The Differences and the Similarities of the Previous Study

No	Title, Author, Year	Similarities	Differences
1.	"Improving The Vocabulary Mastery of Students through Hyponymy Game", Patahuddin Patahuddin, Syawal Syawal, Zulwahyuni Namrullah, 2020	Research method (A quasi-experimental) was applied in two-groups pre-test post-test design.	The research site in this research is SMK 3 Parepare. While the present research is in Language Boarding House.
2.	"Hyponym Games in Enriching Students' English Vocabulary: A Case Study in Junior High School", Muhammad Sofian Hadi, Zaitun, Monica Lucy Wahyuningsih, 2021	Variabel X (using hyponym game) Variable Y (vocabulary)	Research method in this research used pre-experimental in one group; it was tested twice by pre-test and post-test. The research site in this research is SMP Muhammadiyah 01 Sukajaya, while the present research is in Language Boarding House.
3.	"Enhancing Students' English Vocabulary with Hyponym Games", A journal by Tri Indah Rezeki, Rakhmat Wahyudin Sagala, 2023	Variabel X (using hyponym game) Variable Y (vocabulary)	The difference between this research and the previous research is the research site. Research method in this research used pre-experimental in one group; it was tested twice by pre-test and post-test.

¹⁶ Tri Indah Rezeki, Rakhmat Wahyudin Sagala. ''Enhancing Students' English Vocabulary with Hyponym Games'', Jurnal Serunai Ilmu Pendidikan, vol.9, no. 02, Desember 2023, 154. <https://ejournal.stkipbudidaya.ac.id/index.php/ja/article/view/996>

			The previous study is in SDIT Al-Hijrah 2 and this present research is in Language Boarding House.
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F. Operational Definition of the Variable

The word “variable” is crucial in research. The variables in this research are:

1. Independent Variable (X): Hyponym Games

Hyponym refers to a relationship in which one word’s meaning is included within a broader category, the more particular word is hyponym, while the larger term is the hypernym. For example, "vehicle" is a general term and "car", "bike", and "bus" are specific terms.¹⁷ The teacher plays a game as a learning media. This game can be helpful for students because it makes learning more interesting and fun. It also can increase student’ vocabulary.

2. Dependent Variable (Y): Vocabulary

Vocabulary is the most important thing in learning language because it is the basic knowledge of someone to master all language skill.¹⁸ If students want to learn a new language we need to deep study about vocabulary so that students can speak fluently.

¹⁷ Ignasia Kristiani Uni. ” *Using Hyponym Game To Improve Student’s English Vocabulary Mastery At The Seventh Grade Of SMPK Yapenthom 1 Maumere In The Academic Year Of 2020/202* ” Edunipa journal, vol.03,no.03, (Desember 2022), 83.
<https://edunipa.nusanipa.ac.id/index.php/ednp/article/view/96>

¹⁸ M. Alqahtani. “the important of vocabulary in language learning and how to be taught” internasional journal of teaching and Education, vol.03, no.03, 21-34, 2015.
doi:10.20472/TE.2015.3.3.002.

G. Systematic Discussion

1. Chapter I

Introduction: Background of the study, identification and scope of the problem, problem statement, objective and purpose of the research, previous study, operational definition of the variable, and systematic discussion.

2. Chapter II

The literature review covers vocabulary: what vocabulary is, what vocabulary mastery means, types of vocabulary, ways to teach vocabulary, and principles for teaching vocabulary. It also includes game, specifically hyponym game: what a hyponym game is, how to use it to teach vocabulary, the steps involved in using the hyponym game, the pros and cons of the hyponym game, the hypothesis, and the conceptual framework.

3. Chapter III

Methodology: research design and method, research site, population and sample, research instrument, data collection technique, and data analysis.

4. Chapter IV

Findings and discussion: description of where the research was done, description of the research data, data analysis, test for normality, t-test, and discussion.

5. Chapter V

Conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Language is essential to human existence because it allows us to communicate each other. The Qur'an as a guide for Muslim also mention the importance of learning language. As in QS Al-Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَىٰ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Meaning:

“O mankind, indeed We have created you from a man and a woman and made you into nations and tribes so that you may know each other. Indeed, the noblest person among you in the sight of Allah is the one who is pious. Indeed, Allah is All-Knowing, All-Aware.” (QS. Al-Hujurat: 13).¹

This verse highlights that language is crucial for our life because it is a tool to interact each other. It is not merely a medium for exchanging information but also it contributes significantly to the development of individuals, cultures, and educational systems.

Mc Carthy said that: It does not matter how well the student learns language structure or how well they pronounce the L2 sounds, without words to express a wide range of meanings, communication in an L2 cannot

¹ <https://quran.nu.or.id/al-hujurat/13>

happen in any meaningful way.² Therefore, mastering vocabulary is very important to improve students' abilities in English, they cannot master other skills without understanding the meaning. Mastery of a language requires that an adequate vocabulary is possessed so that it can be used accurately. In other word, Vocabulary is a word with the meaning.³

There are different definitions of vocabulary. Nushi and Jenabzadeh in the Corpus Linguistic Journal, vocabulary includes not only single words but also multiword phrases, idiom, and sentences, and academic vocabulary consists of words that are used widely in academic texts but are relatively uncommon in other contexts. They highlight that academic vocabulary can be categorized into tiers, with tier 2 words being particularly important for academic work because they organize scientific discourse and build the rhetoric of academic texts.⁴ Hornby defines vocabulary as the entire amount of words in a language.⁵

Thus, vocabulary broadly is the totality of words a person knows and uses, while academic vocabulary is a specialized subset of vocabulary used in academic settings, essential for comprehension and communication in

² Annissa'ul Afidah, Moch. Imam Machfudi. "Students' Difficulties in Vocabulary Mastery" Critical Review of English-Arabic World Journal, vol.1, (June 2022), 2. DOI:<https://doi.org/10.35719/crewjournal.v1i1.1359>

³ Jeremy Harmer, *the practice of english language teaching* (London : Longman Group, 2001), 40.

⁴M, Nushi & H. Jenabzadeh. *Teaching And Learning Academic Vocabulary*. Corpus linguistic, vol.40, 2.

⁵ Dewi Nur Asyiah. " The Vocabulary Teaching And Vocabulary Learning: Perception, Strategies, And Influences On Students' Vocabulary Mastery," Jurnal Bahasa Lingua Scientia, Vol. 9, No. 2, (November, 2017), 294.DOI: [dx.doi.org/10.21274/1s.2017.9.2.293-318](https://doi.org/10.21274/1s.2017.9.2.293-318)

education and research. Therefore students should master vocabulary well in order to improve their English ability and to get information from words.

According to Nunan, vocabulary is the collection of words that a person knows. Student will struggle to master a language if they lack an adequate vocabulary. Besides grammar, pronunciation, and spelling, Vocabulary is considered one of the most important parts of learning a language.⁶

In summary, vocabulary is a collection of words which is used in our daily activities.

2. Vocabulary Mastery

Machfudi emphasizes that vocabulary should be mastered thoroughly to enhance students' communication skills, enabling them to express themselves more confidently and participate more actively in class discussion.⁷ According to Citravelu and Saratha observed, "The words that make up a language constitute vocabulary." Students should acquire this core competency. Through vocabulary, pupils can acquire four language abilities of listening, speaking, writing, and reading. Furthermore, vocabulary mastery significantly influences the development of the four language skills. Students who learn their language are able to speak

⁶ Aswal Syarifuddin, et. al. *"an analysis on the students' vocabulary mastery a descriptive study on the MTS"* FKIP Untan, 2.

⁷ Annissa'ul Afidah, Moch. Imam Machfudi. *"students' difficulties in vocabulary mastery"* critical review of English-Arabic world journal, vol.1, (June 2022), 2.
DOI:<https://doi.org/10.35719/crewjournal.v1i1.1359>

effectively and clearly with one another.⁸ In reality, vocabulary acquisition is more complex than simply memorizing word meaning. Vocabulary mastery also involves understanding how words are pronounced and how they are used appropriately in various contexts.⁹ Therefore students must master their vocabulary. It is because in their early years, students have vocabulary related experiences that play a significant part in the development of their language. Additionally, David said that vocabulary is important for helping students improve their four language skills.

Richard stated that the teaching of vocabulary effectively involves providing students with numerous opportunities to explore the conceptual relationships between words within the material they are studying. In simpler terms, vocabulary instruction should occur at specific intervals to enhance students' understanding of the text.¹⁰ Grammar is essential for conveying meaning, but vocabulary is the foundation upon which communication is built.

From the explanation above, it can be concluded that vocabulary is important for improving students' language skills. Therefore, students who study a language must first learn vocabulary because it is a fundamental competence in learning a language or L2. Mastery of vocabulary also

⁸ Aswal Syarifuddin, dkk. "an analysis on the students' vocabulary mastery a descriptive study on the MTS" FKIP Untan, 2.

⁹ Fajar Furqon, "Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension", Journal of English and Education, vol.1, no. 1, 2013, 71.

¹⁰ Fathul Munir. "the effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of ELF students" journal of English language teaching and linguistic, vol. 1, 2016, 14. DOI: <http://dx.doi.org/10.21462/jeltl.v1i1.20>

support the improvement of the four skills in language learning. Students can communicate well and clearly with their peers.

3. Kinds of Vocabulary

Some experts have classified different types of vocabulary.

According to Harmer, vocabulary can be divided into two types:

a. Active Vocabulary

Active vocabulary refers to the words that students use in their oral and written expression. These are words that they understand well enough to employ effectively in both speaking and writing.

b. Passive Vocabulary

In contrast, passive vocabulary includes words that students can recognize and understand, usually in a context that helps them remember the meaning. This vocabulary is generally utilized during listening and reading activities.

In summary, vocabulary can be divided into active and passive categories. Active vocabulary is used in speaking and writing, while passive vocabulary is used in listening and reading.¹¹

Vocabulary consist of collection of words arranged in alphabetical order, forming the essential building blocks of language. As noted by Harmer, there are various types of vocabulary, each serving a unique purpose:

¹¹ Fathul Munir. " *the effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students*" journal of English language teaching and linguistic, vol. 1, 2016, 17. DOI: <http://dx.doi.org/10.21462/jeltl.v1i1.20>

- a. Synonym: According to Thornbury that a synonym is a term that has a similar meaning as another word. Although synonym convey the same idea, they differ in spelling.
- b. Antonym: An antonym is a term that has the opposite meaning as another word.
- c. Polysemy: Tyler and Evans defined polysemy as words with two or more related meanings.
- d. Homonym: A homonym is a word that has the same spelling or pronunciation as another word but carries an unrelated meaning by Thornbury. This indicates that there are multiple words that may sound alike but hold different definitions.
- e. Definition: A definition is a statement that precisely describes the meaning of a word (oxford learner's pocket dictionary)

By understanding these categories, we can enhance our comprehension and usage of language effectively.

Additionally, according to Widjaja that Vocabulary may be separated into functional and content terms.

a. Functional Word

Functional words primarily serve grammatical purposes.

b. Content Word

Content words convey cultural meaning and encompass nouns, verbs, adjectives, and adverbs, making up a significant portion of vocabulary.¹²

This study specifically focuses on nouns. Nouns are categorized into several types, as follows:

a. Abstract nouns and concrete nouns.

Abstract nouns refer to ideas, events, or qualities e.g freedom. Love.

Whereas concrete nouns refer to tangible objects that can be perceived through the senses e.g table, car.

b. A collocative noun

These define a collection of people or objects that are believed to be one unit, such as a family or an audience.

c. Common noun and proper noun

A common noun refers to a general group or class of items e.g table, window while a proper noun refer to specific names of people, places, or entities e.g Lia and Indonesia.

d. Compound nouns

These are made by combining two or more words to form a single noun, such as school, bus, fruit, and juice.

¹² Aswal Syarifuddin, dkk. *“an analysis on students’ vocabulary mastery a descriptive study on the MTS”* FKIP Untan, 4.

e. Countable nouns and uncountable nouns

Countable nouns have singular and plural forms and can be quantified e.g apple and book. Uncountable nouns can not be counted and it are used only in singular form e.g water, sugar.¹³

4. Strategies in Teaching Vocabulary

Students should master Some characteristics of knowing a term might assist people grasp vocabulary while studying. Students can start with introducing words first in vocabulary teaching, this approach is very important as it provides a solid foundation for student to have better understand the language. This strategy focusses on helping students recognize meaning.

Learners need to master various aspects of word knowledge to effectively acquire vocabulary. According to Nation, as referenced by Nobert Schmitt, there are several types of knowledge a person must grasp to fully understand a word. These include comprehending the word's meaning(s), written and spoken forms, grammatical usage, collocations, register, associations, and frequency. All of these elements are crucial for using a word in diserve linguistic context. Therefore, it is essential to convey that knowing a word involves more than just understanding its forms and meaning, other factors also play a significant role.¹⁴

¹³ Suherman. "Top Grammar A Guide To Write English,". CV. Resonansi Ilmu, 2018, 27.

¹⁴ Nobert Schmitt, Vocabulary in Language Teaching, (New York: Cambridge University Press, 2000), 5.

In addition, Nguyen Thi Huong Lan stated that teaching vocabulary with semantic field refers to the organization of related words or expressions into a system which shows relationship to one another. When teaching vocabulary, several aspect of lexis are thought to be in consideration such as synonym, antonym, homonym, hyponym, and polysemy.¹⁵

1. Synonyms, are words with comparable meanings. For example, taxi and cab.
2. Antonym, are words having opposite meanings, like old and new.
3. Homonyms, are words with the same form but distinct meanings. For instance, in the sentence *I like looking* and *look like new*, the word *like* carries different meanings in each context.
4. Hyponyms, are the way words meanings are related like a hammer is a part of tool.
5. Polysemyes, are words that have multiple forms but have related meaning.

In conclusion, mastering vocabulary involves more than simply knowing a word's meaning as learners acquire vocabulary, they must develop a comprehensive understanding of word knowledge encompasses several features, including written and spoken forms, grammatical usage, collocations, register, associations, and frequency. This broader understanding allows students to use words appropriately in different

¹⁵ Nguyen Thi Huang Lan. "Strategies To Improve English Vocabulary Teaching A Literature Review," Journal Tap Chi Khoa Hoc, No. 19, Desember 2020, 70-77.
<http://tckh.daihoctantrao.edu.vn/>

linguistic contexts. Thus, effective vocabulary teaching should focus on helping students recognize and grasp all these facets to ensure deeper and more versatile language acquisition.

B. Game

According to Sorayale Azar that games have a significant impact on vocabulary learning by fostering friendly competition and promoting a cooperative learning environment. They enhance learners' communication skills and provide opportunities to practice the target language. Similarly, Derakhshan and Davoodi Khatir highlighted that games enable learners to acquire the target language more effectively. They are enjoyable, helping learners to quickly memorize new vocabulary. Games also create a meaningful context for language acquisition.¹⁶ It can be concluded that incorporating vocabulary games into lessons allows learners to improve their English skills in a flexible and interactive way. This perspective is supported by Donmus who emphasized that learners should be the focus of the learning process, transitioning from passive participants to active ones. He noted that games are commonly used in education because they make teaching more engaging. Learners who use games to learn vocabulary tend to be more motivated and enthusiastic about their studies.¹⁷

¹⁶ Abbas Pourhosein Gilakjani, "the effectiveness of games in enhancing vocabulary learning an third grade high school students", researchgate, 2.
<https://www.researchgate.net/publication/335842334>

¹⁷ Donmus, "the use of social networks in educational computer-game based foreign language learning", Social and Behavior sciences, 9. <http://doi.org/10.1016/j.sbspro.2010.12.355>

In conclusion, games are an effective and enjoyable tool for enhancing vocabulary acquisition. They provide a dynamic, interactive, and motivating environment that fosters better language learning outcomes.

Additionally, a language game is an activity designed for students to engage in as part of their language learning process. According to Gower and Walters, a language game is typically structured to provide either creative practice opportunities for specific language areas or to offer general communicative practice. As result, the usage of games is intended to encourage students to improve their language skills. Richard Amato, as cited by El-Bahri, also highlights that games can help students maintain focus during learning because they do not feel forced into the learning process.¹⁸

Therefore, language games serve as an engaging tool in language classrooms, offering both structured practice and enjoyment. They can effectively support vocabulary development and increase students motivation.

C. Hyponym Game

1. Definition of Hyponym Game

Hyponym refers to a relationship in which one word's meaning is included within a broader category, the more particular word is hyponym, while the larger term is the hypernym. For example, dog is a hyponym of

¹⁸ Siti Safira, Cut Mawar helmanda, “ *Using Game In Improving Students’ Vocabulary Mastery*”, Jurnal Dedikasi Pendidikan, Vol. 6, No. 1, (januari, 2022), 77.
<http://jurnal.abulyatama.ac.id/index.php/dedikasi>

animal and banana is a hyponym of fruit. A hyponym is a more specialized phrase than its hypernym.¹⁹

According to Joshi that hypornym denotes particular items within a general category, such as “football” and “hockey” being hyponym of “game,” or “eagle” and “peacock” being hyponyms of “bird.” These more specific words are sometimes referred to as subtypes or subsets of the broader category.²⁰

In addition, Yule illustrates this by stating that a hyponym’s meaning is contained within the meaning of a more general term, such as “rose” being a hyponym of “flower”.²¹

In summary, hyponym are an important part of vocabulary learning as they help students understand the specific meanings of words and their relationships to broader categories.

2. Procedure of Teaching Vocabulary Using Hyponym Game

Murcia suggests many actions that the instructor can apply. That are:²²

1. It starts by providing an example or relating one term to another that is related. Connecting a target term to a word that the students are already

¹⁹ Ignasia Kristiani Uni. Using hyponym game to improve students’ english vocabulary mastery at the seventh grade of SMPK yapenthom 1 maumere in the academic year of 2020/2021. Edunipa Journal, Vol. 03, No. 03, (Desember, 2022), 83.

²⁰ Caroline V. Katemba, Yohanna D. Karoline. The effectiveness games to enhance english vocabulary acquisition. Journal Human Behavior, Development and society, Vol. 22, No. 1, (April, 2021), 64. <https://so01.tci-thaijo.org/index.php/hbds/article/download/243641/166879>

²¹ Muhammad Sofian Hadi, Zaitun, Monica Lucy Widiyaningsih. Hyponym games in enriching students’ english vocabulary: a case in junior high school. Journal of English Language Teaching, Vol. 06, (September, 2021), 18.

²² Marianne Celce Murcia, Teaching English as a Second Language or Foreign Language, (Second Edition, 1991), 60.

familiar with is a popular method used by teachers to clarify its meaning.

The lexical set is another helpful word relation. By indicating which superordinate class an object belongs to, one can make identification easier.

2. Words such as head, hand, nose, and foot are all hyponym of the superordinate body. In addition, body is a hypernym for various elements that belong to the person being described.
3. The primary goal of this exercise is to review vocabulary that the class already knows, although either the teacher or the students may introduce new ones. The circle of related items serves as a relevant framework for learning new vocabulary even though it lacks sentences and paragraphs.
4. Students should write familiar terms rather than searching for unfamiliar ones.
5. After a set time, the student passes their paper to the next student, who tries to add words that are not on the list.

Procedures adopted for the hyponym games class by some researcher, that are:²³

First, the researchers motivated the students at the beginning of class by asking a few questions about the topic. For example, if the lesson was about fruits and vegetables, the teacher might ask questions such as “what kind of trees grow in your yards?”, or “did you eat any fruits or vegetables for breakfast this morning?” Then the lesson commenced. Following this,

²³ Caroline V. Katemba & Yohanna D. Karoline. "The Effectiveness Of Hyponym Games To Enhance Vocabulary Acquisition " University Advent Indonesia, vol. 22, no. 01, (April 2021), 65. <https://so01.tci-thaijo.org/index.php/hbds/article/download/243641/166879>

students played one of the hyponymy games and repeated the games several times. At the end, a quiz was given to assess their learning of new vocabulary. Details of the three hyponymy games utilized are as follows:

1. Last Man Standing

Procedure for Playing the Last Man Standing Game. The researcher chose the name of a category or theme, such as kitchen, transportation, profession, food, and so on. Then all students ideally made a circle. It is easier for the students to play these games in this configuration, but if this is not possible, they can sit in their chairs. Then the researcher began by tossing a ball to a student who was randomly picked. That student needed to shout a word that is part of the category or theme that has been chosen. For example, the words that belong to the theme of transportation could be car, bicycle, truck, plane, ship, and so on. Next, the student tossed the ball to another student. If that student repeated a word that has been mentioned already or cannot think of a new word, he/she would be disqualified. The last person who avoided being disqualified was the winner.

2. Hangman

Procedure to Play the Hangman Game. In this procedure, the researcher chose the name of a category or a theme, such as kitchen, transportation, profession, food, animal, and so on. The class was divided into two groups. Next the researcher wrote the theme, the number of dashes, and a column of stars on a whiteboard. After that, each group guessed a letter by taking

turns. Then, the group that correctly guessed the letter got a star. At the end of the game, the group which got the most stars was the winner.

3. Race Board

Procedure Adopted to Play the Race Board. In the first step, the researcher divided the class into two groups. If the number of students was more than 30, it is better to divide the class into three or four groups. Next, divide the whiteboard into sections depending on the number of groups. Then the researcher chose one topic or theme and wrote it on the whiteboard. The students were given two minutes to write as many vocabulary items as they could remember. After that, the spelling of the vocabulary was checked. Finally, the group that was able to write the most words/vocabulary correctly was the winner.

In this research, the researcher applied some steps that are modified by herself.

1. Students improve their vocabulary by identifying and classifying words based on hyponym and hypernym relationship, and they use them creatively through game and brainstorming activities.
2. Researcher begins with a simple vocabulary activity that related with the theme. There are five themes that are given to students, that are school, hobbies, home, mosque, and part of body. All of the themes are taken from their own pocket vocabulary. The researcher focusses more on noun.
3. Researcher explains the concept briefly about hyponym and hypernym. Teacher gives some examples about five themes that have mentioned above.

4. Researcher prepares fifty vocabularies with mixed words by five themes above.
5. Students are divided in two small groups. Every group contains six to seven people. Students sort the vocabulary into group of hyponym under the hypernym.
6. Each group presents the categories and the meanings.
7. After students sort the vocabularies, each group picks one hypernym category e.g. mosque and then they brainstorm as many as hyponyms they can under the categories in two minutes.
8. The group with the most correct hyponym wins and students gain many vocabularies.

3. Teaching Vocabulary Using Hyponym Game

There are many tips in teaching vocabulary using hyponym game, Pitcairn shared some advices on setting clear goals and an effective approach to presenting, explaining, and helping students learn new vocabulary. Speaking about words aloud can improve thinking and listening skills, but this method might not work well for beginners because they might not know enough yet. For these learners, tools like PPT visuals, mime, flashcards, and drawing are essential. Additionally, adding affective depth by making the learning personal, such as encouraging students to relate the language to their own lives, enhances understanding. Furthermore, using synonyms (words with similar meanings), using words with opposite meanings, called antonyms, and words that are related, like hyponym (for example, flower:

carnation, pansy, violet) can help students understand and remember new words better.²⁴ It means Pitcairn's tips highlight the importance of using diverse methods to teach vocabulary. By incorporating visual aids, making vocabulary personal, and using synonym, antonym, and hyponym relationships, teachers can enhance students' understanding and retention of new words. These strategies help cater to different learning levels and engage students in a meaningful way, fostering better language acquisition. Meanwhile, Harmer said there are different situations where certain ways of presenting or explaining new words are most helpful in the classroom. Examples of these methods include: realia (bringing actual items into the classroom to represent the words), pictures, mime, contrast, enumeration (exploring the relationships between general and specific words, such as hyponym), and translation.²⁵ Harmer emphasizes that employing different presentation and explanation techniques, such as realia, pictures, and mime, can greatly enhance vocabulary learning. By using diverse methods, teachers can create more engaging and effective lessons that cater to different learning styles, helping students grasp and retain new words more successfully.

Murcia mentioned that a common way teachers explain a new word is by linking it to a word students already know.²⁶ Furthermore, there are also many different methods for teaching vocabulary. For example, the National

²⁴ Muhammad Ihsan, Iwan Supardi, Urai salam, "teaching vocabulary by using hyponym", FKIP UNTAN, 4.

²⁵ Harmer, *the practice of english language teaching* (London: Longman Group, 2001)

²⁶ Muhammad Ihsan, Iwan Supardi, Urai Salam, "teaching vocabulary by using hyponym", FKIP UNTAN, 3.

Reading Panel found five main strategies that should be used together to teach vocabulary effectively. The first strategy is explicit instruction, which focuses on teaching difficult words and those not commonly encountered in students' everyday lives. This involves applying the words in speaking, reading, listening, and writing, not just during designated vocabulary lessons. The second strategy is multimedia methods, which go beyond text and incorporate other media, such as visual stimuli, computers, or sign language, including pictures and realia. The final strategy is association methods, which encourage learners to make connections between words they already know and unfamiliar words, such as through synonyms, antonyms, and hyponyms.²⁷

In summary, effectively vocabulary instruction involves combining multiple strategies, such as explicit instruction, multimedia methods, and association techniques. These strategies work together to help students expand their vocabulary by engaging them in a variety of context and encouraging connections between known and unknown words. By applying these methods, teachers can make a learning environment that is rich and interactive which help students understand and remember vocabulary better.

Beck also said that a very good teaching method is to help students link new vocabulary words with other ideas. By connecting general words to more specific ones, students can enhance their understanding. Therefore, teaching vocabulary through hyponym is believed to assist students in grasping word

²⁷ National Reading Panel, Teaching Children To Read: An Evidence-Based Assessment of The Scientific Research Literature on Reading And Its Implications For Reading Instruction (Washington, DC: National Institute of child health and human development 2003)

meanings within a hierarchical structure, where the relationship between words is clearly illustrated. In other words, students are expected to recall words by recognizing their connections to broader or more specific terms. In conclusion, using hyponym as a teaching method helps students understand vocabulary by illustrating the hierarchical relationships between general and specific terms.²⁸ Encouraging students to make such associations not only deepens their understanding of word meanings but also improves their ability to recall and use vocabulary effectively. This approach provides a structured and meaningful way to enhance vocabulary learning.

In addition, Yule explains when one word's meaning is part of another word's meaning, this is called a hyponym. When we look at these kinds of word relationship, we are looking at how meanings are organized in a hierarchy. For example, "horse" is a hyponym of "mammal," and "cockroach" is a hyponym of "insect." In these examples, "mammal" and "insect" are called the superordinate (or higher level) terms. Furthermore, two or more words that share the same superordinate term are called to as "cohyponyms". For example, "dog" and "horse" are cohyponyms, and their superordinate term is "animal".²⁹

Therefore, effective vocabulary teaching requires more than just presenting word meanings to students. Teachers must utilize a range of strategies to ensure that vocabulary is taught effeciently and meaningfully. By

²⁸ Beck, creating robust vocabulary (New York: The Guilford Press, 2008), 4.

²⁹ Muhammad Ihsan, Iwan Supardi, Urai Salam, " Teaching Vocabulary by Using Hyponym ", FKIP UNTAN, 4.

recognizing the importance of words and applying diverse, engaging methods, educators can enhance students' language acquisition and retention, ultimately fostering a deeper understanding of the language.

4. Advantages and Disadvantages of Hyponym Game

There are numerous focal points and impediments of hyponym amusement in educating lexicon. Agreeing to Herdayani are:³⁰

a. Advantages

- 1) The students may be more excited to learn the topic.
- 2) The teacher should not explain all the material.
- 3) The teacher explained the topic of the day by doing activities. .

b. Disadvantages

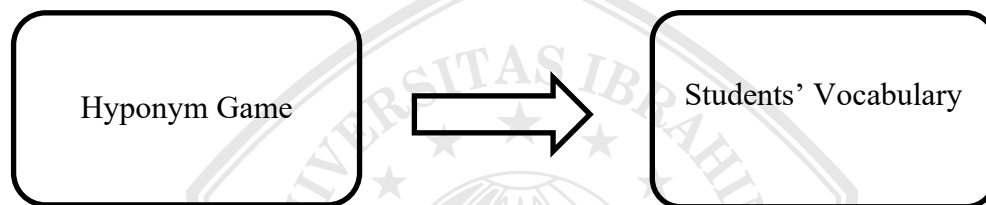
- 1) The class is noisier during the learning process. It makes it hard for the teacher to manage the students.
- 2) The instructor as it were includes a minute to clarify the fabric and give a few modern lexicon. Hence, instructors do not require more time to clarify and offer assistance keeping in mind all modern lexicon.

³⁰ Monica Lucy Widiyaningsih, Muhammad Sofian Hadi. “ *Improving students vocabulary through game: a study of english in junior high school* “, Journal of English Language Teaching, Vol. 06, 37.

D. Hypothesis

In light of the explanations and the theories, the researcher came up with the following hypothesis:

1. Alternative Hypothesis (H_a): There is an effect of hyponym Game in Enriching Students' English Vocabulary.
2. Null Hypothesis (H_0): There is no effect of hyponym Game in Enriching Students' English Vocabulary.



CHAPTER III

RESEARCH METHOD

A. Research Design and Method

This design uses a quantitative approach which is a way of studying by collecting and analyzing numerical data to understand a certain situation.¹ The study uses a quasi-experimental design with a pre-test and post-test design. According to Kothari, Quantitative data uses statistical method to interpret and analyze numerical information.²

Moreover, the researcher chose a quasi-experimental design because it helps to find out if there is a cause-and-effect link between two variables. In this study, two groups of students were used: one group received the new teaching method, and the other group had the usual teaching approach. The group that used the new method played a game based on hyponyms to learn vocabulary, while the other group learned vocabulary the traditional way, without the game. Before the teaching started, both groups took a test to check how much they already knew about vocabulary. Then, the group that played the game got the new teaching treatment. After that, both groups took another test to see how much they had learned. According to Cresswell, the structure of a quasi-experimental design works like this: ³

¹ Dr. Denii Darmawan, *Metode Penelitian Kuantitatif* (Bandung: PT. Remaja Rosdakarya, 2019), 37.

² C.R. Kothari, *research methodology: research and technique*, (New Delhi: New Age International (P) Limited Publisher, 2002), p.3)

³ John W, Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Edition, 2011), p. 310.

Table 3.1

Quasi-experimental Design: Pre-test and Post-test Design

Group	Pre-test	Treatment	Post-test
Experimental	X ₁	√	Y ₁
Control	X ₂	O	Y ₂

Notes:

X₁ = Pre-test of experimental class

X₂ = Pre-test of control class

√ = Treatment of the experimental class (Hyponym Game)

O = Conventional Method

Y₁ = Post-test of Experimental class

Y₂ = Post-test of control class

B. Research Site

This research fulfills in Language Boarding House. Language Boarding House is a dormitory of Salafiyah Syafi'iyah Islamic Boarding school. Salafiyah Syafi'iyah is located at KHR. Syamsul Arifin street, Sumberejo, Sukorejo, Banyuputih, Situbondo. There are four levels of English classes namely pre-class, elementary class, intermediate class, and advance class.

C. Population and Sample

1. Population

Population is subject to which the researcher wants to generalize the sample result.⁴ Here the population is the students of elementary which consist 24 students. Every class consists 12 students: elementary A and elementary B.

2. Sample

The sample is part of the population, and the sample has to be accurate.⁵ This research used a population sample, which means all the members of the population were included in the study.⁶ The researcher chooses the elementary class as the sample. There are 24 students as the sample. Every class consists 12 students: elementary A and elementary B.

D. Data Collection Technique

The accuracy of the methods employed to correct data is a problem for the quality of data collection.⁷ The technique of collecting data used in this research are:

⁴ Particia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, (New York: The Guilford Press, 2017), 76.

⁵ Wiratma Sujarweni, *Metode Penelitian Bisnis dan Ekonomi* (Yogyakarta: Pustaka Baru Press, 2015), 81-82.

⁶ Prof. Dr. Sugiyono, *metode penelitian kuantitative, kualitatif, dan R&D* (Bandung: Alfabeta, 2016), 24.

⁷ Prof. Dr. Sugiyono, *Metode Penelitian Kuantitative, Kualitatif, dan R&D* (Bandung: Alfabeta, 2016), 1.

1. Test

A test is a group of questions that measures people's abilities.⁸ The test is given by the researcher is a written test. The reseacher use two collection data technique, they are:

a. Pre-test

The researcher gave the pre-test before the treatment. The researcher made the instrument consisting of 25 questions vocabulary test of fill in the blank. The test was taken by 24 students and they had 30 minutes to finish it. The researcher gave the pre-test to check the students' vocabulary skills before starting the teaching process.

b. Post-test

After the reseacher gave the treatment for each classes. The reseacher gave a post-test to the students with the same duration. In the post-test the reseacher gave 25 questions of fill in the blank. The reseacher gave the post-test to know the students development after conducting the treatment.

2. Treatment

The teaching sessions were done six times in total three times for the control group and three times for the experimental group. The experimental group was taught using the hyponym game, while the control group was

⁸ Muhammad Ali Gunawan, *Statistik Penelitian Bidang Pendidikan, Psikologi, dan Sosial* (Yogyakarta: Parama Publishing, 2015). 6.

taught with the traditional method, which involved the teacher explaining and students practicing through repetition.

3. Documentation

The information used in this research is documentation. Documentation is a method of gathering facts from written sources like newspapers, opinions, books, etc. The researcher had conducted the research on 26th of April 2025 – 10th of May 2025 and she took some pictures while the treatment, pre-test and post-test for the proof of the research.(see appendix 6)

E. Research Instrument

The instrument used by reseacher is a test. The test contains 25 questions (25 questions of fill in the blank in pre-test and 25 questions of fill in the blank in post-test). For the pre-test and post-test taken from students' vocabulary that they learned.

1. Validity Test

In this research, the researcher analyzed the validity test through content validity. According Arikunto stated that Validity is a measurement which shows the levels of the instruments' validity.⁹ The test were organized into five themes that were school, mosque, home or house, hobbies and part

⁹ Hendryadi, Content Validity, Teorinline Personal Paper, No.01, (June, 2014), 1.

of body. Content validity if a test includes the essential and suitable material to assess what it is intended to measure.¹⁰

The Test Spesification

Content		Items	Kind of Test	Score
Noun	school	3	Please, finding the meaning	8 x 4 = 32
		5	Fill the blanks with words in the box below	
	Mosque	5	Please, finding the meaning and the pronunciation correctly!	5 x 4 = 20
	Home/house	5		5 x 4 = 20
	Part of body	4		4 x 4 = 16
	Hobbies	3		3 x 4 = 12
Total		25		100

The reseacher was given 25 test items (20 finding the meaning and the pronunciation correctly and 5 Fill the blanks with words in the box below!). Every test gave a score 4. It means that, if students' answer all items correctly, they got highest score 100.

2. Reliability Instrument

To assess the reliability of the instrument used in this study, the reseacher uses SPSS. Cronbach's alpha applied the test. It measures the internal consistency of the test items, ensuring that all items within the vocabulary test are consistent in evaluating the same concept, namely the mastery of vocabulary through the hyponym game.

¹⁰ Prof. Dr. Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, (Jakarta: Bumi Aksara, 2003), 65.

Therefore, if the value test obtained higher than 0.06 is considered acceptable, indicating a reliable instrument for measuring the intended variables in this research.

Table 3.3 reliability test of vocabulary pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.756	25

The result of the reliability test state that if the cronbach's alpha value is greater than 0.06, then this item is declared reliable. In table 3.3 showed the reliability score that the reseacher get is 0.756, which means it is greater than 0.06, so the question is declared reliable.

Table 3.4 reliability test of vocabulary post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.390	25

The result of the reliability test state that if the cronbach's alpha value is greater than 0.06, then this item is declared reliable. In table 3.4 showed the reliability score that the reseacher get is 0.390, which means it is greater than 0.06, then the item is declared reliable.

3. Data Analysis

Data analysis involves data gathering based on factors that will be studied, doing calculations to address a problem statement, and completing calculations to evaluate a presented hypothesis.¹¹

1. Normality Test

It is used to know the normality and distribution of the data. Normality test is used to know the research data distributed normally or not. if the significant scores of (Asymp. Sig. 2 tailed) > 0.05 , so the distribution of the data is normal, but if the significant scores of (Asymp. Sig. 2 tailed) < 0.05 , so the distribution of data is not normal.

2. Homogeneity Test

The homogeneity test is used to examine if data from the population sample have the same variance or do not differ significantly from one another. It is used to find two cases of the same variant in two samples.¹² To determine the homogeneity test result, the researcher will employ SPSS. Data variability is homogeneous if sig is more than 0.05.

3. T-test

It is used to know the effect of the technique on the sample, so it will be given the result of the effect of technique that can influence or not. The researcher employed the t-test procedure to determine the effect of hyponym

¹¹ Sugiyono, *Metode Penelitian*, (Bandung: Alfabeta, 2018), 232.

¹² Ukthul Iffah, Aisyatur Rodiyah, "The Effect of Learning Activity Using Talking Pen to Improve Students' Learning Motivation", *JOEY* (July, 2022), 15.

game in enriching students vocabulary. The result of the t-test use the SPSS application.



CHAPTER IV

FINDING AND DISSCUSION

A. RESEARCH FINDING

1. Data Description

The result of the pre-test and post-test for two classes in Language Boarding House were displayed in this section. The pre-test and post-test data of the experimental class are arranged and calculated first, followed by the pre-test and post-test data of the control class.

a. Experimental Class

The experimental class in this study is elementary A. There are 12 students in this class. The pre-test and post-test result of the experimental class are shown below.

Table 4.1 Students' Score of Experimental Class

Total Score	586	934
Average Score	48.83	77.8
Lowest Score	24	70
Highest Score	78	92

From the table 4.1, it can be clarified that the experimental class for the highest pre-test score is 78 and the lowest pre-test score is 24. The average of pre-test score is 48.83. The highest post-test score of the experimental class is 92 and the lowest post-test score is 70, with the average post-test score is 77.8. It can be concluded the mean score of the

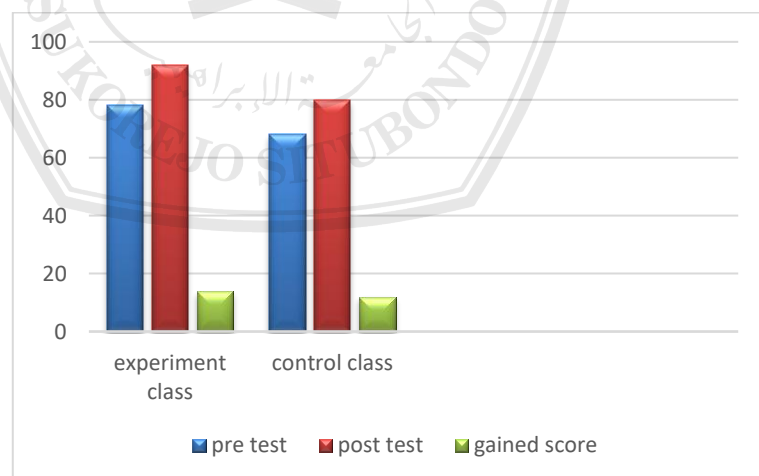
post-test is greater than the pre-test score so that hyponym game is effective in teaching vocabulary.

Table 4.2 Students' Score of Control Class

Total Score	600	722
Average Score	50	60.16
Lowest Score	36	40
Highest Score	68	80

From the table 4.2, it can be clarified that the control class for the highest pre-test score is 68 and the lowest pre-test score is 36. The average of pre-test score is 50. The highest post-test score of the control class is 80 and the lowest post-test score is 40, with the average post-test score is 60.16.

Figure 4.1 Diagram of the Difference Between Students' Score in Experiment Class and Control Class



Based on the diagram above that the pre-test score of experimental class is 78 and the post-test score of experimental class is 92 with gained score of experimental class is 14. The pre-test score of control class is 68 and the post-test score of control class is 80 with the

gained score of control class is 12. It can be concluded post-test score in experimental class had the higher score than post-test score in control class. It means using hyponym game in enriching vocabulary was more effective than used conventional.

2. Data Analysis

a. Normality Test

The aims of normality test are to know the research data whether it has been normally distributed or not from the two classes. The researcher employed Shapiro-Wilk test in doing normality test. If the significant scores Asymp. Sig. 2 tailed > 0.05 , so the distribution of the data is normal, but if the significant scores Asymp. Sig. 2 tailed < 0.05 , so the distribution of data is not normal. The result can be seen below:

Table 4.3 Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experiment	.129	12	.200*	.973	12	.937
Post-test Experiment	.200	12	.200*	.899	12	.152
Pre-test Control	.219	12	.117	.867	12	.060
Post-test Control	.160	12	.200*	.984	12	.994

From table 4.3 above, it can be seen that the normality is significant. It is shown by the significance in Shapiro Wilk table for the pre-test of the experimental class that is 0.937 and the post-test of the experimental class is 0.152. Meanwhile, the significance in Shapiro Wilk

table for the pre-test of the control class is 0.060 and the post-test of the control class is 0.994. It can be concluded that the pre-test and post-test result in both experimental and control classes are normality distributed.

b. Homogeneity Test

For the next step was homogeneity test. It purposed to test the similarity of the sample in both classes. Each result can be seen as follows:

Table 4.4 Homogeneity of Vocabulary Pre-test Result of the Experimental Class and the Control Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
The Result of Pre-test	Based on Mean	1.166	1	22	.292
	Based on Median	.892	1	22	.355
	Based on Median and with adjusted df	.892	1	18.510	.357
	Based on trimmed mean	1.119	1	22	.302

Based on the table 4.4, it shows that Sig of pre-test vocabulary scores for both classes are 0.292. It can be concluded the significant value is greater than 0.05 ($0.292 > 0.05$), it demonstrates that the data in both classes are homogeneous.

Table 4.5 Homogeneity of Vocabulary Post-Test Result of the Experimental Class and the Control Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
The Result of Post-test	Based on mean	.336	1	22	.568
	Based on median	.320	1	22	.577
	Based on median and with adjusted df	.320	1	16.533	.579
	Based on trimmed mean	.337	1	22	.567

Based on the table 4.5, it shows that Sig of post-test vocabulary scores for both classes are 0.568. It can be concluded the significant value is greater than 0.05 ($0.568 > 0.05$), it demonstrates that the data in both classes are homogeneous.

c. T- test

The hypothesis was tested by using t-test in order that it verifies in enriching students' vocabulary by using hyponym game.

Table 4.6 The Mean Score in the Experimental Class and in the Control Class

		Mean	N	Std. Deviation	Std. Error Mean
Score	Pre-test	48.83	12	15.759	4.549
	Post-test	77.83	12	7.457	2.153
	Pre-test	50	12	11.631	3.357
	Post-test	60.16	12	10.735	3.099

From the table above it shows that the students vocabulary of the pre-test mean score in the experimental class was 48.83 and the students vocabulary post-test mean score was 77.83. In the control class, the students vocabulary pre-test mean score was 50 and the students vocabulary post-test mean score was 60.16.

To prove the hypothesis, the data obtained from the experimental and the control classes are calculated by using t-test. The result can be seen in the table below:

Table 4.7 The Result of Independent Sample Test

		T-test for Equality Means				
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Score	Equal variances assumed	.000	-17.66667	3.77324	-25.49190	-9.84144
	Equal variances not assumed	.000	-17.66667	3.77324	-25.54755	-9.78579

Based on the table above, the result of the independent sample test using SPSS V.22 presented the significant value of $0.000 < 0.05$. It means that H_a was accepted and H_0 was rejected. Therefore, there was significant difference of the students' score after applying the treatment by using hyponym game.

B. Discussion

The finding described above shows that the students reach better result after being taught using hyponym game. By using hyponym game, students are more active and interested in learning vocabulary. It can be proved in table 4.1 in pre-test of the experimental class that the average score achieved by students is 48.83, while the average score of post-test is 77.8. The result can also be supported by the finding of statistical analysis which is calculated by using t-test. The students' score presented a significant value of $0.000 < \text{than } 0.05$. It means that H_a was accepted and H_0 was rejected in the post-test. These results confirm that vocabulary learning by using hyponym game gives significant effect in enriching students' vocabulary.

These findings are also in line with the previous research found by Caroline V. Katemba et al.¹ Their research focus on male and female vocabulary, the male vocabulary was improved that it proved hyponym game was more effective for male students. The use of hyponym game can solve teachers' problem in teaching. These result are also supported by Ester Surya Ningsih Zebua et al.² That they found a game is one of effective ways to teach so teacher must choose the right and effective game for their students. One of the games is hyponym game that can be used in teaching vocabulary. Students can be easier to categorize the word.

¹ Caroline V. Katemba & Yohanna D. Karoline. "The Effectiveness Of Hyponym Games To Enhance Vocabulary Acquisition " University Advent Indonesia, vol. 22, no. 01, (April 2021), 68.

² Ester Surya Ningsih Zebua, et. al. "Increasing the Students' Vocabulary Mastery by Using Hyponym Game at The Eighth Grade of SMP Negeri 1 Gunungsitoli Barat In 2022/2023" Journal on Education, Vol. 06, No.01, (September-Desember 2023), 8340-8341.

In other words, by using hyponym game in learning vocabulary can help students have high motivation that can improve their vocabulary in learning English because students were more active and more interested to join the lesson.³ Students' scores were better after applying hyponym game that it stated by Monica Lucy Widiyaningsih.⁴ Another study was supported by the research of Ignasia Kristiani Uni who also proved that the use of hypoynm game is effective in learning vocabulary. Students were more enthusiastic and more interested in learning activities. It also helped students easier in understanding lesson and share their ideas each other. In other words, hyponym game helps students to be braver and more confident in reading and speaking comprehension activity.⁵

Additionnally, the research of Fadilla Taslim,⁶ Patahuddin el at.,⁷ conducted that students more enjoy participating in class activities. Students can understand easily and students can obtain word variations to enrich their vocabulary. Most crucially, this is a very good way to enrich the vocabulary and

³ Fathurrahman Imran et al., "The Effect of Hyponym on Students' Vocabulary Viewed from Motivation", Jurnal Ilmiah Mandala Education (JIME), Vol. 08, No. 01, (Januari 2022), 645.

⁴ Monica Lucy Widiyaningsih, Muhammad Sofian Hadi. " *Improving students vocabulary through game: a study of english in junior high school* ", Journal of English Language Teaching, Vol. 06, 39.

⁵ Ignasia Kristiani Uni. " *Using Hyponym Game To Improve Student's English Vocabulary Mastery At The Seventh Grade Of SMPK Yapenthom 1 Maumere In The Academic Year Of 2020/2021* " Edunipa Journal, vol.03, no.03, (Desember 2022), 102.

⁶ Fadilla Taslim. "An Experimental Study of Teaching Vocabulary By Using Hyponym Games at Seventh Grader F of MTS Syech Ibrahim Payakumbuh" Departement English, Stkip Abdi Pendidikan Payakumbuh, Indonesia, Vol. 21, No. 03, (November 2014), 196.

⁷ Patahuddin Patahuddin, dkk. " *Improving The Vocabulary Mastery Of Students Through Hyponym Games* ". journal of education, vol. 02, number.01, (April 2020), 16.

to gain the larger meaning so that the learning gets to be more meaningful and accessible.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This study was concluded that hyponym game gives a positive effect to increase students' English vocabulary at Language Boarding House. After receiving hyponym game in experimental class. The researcher analyzed the data of experimental class have proven that hyponym game is more effective in learning vocabulary.

According to the analysis of the study in chapter VI, it presents from the result of the t-test to test the hypotheses of this study that the students' score get a significant value of $0.000 < \text{than } 0.05$. It means that H_a was accepted and H_0 was rejected in posttest. It was supported by the comparison of the result of the mean score between experimental class and control class. It can be shown from the comparison between the mean score of experimental class was 77.83, higher than the mean score of control class which was 60.16. Thus, the alternative hypothesis (H_a) was accepted. It means that the group taught vocabulary by using hyponym game gain better score than another group taught by non-hyponym game.

B. SUGGESTIONS

Based on the result of the research, some suggestions are presented for the teachers, students, and future researchers who are interested in some part of this research.

1. For the Teacher

English teacher must have some innovations in teaching vocabulary. They can use effective media, games, or techniques in teaching in order that students can be more active and more interested to participate in class activities and it can make students easier to understand. Learning by hyponym game can be used as an alternative in learning especially vocabulary because hyponym game has proven as effective way to learn vocabulary. Therefore, the students enjoy the learning process.

2. For the Students

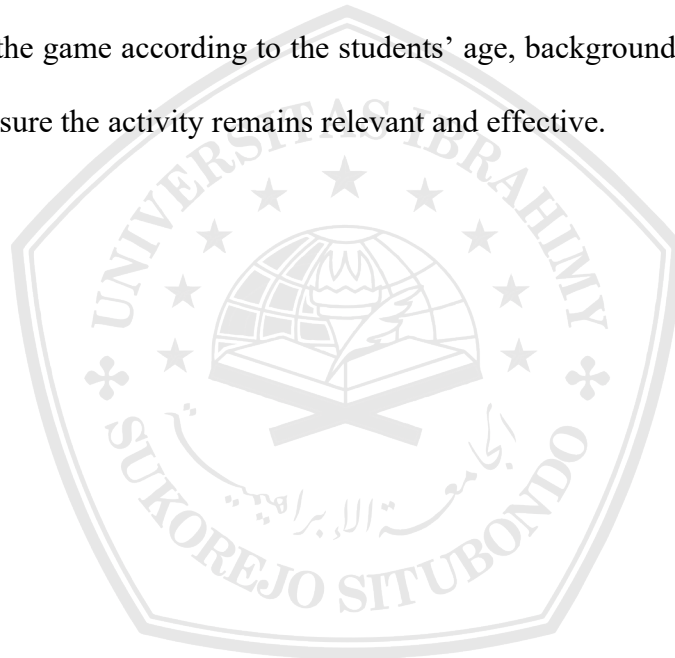
Students must develop their motivation to learn English. Futhermore, the use of hyponym game is beneficial for students to improve their vocabulary and develop their motivation in learning. By using hyponym game, it can be efficient and fun. Hyponym game can serve as a good way for assisting students, especially elementary A class in Language Boarding House.

3. For Future Reseacher

Hopefully, the finding of this study can be used as a reference and give information about the use of hyponym game in learning vocabulary. This study indicates that the use of hyponym game can be an effective alternative in enriching students vocabulary. Therefore, it is recommended that future researchers develop this game by utilizing media that align with current technological advancements such as interactive learning applications or digital educational platforms.

In addition, it is important for future researchers to first build students motivation before implementing the game. This aims to ensure that students are more enthusiastic and actively engaged in the learning process. Thus, the results produced is more optimal. Futhermore, the steps of the hyponym game designed for elementary class is not appropriate on students' age. The simplicity of the game made it less challenging for them.

Therefore, future researchers are encouraged to adjust the complexity and design of the game according to the students' age, background, and cognitive level to ensure the activity remains relevant and effective.



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APPENDICES



Appendix 1 Surat Tugas



YAYASAN PONDOK PESANTREN SALAFIYAH SYAFI'YAH SUKOREJO
UNIVERSITAS IBRAHIMY
FAKULTAS ILMU SOSIAL DAN HUMANIORA
SUMBEREJO BANYUPUTIH SITUBONDO JAWA TIMUR

Po. Box. 2 Phone (0338) 451307 Fax. (0338) 453068 Situbondo 68374 Website : www.ibrahimiy.ac.id email : fishumibrahimiy@gmail.com

SURAT TUGAS

Nomor : 0828/435/M.3/07/071.095/IV/2025

1. Lembaga yang memberikan Tugas : Fakultas Ilmu Sosial dan Humaniora Universitas Ibrahimiy Sukorejo Situbondo
2. Yang diberi Tugas : **MIFA NURAMALIAH**
3. NPM : 2021704035
4. Program Studi : Pendidikan Bahasa Inggris
5. Yang bersangkutan diberi tugas : Melaksanakan Penelitian untuk Penulisan skripsi dengan judul : **"Hyponym Game In Enching Students' English Vocabulary at Language Boarding School"**
6. Tugas tersebut berlaku : Sejak 03 Mei s.d. 17 Mei 2025
7. Keterangan : Selesai melaksanakan tugas harap membuat laporan dan diserahkan ke Fakultas

Situbondo, 30 April 2025
Wakil Dekan I,

Dr. Syarifuddin, M.H.I.

PROGRAM STUDI :

1. Psikologi
2. Hukum

3. Akuntansi
4. Pendidikan Bahasa Inggris

Appendix 2 Surat Keterangan Selesai Penelitian



SALAFIYAH SYAFI'YAH ISLAMIC BOARDING SCHOOL
LANGUAGE BOARDING HOUSE
SUKOREJO-SUMBEREJO-BANYUPUTIH-SITUBONDO-JAWA TIMUR
 Sekretariat: Asrama Bahasa Lt. 2 PP. Salafiyah Syafi'iyah Sukorejo Situbondo Telp. (0338) 562522, 562666

SURAT KETERANGAN PENELITIAN
 Nomor: 0702/ 09/ B. 2a/ 01/ g.4/ M. 1 / LBH/ VI/ 2025

Yang bertanda tangan dibawah ini Kepala Daerah Asrama Bahasa Pusat Putri, menerangkan bahwa:

Nama : Mifa Nur Amaliah

NPM : 2021704035

Program studi : Pendidikan Bahasa Inggris

Fakultas : Ilmu Sosial dan Humaniora

Semester : VIII

Benar-benar telah melakukan penelitian di Asrama Bahasa Pusat Putri pada tanggal 26 April – 10 Mei 2025 dengan judul **"Hyponym Game in Enriching Student' Vocabulary at Language Boarding House"**.

Demikian surat keterangan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Sukorejo, 09 Mei 2025
 Kepala Daerah Asrama Bahasa,

Siti Maimunah

Appendix 3 Lesson Plan of experimental class and Control Class

LESSON PLAN OF EXPERIMENT CLASS

1. IDENTITAS

Sekolah/Lembaga: Language Boarding House

Mata Pelajaran: Bahasa Inggris

Kelas: Elementary A

Alokasi waktu: 3 X 60 menit

Tahun akademik: 2024/2025

Vocabulary theme: school, home or house, mosque, part of body, and hobbies.

2. Sarana dan Pra Sarana

Media: *White board*, spidol, buku tulis, pen, kertas

Sumber Pembelajaran: Students' Pocket Vocabulary

3. Tahap Pembelajaran

Pertemuan Pertama	
Kegiatan Pendahuluan (15 menit)	➤ Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai ➤ Guru mengecek kehadiran peserta didik ➤ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi Kesehatan ➤ Guru menyampaikan tujuan pembelajaran pada pertemuan ini.
Kegiatan Inti (30 menit)	➤ Guru menjelaskan materi tentang hyponym dan hypernym kepada siswa ➤ Guru menyampaikan contoh hiponim dari sekolah dan rumah seperti jendela, tiang bendera, buku, dll. Kepada siswa. ➤ Guru menyiapkan 50 kosa kata campuran dengan tema tersebut yaitu sekolah dan rumah.

	➤ Guru menjelaskan permainan dan membentuk siswa menjadi 2 kelompok yang berisi 6 – 7 orang ➤ Dalam kelompok, siswa bekerja sama untuk mengelompokkan kosa kata dalam kelompok hyponym dan hypernymnya ➤ Siswa diminta untuk menemukan arti dari kosa kata yang sudah dikelompokkan ➤ Setelah menemukan arti dan menentukan hyponym dan hypernym nya. Setiap grup mengambil satu tema dan mereka menyebutkan kata yang berkaitan dengan tema yang sudah diambil dengan cara bergantian ➤ Siswa mempresentasikan hasil kerja kelompok di depan kelas ➤ Siswa menyimak hasil kerja yang dibacakan siswa lain.
Kegiatan Penutup (15 menit)	➤ Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya ➤ Guru dan peserta didik berdoa Bersama
Pertemuan Kedua	
Kegiatan Pendahuluan (15 menit)	➤ Guru memberi salam dan mengajak berdoa'a sebelum pembelajaran dimulai

	➤ Guru mengecek kehadiran peserta didik ➤ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi Kesehatan ➤ Guru menyampaikan tujuan pembelajaran pada pertemuan ini
Kegiatan Inti (30 menit)	➤ Guru menyampaikan contoh hiponim dari masjid dan bagian-bagian tubuh seperti sajadah, dagu, dll. Kepada siswa. ➤ Guru menyiapkan 50 kosa kata campuran dari tema tersebut. ➤ Guru menjelaskan permainan dan membentuk siswa menjadi 2 kelompok yang berisi 6 – 7 orang ➤ Dalam kelompok, siswa bekerja sama untuk mengelompokkan kosa kata dalam kelompok hyponym dan hypernymnya ➤ Siswa diminta untuk menemukan arti dari kosa kata yang sudah dikelompokkan ➤ Setelah menemukan arti dan menentukan hyponym dan hypernym nya. Setiap grup mengambil satu tema dan mereka menyebutkan kata yang berkaitan dengan tema yang sudah diambil dengan cara bergantian ➤ Siswa mempresentasikan hasil kerja kelompok di depan kelas ➤ Siswa menyimak hasil kerja yang dibacakan siswa lain.

Kegiatan Penutup (15 menit)	➤ Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya ➤ Guru dan peserta didik berdo'a Bersama
Pertemuan Ketiga	
Kegiatan Pendahuluan (15 menit)	➤ Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai ➤ Guru mengecek kehadiran peserta didik ➤ Guru memberi apersepsi tentang materi yang akan dipelajari ➤ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi Kesehatan ➤ Guru memberikan Gambaran tentang manfaat dan tujuan materi ini dipelajari dalam kehidupan sehari-hari dan menyampaikan tujuan pembelajaran pada pertemuan ini
Kegiatan Inti (30 menit)	➤ Guru menyampaikan contoh hiponim dari hobi seperti terjun payung, memasak, dll. Kepada siswa ➤ Guru menyiapkan 50 kosa kata campuran dari tema tersebut

	➤ Guru menjelaskan permainan dan membentuk siswa menjadi 2 kelompok yang berisi 6 – 7 orang ➤ Dalam kelompok, siswa bekerja sama untuk mengelompokkan kosa kata dalam kelompok hyponym dan hypernymnya ➤ Siswa diminta untuk menemukan arti dari kosa kata yang sudah dikelompokkan ➤ Setelah menemukan arti dan menentukan hyponym dan hypernym nya. Setiap grup mengambil satu tema dan mereka menyebutkan kata yang berkaitan dengan tema yang sudah diambil dengan cara bergantian ➤ Siswa mempresentasikan hasil kerja kelompok di depan kelas - Siswa menyimak hasil kerja yang dibacakan siswa lain.
Kegiatan Penutup (15 menit)	➤ Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya ➤ Guru dan peserta didik berdo'a Bersama

Sukorejo, 20 Juli 2025
Penulis,



Mifa Nuramaliah
NPM:2021704035

LESSON PLAN OF CONTROL CLASS

1. IDENTITAS

Sekolah/Lembaga: Language Boarding House

Mata Pelajaran: Bahasa Inggris

Kelas: Elementary A

Alokasi waktu: 3 X 60 menit

Tahun akademik: 2024/2025

Vocabulary Theme: school, home or house, mosque, part of body, and hobbies.

2. Sarana dan Pra Sarana

Media: *White board*, spidol, buku tulis, pen, kertas

Sumber Pembelajaran: Students' Pocket Vocabulary

3. Tahap Pembelajaran

Pertemuan Pertama	
Kegiatan Pendahuluan (15 menit)	➤ Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai ➤ Guru mengecek kehadiran peserta didik ➤ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi Kesehatan ➤ Guru menyampaikan tujuan pembelajaran pada pertemuan ini.
Kegiatan Inti (30 menit)	➤ Guru menjelaskan materi tentang hyponym dan hypernym kepada siswa ➤ Guru menyampaikan contoh hiponim dan hypernym kepada siswa. ➤ Guru memberikan tugas kepada siswa untuk menuliskan kosa kata dari 5 tema yang ditentukan oleh guru yaitu sekolah, rumah, masjid, bagian-bagian tubuh dan hobi.

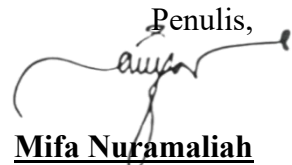
	➤ Siswa diminta untuk menentukan hiponim dan hypernym nya yang berkaitan dengan tema tersebut dengan menggunakan bagan. ➤ Siswa menukar hasil kerja mereka secara bergantian untuk menemukan makna nya
Kegiatan Penutup (15 menit)	➤ Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan ➤ Guru memberikan tugas individu kepada siswa ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya ➤ Guru dan peserta didik berdo'a Bersama
Pertemuan Kedua	
Kegiatan Pendahuluan (15 menit)	➤ Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai ➤ Guru mengecek kehadiran peserta didik ➤ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi Kesehatan ➤ Guru menyampaikan tujuan pembelajaran pada pertemuan ini
Kegiatan Inti (30 menit)	➤ Guru menyampaikan contoh hiponim dan hypernym kepada siswa. ➤ Guru memberikan tugas kepada siswa untuk menuliskan kosa kata dari 5 tema yang ditentukan oleh guru yaitu sekolah,

	rumah, masjid, bagian-bagian tubuh dan hobi. ➤ Siswa diminta untuk menentukan hiponim dan hypernym nya yang berkaitan dengan tema tersebut dengan menggunakan bagan. ➤ Siswa menukar hasil kerja mereka secara bergantian untuk menemukan makna nya
Kegiatan Penutup (15 menit)	➤ Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan ➤ Guru memberikan tugas individu kepada siswa ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya ➤ Guru dan peserta didik berdo'a Bersama
Pertemuan Ketiga	
Kegiatan Pendahuluan (15 menit)	➤ Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai ➤ Guru mengecek kehadiran peserta didik ➤ Guru memberi apersepsi tentang materi yang akan dipelajari ➤ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi Kesehatan ➤ Guru memberikan Gambaran tentang manfaat dan tujuan materi ini dipelajari dalam kehidupan sehari-hari dan

	menyampaikan tujuan pembelajaran pada pertemuan ini
Kegiatan Inti (30 menit)	➤ Guru menjelaskan materi tentang hyponym dan hypernym kepada siswa ➤ Guru menyampaikan contoh hiponim dan hypernym kepada siswa. ➤ Guru memberikan tugas kepada siswa untuk menuliskan kosa kata dari 5 tema yang ditentukan oleh guru yaitu sekolah, rumah, masjid, bagian-bagian tubuh dan hobi. ➤ Siswa diminta untuk menentukan hiponim dan hypernym nya yang berkaitan dengan tema tersebut dengan menggunakan bagan. ➤ Siswa menukar hasil kerja mereka secara bergantian untuk menemukan makna nya
Kegiatan Penutup (15 menit)	➤ Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya ➤ Guru dan peserta didik berdoa'a Bersama

Sukorejo, 20 Juli 2025

Penulis,



Mifa Nuramaliah

NPM: 2021704035

Appendix 4 Instrument Test of Pre-Test and Post-Test

INSTRUMENT TEST

PRE-TEST

I. Please, finding the meaning and the pronunciation correctly!

No	Vocabularies	Meaning
1	Table cloth	
2		Lencana
3	Globe	
4		Kubah masjid
5	Charitable box	
6		Telapak tangan
7	Eyelid	
8		Jam beker
9	Index finger	
10		Permadani
11	Pulpit	
12		Terbang layar
13	Shot putting	
14		Bersepeda
15	Book keeping	
	Vocabularies	English Pronunciation
16		di`vaot
17	Shoulder	
18		/ 'kæbɪd /
19	floor	
20		mɒsk

II. Fill the blanks with words in the box below!

I am Amel. I study at an internasional junior high school. There are many rooms in my school. Some have rooms for writing. While others have room for ²¹_____. In some rooms, you can play _____ ²² and in others, you can draw a picture, but my favorite place is my beloved classroom.

I have a _____ ²³at school who always invites me to go to the _____ ²⁴for reading some books. When we go to library, we must follow the library's _____ ²⁵. We feel so happy when we gain knowledge and can spend time with our friends.

- | | |
|------------|-------------|
| - Music | - Rule |
| - Library | - Classmate |
| - Computer | |

KEY ANSWER

- | | |
|------------------|---------------|
| 1. Taplak meja | 16. devout |
| 2. Badge | 17. ʃəʊldə(r) |
| 3. Bola Dunia | 18. Cupboard |
| 4. Dome Mosque | 19. floor |
| 5. Kotak Amal | 20. mosque |
| 6. Palm of Hand | 21. Computer |
| 7. Kelopak Mata | 22. Music |
| 8. Alarm Clock | 23. classmate |
| 9. Jari Telunjuk | 24. Library |
| 10. Carpet | 25. Rule |
| 11. Mimbar | |
| 12. Gliding | |
| 13. Tolak Peluru | |
| 14. Cycling | |
| 15. Tata Buku | |



INSTRUMENT TEST

POST-TEST

I. Please, finding the meaning and the pronunciation correctly!

No	Vocabularies	Meaning
1		Kepala sekolah
2	Napkin	
3		Tiang bendera
4	Badge	
5		Laci
6	Padlock	
7		Bedug
8	Preacher	
9		Kelopak mata
10	Sermon/preach	
11		Tolak peluru
12	Parachuting	
13		Telapak tangan
14	Gliding	
15		Ubun – ubun
	Vocabularies	English Pronunciation
16	Plate	
17		flɔ:(r)
18	Mosque	
19		ˈʃəʊldə(r)
20	Devout	

II. Fill the blanks with words in the box below!

I am Nuna. I have a _____²¹ at school. She likes going to the _____²² to read books or do her _____²³. She is never penetrated and always be on time in everything.

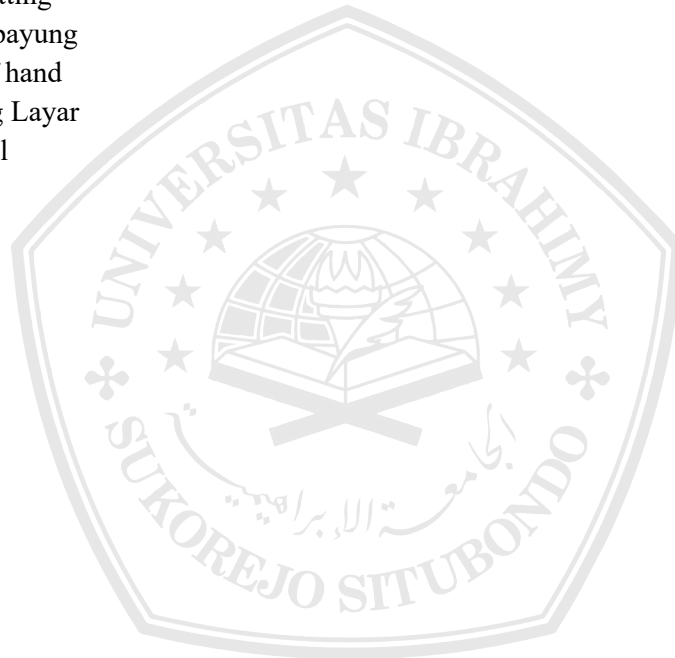
Yesterday, we came by at our _____²⁴'s house after school time. We visited her because our _____²⁵ wanted to tell her something. Did you know? The thing was our school delegates us to join history competition next month". How happy we were when we listened to that news and we just could say "Thank God".

- | | |
|-------------|-----------|
| - Classmate | - Library |
| - Homework | - Proxy |
| - Playmate | |

GOOD LUCK!

KEY ANSWER

- | | |
|-------------------|---------------|
| 1. Head Master | 16. / plert / |
| 2. Serbet | 17. Floor |
| 3. Flag pole | 18. mpsk |
| 4. Lencana | 19. Shoulder |
| 5. Drawer | 20. dr`vaot |
| 6. Gembok | 21. Playmate |
| 7. Large Drum | 22. Library |
| 8. Khatib | 23. Homework |
| 9. Eyelid | 24. Classmate |
| 10. Khutbah | 25. Proxy |
| 11. Shot Putting | |
| 12. Terjun payung | |
| 13. Palm of hand | |
| 14. Terbang Layar | |
| 15. Fontanel | |



Appendix 5 Final Score of Experimental Class and Control Class

FINAL SCORE OF THE EXPERIMENTAL CLASS

NO	Nama	Nilai	
		Pre-test	Post-test
1	Della Juniati	40	72
2	Ella Nur Wahidah	64	72
3	Faradina Amalia R	56	84
4	Fitriah Syahar Banu	32	72
5	Hilda	68	80
6	Maulidia	60	72
7	Navita Inka Ristiani	64	80
8	Novita Putri W	36	76
9	Rifatul Maisaroh	48	92
10	Siti Amina	44	88
11	Yuwanda	24	80
12	Yuli Latifah Dewi	40	72

FINAL SCORE OF THE CONTROL CLASS

No	Nama	Nilai	
		Pre-test	Post-test
1	Anindita himayatur R	48	52
2	Eka rahmawati	60	72
3	Eza zulmia putri	36	60
4	Fathimah al- muhajir	36	56
5	Harnum dwi oktavia	48	60
6	Mardhiyatul jazilah	68	80
7	Nadyatul camelia	36	40
8	Nur halimah	60	64
9	Nor ainil amilia	60	68
10	Yuris syifa	56	64
11	Selasni	36	48
12	Siti nur Laila	56	58

Appendix 6 documentation



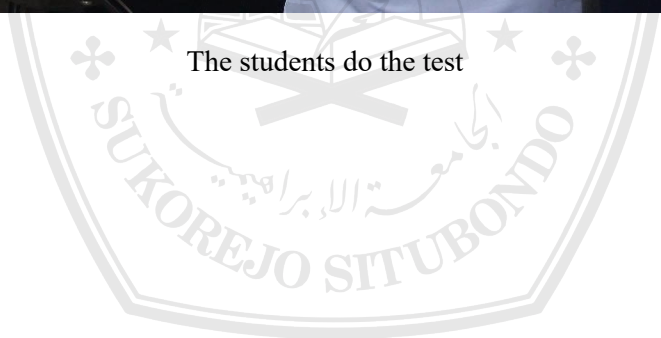
Take a picture together



The researcher explains the hyponym game



The students do the test



Appendix 7 Profil LBH

PROFIL LBH

A. Identitas

1. Sekolah/Lembaga: Language Boarding House
2. Kepala Daerah: Ummi Siti Maimunah
3. Asrama/Alamat: Ny. Mukarromah (G) Pondok Pesantren Salafiyah
Syafi'iyah Sukorejo, Banyuputih, Situbondo, Jawa Timur.

B. Visi dan Misi Language Boarding House

1. Visi Language Boarding House
Menjadi Lembaga yang mampu menghasilkan lulusan yang memiliki kompetensi Bahasa Arab dan Inggris baik lisan maupun tulis.
2. Misi Language Boarding House
 - Melaksanakan pembelajaran Bahasa Arab dan Inggris secara professional
 - Menciptakan lingkungan berbahasa Arab dan Inggris yang kondusif di dalam dan di luar asrama

C. Sarana dan Prasarana di Language Boarding House

No	Sarana dan Prasarana	Jumlah	Keterangan
1	Asrama	9 Asrama	Baik
	a. Almari Administrasi	9 Buah	Baik
	b. Papan Tulis	9 Buah	Baik
	c. Papan Informasi	1 Buah	Baik
	d. Papan Vocabularies	8 Buah	Baik
	e. Sound System	9 Buah	Baik
2	Ruang Kantor	1 Ruang	Baik
	a. Lemari	4 Buah	Baik
	b. Microphone	1 Buah	Baik
	c. Megaphone	1 Buah	Baik
	d. Sound Sistem	1 Buah	Baik
	e. LCD/ Proyektor	1 Buah	Baik
	f. Wareless	1 Buah	Baik
	g. Komputer	1 Buah	Baik
	h. Printer	1 Buah	Baik
	i. Alat – Alat hadrah	1 Buah	Kurang Baik
	j. Setrika	2 Buah	Baik
		2 Buah	Baik
4	Kamar Ka kamar	2 Ruang	Baik
5	Kamar Mandi+WC	15 Ruang	Baik
6	Tempat Sampah Turbo	1 Buah	Baik
7	Rak Sandal	4 Buah	Baik

Appendix 8 SPSS Result Test

SPSS RESULT TEST

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experiment	.129	12	.200*	.973	12	.937
Post-test Experiment	.200	12	.200*	.899	12	.152
Pre-test Control	.219	12	.117	.867	12	.060
Post-test Control	.160	12	.200*	.984	12	.994

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
The Result of Pre-test	Based on Mean	1.166	1	22	.292
	Based on Median	.892	1	22	.355
	Based on Median and with adjusted df	.892	1	18.510	.357
	Based on trimmed mean	1.119	1	22	.302

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
The Result of Post-test	Based on mean	.336	1	22	.568
	Based on median	.320	1	22	.577
	Based on median and with adjusted df	.320	1	16.533	.579

	Based on trimmed mean	.337	1	22	.567
--	-----------------------	------	---	----	------

		Mean	N	Std. Deviation	Std. Error Mean
Score	Pre-test	48.83	12	15.759	4.549
	Post-test	77.83	12	7.457	2.153
	Pre-test	50	12	11.631	3.357
	Post-test	60.16	12	10.735	3.099

		Levene's Test Equality of Variances		T-test for Equality Means	
		F	Sig	t	df
Score	Equal variances assumed	.556	.464	-4.682	22
	Equal variances not assumed			-4.682	19.611

		T-test for Equality Means				
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Score	Equal variances assumed	.000	-17.66667	3.77324	-25.49190	-9.84144
	Equal variances not assumed	.000	-17.66667	3.77324	-25.54755	-9.78579



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FAKULTAS ILMU SOSIAL DAN HUMANIORA
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Po. Box. 2 Phone (0338) 451307 Fax. (0338) 453068 Situbondo 68374 Website :www.ibrahimiy.ac.id email : fishumibrahimiy@gmail.com

KARTU BIMBINGAN SKRIPSI

Nama Mahasiswa : Mifa Nur Amalia Prodi : PBI
NPM : 2021704035 Pemb. I : Mrs. Musdalifah, M.pd.

NO	TANGGAL	MATERI	PARAF DOSEN
1.	7/05 25	Instrument of Research (pre test - post test)	Jf
2.	15/05 25	Chapter I perjelas & sematkan judul dgn problem	Jf
3.	18/06 25	Chapter II perjelas Problem & penjelasan & figurasi dgn gambar.	Jf
4.	02/07 25	BAB III Validitas instrument, Treatment diperjelas dan dilengkapi dgn lesson plan.	Jf
5.	02/07 25	BAB IV sampaikan / paparkan poin data penting hasil score siswa	Jf
6.	02/07 25	Paparkan hasil dari diagram yang sistem- pikan dgn penjelasan / kata?	Jf
7.	08/07 25	perjelas deskripsi diagram. Conclusion dgn bahasa sendiri dgn jelas. Appendix dilengkapi.	Jf
8.	19/07 25	See Ujian Skripsi!	Jf
JUDUL: HYPONYM GAME IN ENRICHING STUDENTS' VOCABULARY AT LANGUAGE BOARDING HOUSE			

Situbondo, 19 Juli 2025
Dosen Pembimbing I,

[Signature]

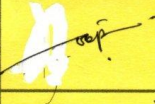


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KARTU BIMBINGAN SKRIPSI

Nama Mahasiswa : Mifa Nur Amalia Prodi : Pendidikan Bahasa Inggris
NPM : 2021704035 Pemb. II : Miss Nuril Firdaus, M.Pd.

NO	TANGGAL	MATERI	PARAF DOSEN
1.		Revisi bab 1-5	
2.	15/07 25	Revisi bab 1-5	
3.		ACC bab 1, 2, 3, 4, 5	
4.			
5.			
6.			
7.			
8.			
JUDUL :			

Situbondo, 16th July 2025
Dosen Pembimbing II,

ABOUT THE RESEACHER



Mifa Nuramaliah is the third child of Mr. Misahi and Mrs. Amsiati. She completed her early education at MI Mambaul Hikam, followed by her secondary education at SMP Islam Sunan Bonang and SMK Ibrahimy 1. She later pursued her higher education in English Education Department at University Ibrahimy.

She is also actively involved in the organization IKSASS which has helped her develop both leadership and teamwork skills throughout her academic journey.





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SUMBEREJO BANYUPUTIH SITUBONDO JAWA TIMUR



**SURAT KETERANGAN
HASIL PEMERIKSAAN PLAGIASI**

Yang bertanda tangan di bawah ini

Nama : Muhammad Ali Ridla, M.Kom.
Jabatan : Kepala Perpustakaan

Menyatakan dengan sebenarnya bahwa:

NIM : 2021704035
Nama : MIFA NURAMALIAH
Fakultas : Sosial dan Humaniora
Prodi : Pendidikan Bahasa Inggris
Kecamatan : Arjasa
Kabupaten : Situbondo
Provinsi : Jawa Timur
Judul Skripsi : Hyponym Game In Enriching Students' English
Vocabulary At Language Boarding House

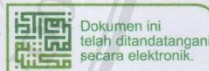
Dengan dosen Pembimbing :

1. Muzdhalifa, M. Pd.
2. Nuril Firdaus, M.Pd.

Telah dilakukan cek plagiasi di Perpustakaan Universitas Ibrahimiy dengan persentase plagiasi terakhir sebesar 17% .

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sukorejo, 2 Agustus 2025
Kepala Perpustakaan,



Muhammad Ali Ridla, M.Kom.



UU ITE No.11 Tahun 2008 Pasal 5 Ayat 1
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dan/atau hasil cetaknya merupakan alat bukti yang sah."

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