

CHAPTER I

INTRODUCTION

This chapter consists of background, research questions, research purposes, research limitation, significances of the research, rationale, hypotheses, research methodology and data analysis.

A. Background

In 2016, a requirement of English language is more increasing. Education practitioner realizes that English is a key to be a success in facing the world. Language consists of words and it becomes language when it has a meaning. The other name of the word is vocabulary. From this statement, it can be seen that vocabulary is important in language. However, in teaching learning process, students seem to feel bored when the teacher gives them a list of vocabulary that they should remember. The teacher just makes a list of words with the meanings and then ask the students to remember it without modifying the media, technique and method. Therefore, it is important for the teacher to use the media in teaching learning process. The research will focus on increasing students' vocabulary through hyponymy. Specifically on Junior High School students.

Vocabulary becomes important in language study because it is the main aspect of language. According to the linguist, D. A. Wilkins (1972: 111) cited by Chunming (2013) believed "Without grammar very little can be conveyed, without vocabulary, nothing can't be conveyed". When students learn English as a second language or foreign language, they have to master vocabulary. The lack of

vocabulary will hamper their four English skills; listening, speaking, reading, writing. For example, Indonesians who are learning English. In the listening section, they hear some words or vocabulary. Unfortunately, because of their lack of vocabulary they cannot understand those words, do not know the meaning of that words and how to write it. According to Rivers in Nunan (1991: 117), "The acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and the function we may have learned for comprehensible communication". Furthermore, it has been believed that vocabulary is a key to successful second language learning. Without vocabulary mastery, it is impossible to communicate effectively.

During the observation, it has been found that the problem faced at SMP Al-Islam regarding English subject is the lack of vocabulary. The students find some difficulties in learning English because of their lack of vocabulary. This condition is predicted to be same at any third grades of Junior High School. MTs KH. Wahab Muhsin is chosen to do a research because the school is easy to access.

The similar topic was found in the research by Chunming and Xu (2013) in China. They found that the most systematic and scientific strategy in teaching vocabulary is based on semantic field theory. This research claimed that words cannot stand alone and the words have an interrelated network to each other. The second study has been conducted by Lilis Sulistyowati in UIN Syarif Hidayatullah Jakarta. The writer did a research about hyponymy games at the first grade of Junior High School with the significant results of teaching vocabulary by using hyponymy

games. The third research was done by Wangru in China. The writer observed the students' satisfaction in teaching learning vocabulary through the semantic field. The results showed; highly satisfied 14. 17%, partly satisfied 54. 17%, satisfied 21. 67%, dissatisfied 5. 83%, highly dissatisfied 4. 17%. It can be concluded that students are mostly satisfied with the teaching learning vocabulary through the semantic field.

In current times, many researchers pay attention to semantics field such as synonym, antonymy, hyponymy and hypernymy. They find an importance of semantic field in improving students' vocabulary. According to Murcia (1991: 301) cited by Taslim (2014) stated: "A common way for a teacher to elucidate the meaning of a target word is to relate it to another word that the student already knows." Celce Murcia believes that it will give an impact in improving students' vocabulary because the words that they have already known will reinforce their memory and the students can connect the word with the other word. A word relating to another is called "hyponymy". Hyponymy is one way to make a link between the *hyponymy* or *superordinate* and *hypernym* or *subordinate*.

From the previous studies, the same technique is found by using hyponymy games, but the same technique by using hyponymy will be used in hyponymy picture which suits with the media. A picture is very helpful media to be used by teacher and makes students easy to understand because the using of picture will make it clearer. Moreover, by using the media, it will make students interested and the process of learning will be more attractive than the conventional vocabulary teaching.

In this research, an Experiment through hyponymy picture will be conducted in this research which can improve students' vocabulary ability. Because of that reason, the title will be given is **“Improving Students' Vocabulary by Teaching Hyponymy Using Picture”** (*An Pre- Experimental Study at Ninth Grade of MTs KH. Wahab Muhsin Tasikmalaya*).

B. Research Questions

Concerning with the background of the study above, the research questions were formed to examine the improvement of students' vocabulary mastery by teaching hyponymy using picture. They are shown as follows:

1. How is students' vocabulary mastery before teaching hyponymy using picture?
2. How is students' vocabulary mastery after teaching hyponymy using picture?
3. How effective is the use of teaching hyponymy using picture in improving students' vocabulary?

C. Research Purposes

1. To find out the students' vocabulary mastery before teaching hyponymy picture.
2. To find out the students' vocabulary mastery after teaching hyponymy picture.
3. To find out the effectiveness of teaching hyponymy picture in improving students' vocabulary.

D. Research Limitation

This research is about “Improving Students’ Vocabulary by Teaching Hyponymy Using Picture” has been limited. Students will be helped to improving their vocabulary mastery by using hyponymy picture. There are many kinds of vocabulary but this research will be focused on adjective, verb and noun.

E. Significances of the Study

The findings of this research are expected to give both theoretical and practical significance as follows:

1. Theoretical

This research will develop knowledge about improving vocabulary in classroom activity by teaching hyponymy picture. The result of this study is expected to find out the use of teaching hyponymy picture to improve students’ vocabulary mastery. Also, it is expected to make the teaching learning process easier for teachers and students.

2. Practical

a. Teacher

1) Teacher can teach English vocabulary in an easy way and the teacher will have a new media in teaching vocabulary.

2) Teacher can use hyponymy picture to improve students’ vocabulary mastery.

b. Student

- 1) The students will be easier to remember vocabulary by teaching hyponymy using picture.
 - 2) It will improve students' vocabulary mastery
- c. Other Researcher
- 1) They can use the result of this study as a reference
 - 2) They can search the same variable with other techniques
- d. Personal advantage

The suitable technique will be given in this research to teach vocabulary in order to improve students' vocabulary mastery.

F. Rationale

Hatch and Brown (1995: 1) state that "Vocabulary refers to a list of words that individual speakers of language might use".

Richards and Schmidt (2002: 580) state that vocabulary is a set of lexemes (the smallest unit in the meaning system of a language that can be distinguished from other similar units), including single words, compound words, and idioms. In addition, according to Hornby (1995: 1331), "Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook." From those statements it can be conclude that vocabulary is word or group of words such as idiom and vocabulary is very important for people especially in this case for students who learn English. The ability of vocabulary mastery will help students' English skill; listening, speaking, reading, writing.

As Dellar H and Hocking D, *Innovation, LTP* (2002) stated, “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!” (Thornbury 2002).

It is not easy for the teachers in teaching vocabulary because they have to make sure that the way they teaching vocabulary is suitable and interesting to make the students remember the words. Alqahtani (2015: 24) stated, “The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up to date techniques.”

The common way in teaching vocabulary which is used by many researchers is related to semantic field. According to Guo (2010: 51), “Trier’s semantic field is generally considered paradigmatics. It deals with paradigmatic relations between words such as hyponymy, synonymy and antonymy.” In this case it will be focused on hyponymy. As Gao (2013: 2030) stated, “In recent years, more and more linguistic researchers start to pay close attention to the importance of semantic field theory for developing the language abilities and efficiency.” Students are difficult in remember the words. It will make the students easy to remember the words if the words has a relation with other words. In short, students will have a strong memory when the words have a connection or related to other words. Chunming (2013: 2030) stated, “Linguists distinguished and analyze “semantics field”, that is, group of words of which meaning are closely interrelated.”

Words that related to the other words called “hyponymy” which have superordinate and subordinate. According to Saeed (1997: 68), “Hyponymy is a relation of inclusion. A hyponymy includes the meaning of a more general word. The more general term is called the superordinate or hypernym”.

The example of hyponymy can be seen in the following figure as follows:

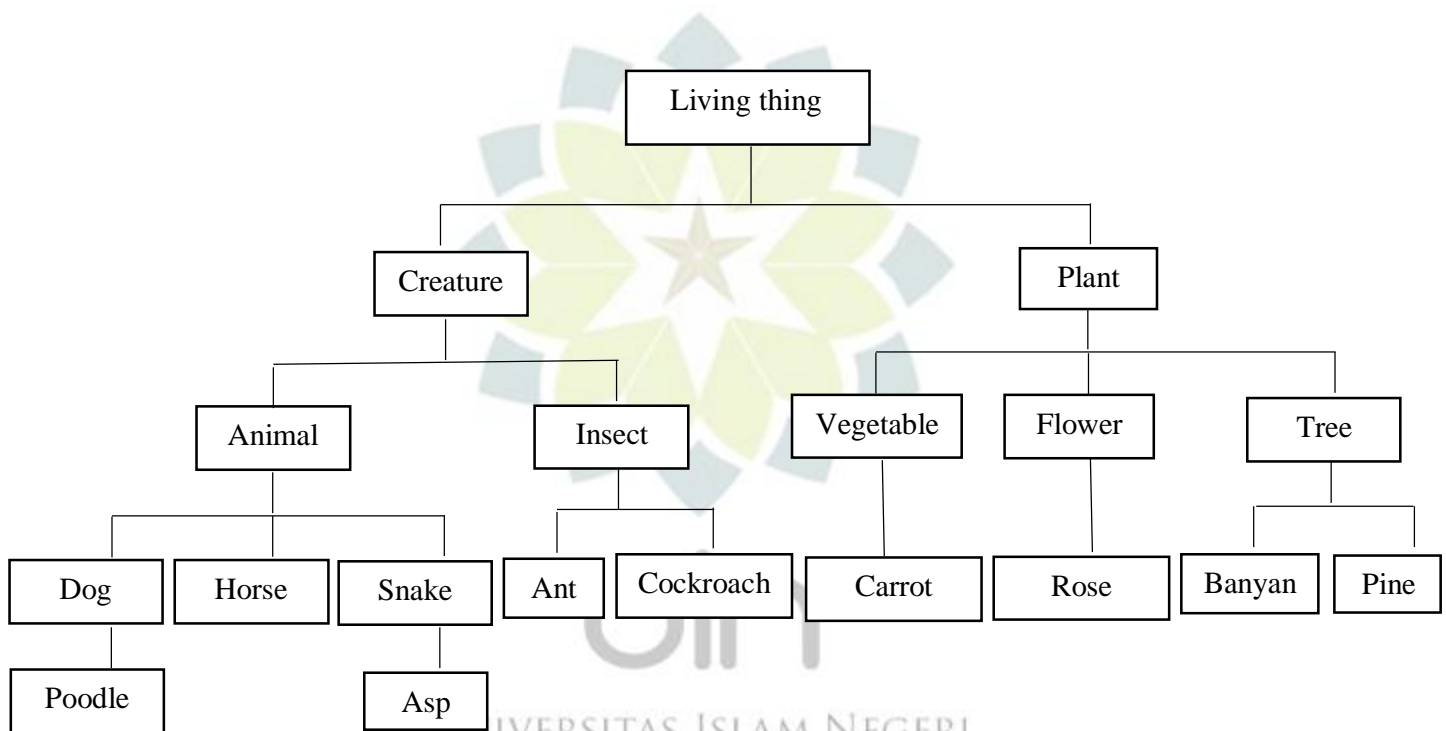


Figure 1.1
Example of Hyponymy

(adapted from The Study of Language by Yule)

According to Yule (2006: 106), “Looking at diagram, we can say that “horse” is a hyponym of “animal” or “cockroach” is a hyponym of “insect”. In these two examples, *animal* and *insect* are called the **superordinate** (= higher level) terms. We can also say that two or more words that share the same superordinate

term are **co-hyponyms**. So, *dog* and *horse* are co-hyponyms and the superordinate term is animal”.

Students will remember the words if they have been know about the word itself, students just reinforce their mind to remember the word that they have knew. Murcia (1991: 301) pointed out, “A common way for teacher to elucidate the meaning of the target word is to relate it to another word that the students already know”. Also Hamer (2001: 17) stated, “What a word means is often defined by its relationship to other words”.

In order to make students easier to remember vocabulary, the teacher has to use suit media such as hyponymy picture. Teaching Hyponymy picture will be used in this research to improving students’ vocabulary. Hyponymy picture seem can help students and teacher in an easy way in the process of teaching learning in the classroom activity. Hyponymy can be good in teaching vocabulary because people have a strong memory when connecting something to another thing. Wangru (2016: 70) stated, “by the virtue of field theory, students can enlarge their vocabulary and strengthen memory effect through in- depth understanding of the lexical meaning”.

Picture is effective technique to be used by teacher. According to Hill (1990: 1), “Availability, cheapness, flexibility, and variety all of which make pictures one of the effective techniques in teaching vocabulary”.

The use of picture in hyponymy is quite popular. It can be seen from the frequency of the use of hyponymy picture. As Darian (2003: 79) stated, “Pictures may seem an unlikely way to represent a classification. But judging from their frequency, they are quite popular. Picture function in three different ways: (1). The

superordinate concept is discussed or mentioned in the text but not the species or item, which appears only in the photograph, (2). Both superordinate and hyponym are discussed in the text, and several hyponyms are illustrated in pictures, (3). Superordinate and hyponym are discussed in the text, but at considerable length, sometimes over several pages, in this case the pictures of specific species serve as visual summaries.”

From the statement above the use of hyponymy picture helps the teaching learning process in the classroom. In the other hand, the use of picture can make students more understand and remember the vocabulary.

Two variables is used in this research, the first variables is teaching hyponymy picture as X variable and improving students' vocabulary as Y variable. The variable can be seen in the following figure:



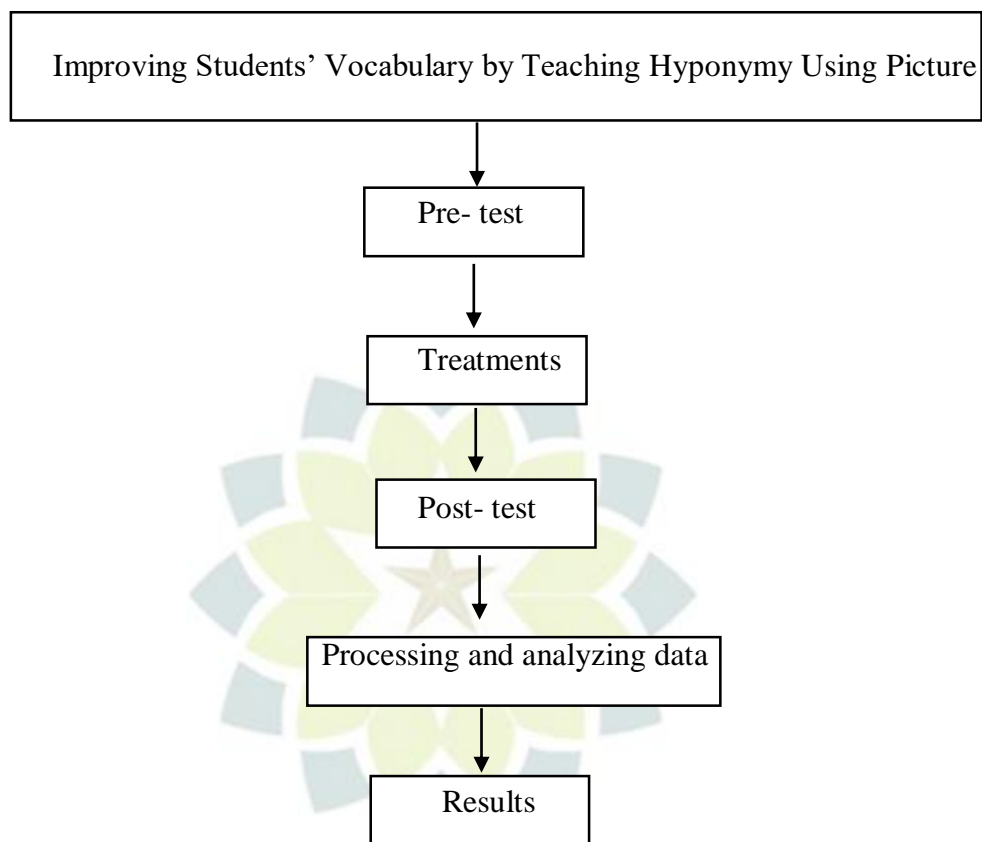


Figure 1.2 Research Scheme

G. Hypothesis

According to Nasution (2000), hypothesis is an assumption about what the researcher observes in a way to understanding it". Hypothesis is a way to keep the researcher's opinion through the research before starting the research. This research has two variables: Teaching hyponymy picture as X variable and students' vocabulary mastery as Y variable. Hypothesis of this research is proposed as follows:

“Students’ mastery vocabulary will be developed through hyponymy picture by looking at the results of their pre- test and post- test”.

Ha: there is effectiveness improvement in teaching vocabulary mastery through hyponymy picture. This hypothesis is accepted if $t_{\text{count}} > t_{\text{table}}$ and rejected if $t_{\text{count}} < t_{\text{table}}$.

Ho: there is no effectiveness improvement in teaching vocabulary mastery through hyponymy picture. This hypothesis is accepted if $t_{\text{count}} < t_{\text{table}}$ and rejected if $t_{\text{count}} > t_{\text{table}}$.

H. Methodology Research

According to Nunan (1992: 2), “Research is a systematic process of inquiry consisting of three elements or components: (1) a question, problem or hypothesis, (2) data, (3) analysis and interpretation of the data”. These three elements are so important in conducting the research. If the three of elements are reduce the research will not be valid.

The research will use Quantitative Method. According to Creswell (2003: 153), “Quantitative research involves the collection of data so that the information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims”. This research uses mathematical models as the methodology of data analysis. The method in collecting data for the research will be pre- experimental design.

1. Research Design

This research uses Pre- Experimental design, specifically One Group Pre- test and Post-test design. This design measures one group with a pre-test,

implemented a treatment manipulation, and then measured the same variable, as was measured with the pre-test, with a post-test. To collect the data, the students will have treatments those are using hyponymy picture to improve their vocabulary. According to Sugiyono (2006: 80), experimental research is a research which has the purpose to find cause-effect relationship among variables in a controlled condition. It can be concluded that quantitative research method relates to the cause-effect of some method or technique. Firstly, the students will be given pre-test before the treatments, then the result will be compared with the post-test after the students are given the treatments.

Table 1. 1

Design One- Group Pre- test Post- test Design

Group	O₁	x	O₂
Pre- Experiment	Pre- test Test the ability of vocabulary mastery	Treatment 4x treatments using hyponymy picture	Post- test Test the ability of vocabulary mastery

Explanation:

O₁= the first test before treatment

X= treatments using hyponymy picture

O₂= the last after treatment

2. Research Site

The research will be conducted at the ninth grade of MTs KH. Wahab Muhsin, Tasikmalaya. The students at ninth grade are chosen because they are still lack of vocabulary mastery. MTs KH. Wahab Muhsin is chosen because it is easy to access.

a. Population

Population is the whole of the subjects which is included in the research. According to Sugiyono (2012: 117) said, "Population is region of generalization that consist of object or subject that have quality and certain characteristic that have been decided by researcher to be studied then take a conclusion from it". Also, according to Creswell (2012: 142) said, "Population is a group of individuals who has the same characteristics." The population in this research is the whole students at the ninth grade of MTs KH. Wahab Muhsin Tasikmalaya. There are 289 students which are divided into 9 classes.

b. Sample

According to Sugiyono (2012: 80), "Sample is part of the number and characteristics possessed by this population. When large populations, and researcher may not learn all the population, the researcher can use the sample drawn from the population". Frankeal at al. (2012: 339) said that the minimum of acceptable participants is at least 30. Based on the explanation above, the researcher will take 30 participants at 9-1.

3. Technique of Data Collection

The instrument is used to collect the quantitative research data. According to Creswell (2012: 151), “An instrument is a tools for measuring, observing or documenting quantitative data”. This research will use tests to collect the data.

a. Test

The tests will be divided in two tests. Those are pre-test and post-test.

1) Pre-Test

Pre-Test is used to measure the ability of students in vocabulary mastery before treatments. According to Surakhmad (1995: 45) cited by Fatonah (2014) “Pre- test is used to measure the students’ comprehension before they taught”. In the pre-test, the students are asked to fill the question about vocabulary.

2) Post-Test

Post-Test is used to measure the ability of students in vocabulary mastery after the treatments. According to Surakhmad (1995: 46) cited by Fatonah (2014) “Post- test is to measure the learning achievement after the experimental variable (treatment)”. This kind of test is to know the development of students’ vocabulary mastery by teaching hyponymy picture.

4. Research Procedure

The procedure of the research is described below:

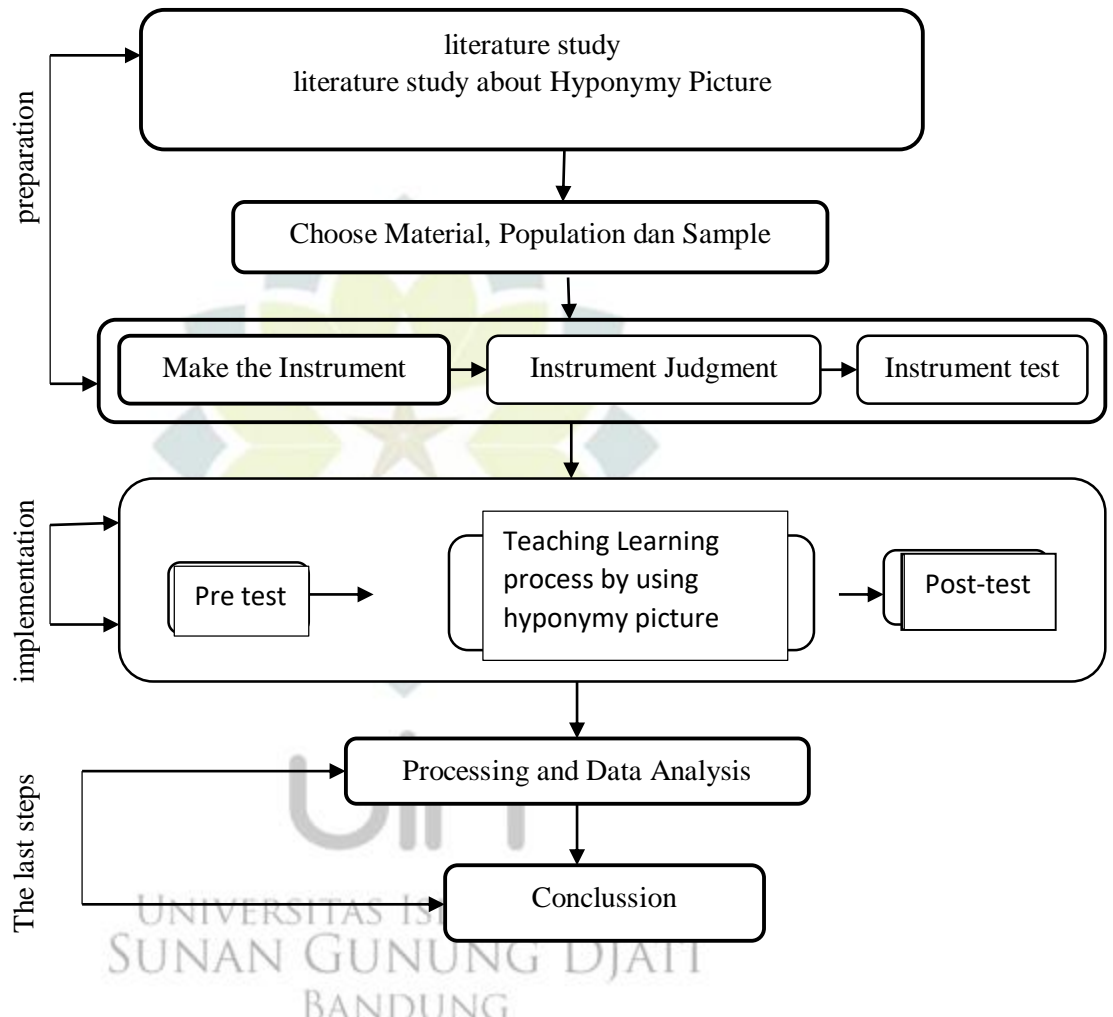


Figure 1.3 Research Procedure

5. Data Analysis

The collected data will be analyzing using statistical approach. It means that statistical approach is used to process the data in quantitative method. With the statistical approach the researcher will use several steps:

- 1) Quantitative Analysis

a. Validity Test

Validity test every question used formula correlation product moment, the formula is:

$$r_{xy} = \frac{n \sum x_1 y_1 - (\sum x_1) (\sum y_1)}{\sqrt{[n \sum x_1^2 - (\sum x_1)^2] \{n \sum y_1^2 - (\sum y_1)^2\}}}$$

(Sugiyono, 2015:241)

Notes:

- r_{xy} : coefficient correlation between variable x and y
 x : score every question
 y : total score
 n : the number of students

The results r_{xy} which obtained can be interpreted for establish the validity of question used criteria in the table below:

Table 1.2

It is used for give coefficient correlation

Interval Coefficient	Degree of Relationship
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Average
0.60 – 0.799	High
0.80 – 1.000	Very high

b. Reliability Test

The reliability test is a statement of understanding the concept of learners used the formula:

$$r_i = \frac{2rb}{1 + rb}$$

Notes:

r_i : internal reliability of the whole of instrument

r_b : correlation product moment between the first and second test

To know the high and low coefficient of reliability of the test it can be used index according to Guilford (1978), as follows:

Table 1.3

The interpretation Reliability of the Matter

Index Reliability	Interpretation
$0.00 < r_i \leq 0.20$	Very low
$0.20 < r_i \leq 0.40$	Low
$0.40 < r_i \leq 0.60$	Medium
$0.60 < r_i \leq 0.80$	High
$0.80 < r_i \leq 1.00$	Very high

c. Distinguishing

Distinguishing features is the ability of the test results it can be differentiate high ability of the test and low the ability of the test. To know the distinguishing features about the description used the formula:

$$DP = \frac{\sum XA - \sum XB}{N}$$

$N = 27\% \times$ the number of students

(Sugiyono, 2015: 187)

Notes:

DP : *Distinguishing index*

$\sum XA$: *The number of students in high group*

$\sum XB$: *The number of students in low group*

N : *The number of student*

Measurement which used for differentiate of interpretation as follows:

Table 1.4

The Result for Differentiating Interpretation

The Result of Differentiate	Interpretation
DP = 0.00	Very poor
0.00 < DP ≤ 0.20	Poor
0.20 < DP ≤ 0.40	Enough
0.40 < DP ≤ 0.70	Good
0.70 < DP ≤ 1.00	Excellent

d. Level of difficulty test

The level of difficulty test is determined by the following formula:

$$TK = \frac{\sum Xi}{SMI \cdot N}$$

Notes:

TK : *the level of difficulty*

$\sum Xi$: *the number of score the students' question to – i*

N : *The number of students*

SMI : Ideal maximum score

The difficulty level value obtained is interpreted in the following table:

Table 1.5

Interpretation of Difficulty Index

Difficulty of Index	Interpretation
$TK < 0,30$	Difficult
$0,30 \leq TK \leq 0,70$	Medium
$0,70 \leq TK \leq 1,00$	Easy

2) N- Gain

After acquiring the data from the pre-test and post-test, the data can be analyzed to know the improvement by teaching hyponymy using picture as media. To know the improvement of the students' vocabulary mastery, normal gain (d) is used with the formula:

$$d = \text{post test} - \text{pre test}$$

Normal gain score acquired is interpreted into the table below:

Table 1.6

Normal Gain Interpretation

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Average
$g < 0.3$	Low

3) Testing the Normality

a) Calculating the range of data (**R**)

Formula:

$R = \text{the highest score} - \text{the lowest score} + 1$

$$R = H - L + 1 \quad (\text{Sugiyono, 2012: 55})$$

b) Calculating the class interval (**K**)

Formula:

$$K = 1 + 3.3 \log n$$

(Sugiyono, 2012: 35)

c) Calculating the length of class interval (**P**)

Formula:

$$P = \frac{R}{K}$$

(Subana. et al, 2010: 40)

d) Arranging the distribution and observation expectation frequency by using the table as follows

Table 1.7

Distribution of Frequency

Score	f	x	$f \cdot x$	X^2	$f \cdot X^2$	Class Limit	Z_{count}	Z_{table}	Li	Ei	Oi	χ^2
1	2	3	4	5	6	7	8	9	10	11	12	13

$$Z_{\text{count}} = \frac{\text{Class Limit} - \bar{X}}{SD}$$

$$Li = Z_{\text{table}} (+/-) Z_{\text{table}}$$

Notes :If both of Z_{count} positive, the calculation must use minus

:If one of Z_{count} positive and the other negative, the calculation must use be added

$$E_i = L_i \times n$$

- Determining deviation standard and mean. According to Subana (2010:65) are follows

Determining mean:

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

- Counting standard deviation

$$SD = \sqrt{\frac{N \sum f_i \cdot x_i^2 - (\sum f_i \cdot x_i)^2}{N(N-1)}}$$

(Sugiyono, 2012: 58)

- e) Determining the degree of freedom with the formula:

$$df = K - 3$$

- f) Determining χ^2 with the value of the significance of 5% by using the formula:

$$\chi^2_{tabel} = \chi^2_{(1-\alpha)(dk)}$$

- g) Determining normality test criteria

Normality test with determination:

- The data is normal if $\chi^2_{count} < \chi^2_{table}$
- The data is abnormal if $\chi^2_{count} > \chi^2_{table}$

4) Hypothesis Test

Hypothesis test is used to know the improving students' vocabulary ability by using hyponymy picture as a media. The hypothesis test is done by

testing the statistic data. If the data is distributed normally, the parametric statistic test is conducted with the t-test.

- Determining the gain between pre-test and post-test

$$d = \text{post test} - \text{pre test}$$

- Determining the average from the difference of pre-test and post-test

$$Md = \frac{\sum d}{N}$$

(Suharsimi, 2013: 349)

- Determining the significances with hypothesis test with level significances 5%.

$$t_{count} = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

(Subana, et.al., 2010: 132)

Notes:

t_{count} : significances of the data

Md : the average from gain between the pretest and the posttest

d : Score gain of the posttest toward the pretest of each object

N : the number of students

In summary, the data are acquired with the determinatin of the research population, sample, and instrument. It is done to investigate the result of learning process before and after treatments. So, the investigation could prove the improvement of teaching hyponymy picture.