CHAPTER I

INTRODUCTION

This part covers the background of the study, the problem of study, the objectives of the study, significance of the study, scope and limitation, hypotheses, variable of the study, thedefinition of thekey term, theframework of the discussion.

A. Background of the study

Education is a base and planned effort in comprehending every study, especially English. English is an international language which is very important in ateaching-studying activity organized by theteacher. It is a language that should be understood by every single person, especially in education. Both teacher and student should capable in using English. First of all, teacher and student should understand the vocabularies because it is a base in mastering English. It is an important one in English, so students should know the meaning of vocabularies.

According to Schmitt and McCarthy mastering vocabulary is one of essential skill in English. Teachers should use words and make the students arrange some sentences, conversations, and every article[1]. Based on that problem the writer gives an alternative technique for theteacher to enrich students' vocabulary semantically.

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[1]Nobert Schmitt and Michael Mc. Carthey, Vocabulary in language teaching, (New York:Cambridge University press,1997),p40.

Umi Rahmawati states that vocabulary is the first stage in any language learning. Because, when someone wants to learn a language, he must know about its vocabulary first.[2] It means if you want to learn English very well you must understand about vocabulary.

Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown. They say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication".[3]

Vocabulary size is more important factor in second language learners. Because, people should master in the vocabulary size to make it easy to study in every skill of English. For second language learners to achieve fluency in English, they need to gain at least 5.000 words, preferably 10.000 words.[4] In order to understand 95% of text, readers have to know at least 4000 word families, including 2000 high-frequency word,570 general academic words, at least 1000 technical words, and proper low-prequency word families.[5] Vocabulary size is a kind of measurement test, just like TOEFL. Most writers believe that second language learners have difficulty in understanding the next because of their limited vocabularies.

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[2] Umi Rahmawati, *The Effectivness of Using Personal Vocabulary Notes (PVN) To Develop Student's Vocabulary of The Tenth Grade Student of SMAN 1 Bulakamba, Thesis,* Semarang : IKIP PGRI, 2011 . P. 3.

[3] Hatch, Evelyn and Brown, Cheryl, *Vocabulary, Semantic, and Language Education.* Cambridge: Cambridge University Press, 1995, p. 1.

[4] Muhammad Rochman,"The Implementation of the 5E Model Stages to Build Students' Vocabulary", *Jurnal on English as a Foreign Language,* V (2),2012,p.25

[5] *Ibid,*p.32

Hedge states that "Semantic links play an important role in theproduction. This thing shows semantic use based on presentation method[6]. So, the writer uses one of this semantic side to teach vocabulary with hyponymy use. It is like synonym and antonym that explains several words for showing the target words' meaning generally for teachers to explain the target words.

Hyponymy is one of theways to give a word as general and its subordinate like "flower" as the general and "rose", "jasmine", "orchid" as asubordinate term. It is expected to help teacher explaining vocabulary item easier by giving examples in therelation between words to words[7]. The writer uses media to give English subject to students in MA Muslimat NU Palangkaraya by using hyponymy as the main topic. Because hyponymy is an effective media, that may be used by theteacher in teaching English. Using hyponymy games as media will be much efficient in teaching learning English. Hyponymy games are also used to develop motivation, to raise positive respond to English especially in vocabulary. So students can be motivated well in learning English.

The writer did research in MA Muslimat NU as one of senior high school in Palangkaraya where several classes have alack of vocabulary. Based on writer's observation result to the students of MA NU especially tenth grade, they are still confused in comprehending vocabularies in English. So to enrich their

[6]Norhayati , The Effectiveness of using moving pictures to vocabulary mastery, unpublist thesis:Stain Palangka Raya,2013,p1-2

[7]Lilis Sulistyowati, The Effectivenss of vocabulary using hyponymy games,unpublist thesis :UIN Jakarta, 2010,p2

vocabulary, the writer used a games that expected increase students' vocabulary comprehension trough hyponymy games in English.

B. Problem of the Study

What is the effect ofHyponymy games on vocabulary size at tenth-gradestudents of MA Muslimat NU Palangka Raya?

C. Objective of The Study

To find out the effects ofHyponymy games on vocabulary size at tenth-gradestudents of MA Muslimat NU Palangka Raya.

D. Significance of The Study

Theoretically, the writer to measure the effects of Hyponymy games to avocabulary size of tenth gradestudents of MA Muslimat NU Palangka Raya.The effects of Hyponymy games, theoretically improve the vocabulary size. Is included in semantic relations besides synonym,antonym, and the relationships described as hyponymy.[8]

Practically, the result of the study is expected to give a contribution to the teacher about the effect of hyponymy games in teaching English that can be used by teachers as an alternative method to be applied in teaching-learning activity. It will be useful especially in teaching English vocabulary.

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[8]George Yule, The Study of Language–Third Edition, (New York: Cambrigde University Press, 2006),p.105

E. Scope and limitation of the Study

In this study, the writer limits only at tenth-gradestudents in MA Muslimat NU Palangkaraya as the research sampleconsisted of two classes which have 84 students. The limitation of the study which is used by the writer about showing something based on Syllabus and Lesson Plan in MA Muslimat NU Palangka Raya.

F. Hypothesis

This hypothesis of this study as follows :

Ha   : There is asignificant effect of using hyponymy games on the student's vocabulary scores at the tenth Grade of Ma Muslimat NU Palangka Raya.

Ho   : There is no significant effect of using hyponymy games on the student's vocabulary scores at the tenth Grade of Ma Muslimat NU Palangka Raya.

G. Variable of The Study

According to Arikunto , variables are the object of the research[9]. There are two classes variables in this study, as follows :

1. Independent variable : hyponymy games used in teaching vocabulary (X)

2. Dependent variable : The student's scores who involved in this study (Y)

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[9]Suharsimi Arikunto, Prosedur penilitian : suatu pendekatan Praktek, jakarta : PT Rineka Cipta, 2002,p.96

H. Definition of The Study

1. Effect

Effects result or consequence of an action.[10]In this study, the writer measures the effect of using hyponym games in vocabulary size.

2. Hyponymy games

Hyponymy is included in semantic relations besides synonym and antonymy that can be used to present meaning. "When the meaning of one form is included in the meaning of another, the relationship is described as hyponymy. When we consider hyponymy connections, we are essentially looking at the meaning of words in some type of relationship. Hyponymy is one way giving a word as a superordinate or general and some words as subordinate specific, such as, "flower" as a superordinate and "rose", jasmine and orchid. As the subordinate.[11] In this study, the writermeasures the effect of using hyponymy games in vocabulary size.

3. Vocabulary size

Vocabulary Size a convenientproxy for a whole range of educational attainments and abilities. In this study, vocabulary size as a students' standard which how many students' vocabulary size, it's mean that the vocabulary size is anoun, verb, and adjective.[12]In this study, the writermeasures the effect of using hyponym games in vocabulary size.

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[10]*Ibid.p.369.*
[11]Ibid Lilis Sulistyowati,p19
[12]Scott Thornbury, *How to Teach Vocabulary,* England :Pearson Education Limited, 2002. P.139.

I. **Framework Of The Discussion**

The framework of the discussion of this study are :

Chapter I : Introduction consists of abackground of the study, theproblem of the study , theobjective of the study, thesignificance of the study, scope, and limitation of the study, hypothesis, variable of the study, the definition of thekey term, and framework of discussion.

Chapter II : It is atheoretical review of the study that consists related study, thedefinition of vocabulary, Kinds of vocabulary, The importance of vocabulary, vocabulary size, how to teach vocabulary, the definition of games, thedefinition of hyponymy, and using hyponymy games in teaching vocabulary.

Chapter III :Research methodology consists Time and place of the study, Approach**,** Research Design**,** Population and Sample**,** Research Instrument**,** Data Collection Procedure **,** Research Instrument Try Out**,** Research Instrument Reliability**,** Research Instrument Validity**,** And Data Analysis Procedures.

Chapter IV : Result of the study, Data Presentation, research finding, and discussion.

Chapter V : Conclusion and suggestions