

**THE IMPLEMENTATION OF EXPLICIT INSTRUCTION WITH  
HYPONYMY GAME IN TEACHING VOCABULARY AT EIGHT GRADE  
STUDENTS OF SMPN I AITINYO**

**Thesis**



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HYPONYMY GAME IN TEACHING VOCABULARY AT EIGHT GRADE  
STUDENTS OF SMPN I**

**AITINYO**

**Thesis**

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# LEGITIMATION SHEET

## LEGITIMATION SHEET

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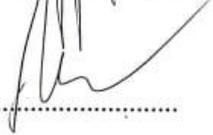
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As a result of this thesis, I declare that the thesis is not a work that has been submitted to obtain an academic degree in a University. In my knowledge, no literature work has been written and published by the other researchers, except in the writing referenced in the references.

Sorong, November, 24<sup>th</sup> 2025

My Sincerely



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## MOTTO AND DEDICATION

### MOTTO

*For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and future.*

*(Jeremiah 29:11)*

*“The one who can cheer you up is yourself.”*

*(Jheanny)*

### DEDICATION

I proudly dedicate this thesis especially to:

Myself, to stay strong and always try hard to get everything done.

My beloved parents, they are:

Mr. Oktovianus Bosawer (Almarhum), Mrs Yosina Sangkek and Mrs. Sarlota Sangkek.

All of my big family

For all of my beloved friends and my besties

The last, my Almamater Unimuda Sorong

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Sorong, November 24<sup>th</sup> 2025

Declaratory



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## ABSTRACT

Jenifer Niske Sangkek/148820321015,2025. **The Implementation of Explicit Instruction With Hyponymy Game In Teaching Vocabulary at Eight Grade Students of SMPN I Aitinyo 2025/2026** Thesis, English Education Department, Faculty of Language, Social and Sport, University of Education Muhammadiyah Sorong. November 2026.

The objective of this research was to know whether there is an impact of the implementation of explicit instruction with hyponymy game in teaching students vocabulary at eight grade SMPN I Aitinyo. Relevant to the objective of the research applied pre-experimental quantitative research design. The research design is one group pretest-posttest. The sample of this research was eight grade which consisted of 20 students in one class. In the collecting the data, this research used vocabulary test consisting of 20 items, with 15 items multiple choice and 5 item matching. In analyzing the data, the researcher used SPSS 31 Program to calculated the data. The result finding of the research showed that the result is of P value  $(0.001) < (0.05)$ . It means that  $H_0$  was rejected and  $H_a$  was accepted. This means that there was an impact in teaching vocabulary by using explicit instruction with hyponymy game between pretest and posttest. In addition, it can be seen from the pretest was (49.25) increase on posttest (71.5). The implication indicated that explicit instruction supported clear word understanding and that adding hyponymy game made learning more engaging. This suggests creative approaches can enhance teaching performance and help future researchers explore vocabulary learning techniques. However, this research has several limitations: it involved only one class without a comparison group, focused solely on noun vocabulary, and observed students only during classroom activities without examining their learning outside class.

**Keywords: Vocabulary, Explicit Instruction, Hyponymy Game**

## TABLE OF CONTENTS

<b>LEGITIMATION SHEET .....</b>	<b>iii</b>
<b>DECLARATION AUTHENTICITY.....</b>	<b>iii</b>
<b>MOTTO AND DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vi</b>
<b>ABSTRACT.....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>LIST OF APPENDICIES .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1 Background.....	1
1.2 Problem Formulation.....	3
1.3 Objective of the Research.....	4
1.4 Hypothesis of the Research .....	4
1.5 Benefits of the Research .....	4
1.6 Operational Definitions .....	5
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>7</b>
2.1 Vocabulary .....	7
2.1.1 Definition of Vocabulary .....	7
2.1.2 Kinds of Vocabulary.....	8

2.2 Explicit Instruction .....	10
2.2.1 Definitions of Explicit Instruction .....	10
2.2.2 Elements of Explicit Instruction .....	12
2.2.3 Explicit Instruction Steps .....	15
2.3 Hyponymy .....	16
2.3.1 Definition of Hyponymy .....	16
2.3.2 The Benefits and Obstacles of Hyponymy Game .....	18
2.3.3 Hyponymy Game Steps .....	18
2.4 Vocabulary Teaching Steps .....	19
2.5 Previous Study .....	20
1.6 Conceptual Framework .....	22
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>24</b>
3.1 Research Design .....	24
3.2 Research Variables .....	24
3.3 Place and Time of the Research .....	25
3.3.1 Place of Research .....	25
3.3.2 Time of Research .....	25
3.4 Population and Sample .....	25
3.4.1 Population .....	25
3.4.2 Sample .....	25
3.5 Instrument .....	26
3.6 Technique of Collecting Data .....	26

3.6.1 Pre Test .....	26
3.6.2 Post Test.....	27
3.7 Technique of Data Analysis .....	27
3.7.1 Assessment of Student Vocabulary .....	27
3.7.2 Normality test .....	28
3.7.3 Paired Sample T-test.....	28
3.7.4 Hypothesis Testing .....	29
<b>CHAPTER IV FINDINGS &amp; DISCUSSION .....</b>	<b>30</b>
4.1 Findings .....	30
4.1.1 The Students' Vocabulary Pre-test and Post-test .....	32
4.1.2 Normality Test .....	33
4.1.3 Mean and Standard Deviation in Pre-test and Post-test.....	34
4.1.4 T-Test Result .....	35
4.1.5 Hypothesis Testing .....	36
4.2 Discussion .....	36
<b>CHAPTER V CONCLUSION &amp; SUGESSTION .....</b>	<b>41</b>
5.1 Conclusion.....	41
5.2 Suggestion .....	41
<b>REFERENCE .....</b>	<b>43</b>
<b>APPENDICES .....</b>	<b>48</b>

## LIST OF TABLES

Table 3.1 Design one group pre-test post-test.....	24
Table 3.2 Total of students .....	26
Table 3. 3 Test Scoring Rubric .....	27
Table 3.4 Classification Scoring of Vocabulary Rubric .....	28
Table 4.1 Rate Percentage Students Vocabulary of Pre-test and Post-test .....	32
Table 4.2 Normality test in Pre-Test and Post-Test .....	34
Table 4.3 Mean Score and Standard Deviation in Pre-test and Post-test.....	34
Table 4.4 Paired Sample T-test in Pre-Test & Post-Test .....	35

## **LIST OF APPENDICIES**

<b>APPENDIX I INSTRUMENT VOCABULARY TEST .....</b>	<b>49</b>
<b>APPENDIX II LESSON PLAN .....</b>	<b>58</b>
<b>APPENDIX III STUDENTS SCORE.....</b>	<b>67</b>
<b>APPENDIX IV RESULT PRE-TEST AND POST-TEST.....</b>	<b>68</b>
<b>APPENDIX V PHOTOS DOCUMENTATIONN.....</b>	<b>100</b>
<b>APPENDIX VI LETTERS .....</b>	<b>102</b>

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Vocabulary is the basic element of in language which is vocabulary is simply the list of words. According to apriliah (2015), vocabulary is fundamental aspect of language proficiency and forms a large part of the foundation for students' ability to read, write, talk and listen. It means that, since vocabulary is the basis of all language skills, it is an essential component of language acquisition.

Generally, students found it hard when learning vocabulary because they lack vocabulary, which is the most important aspect of communicating with others. This statement is supported by the journal (Widiyaningsih & Hadi, 2021). Vocabulary is a list of English terms that students needed to master to speak effectively. As stated above, when students wanted to make a conversation, they needed to know the vocabulary first. Furthermore, some factors influence students' vocabulary, such as not had a dictionary when learning English, which is why they don't know much of the vocabulary that they want to use.

Therefore, people required some vocabulary to construct sentences, as language acquisition is impossible without vocabulary mastery. According to Al Qahtani (2015), the total number of words required to communicate concepts and convey the speaker's meaning is known as vocabulary. On the other hand, people found it challenging to communicate with others if they lacked a large vocabulary. The aforementioned statement led one to the conclusion that vocabulary is a list of

English words that students needed to acquire to speak effectively. Thus, expanding one's vocabulary was crucial.

In addition, there were things that supported why learning vocabulary was very important, especially in the aspect of increasing the four skills aspect of English. As stated by Astriyanti & Anwar (2016), "To improve the four English skills speaking, listening, reading, and writing vocabulary is necessary.". This indicated that vocabulary was one of the key components of learning English. Without enough vocabulary to enhance their understanding and ability to communicate in English, students would struggle to articulate their thoughts.

Based on the results of observations, it is known that English learning took place at SMP Negeri I Aitinyo. Especially in learning vocabulary, students' ability is still low. In this observation, the researcher found several problems with the students in learning English vocabulary, as follows: (1) students frequently forget the words they have already acquired because they feel overburdened by the large amount of vocabulary; (2) due to their lack of learning English during primary school, some students still struggle with English. They only started learning it in junior high school; (3) some students had a fairly good vocabulary, but it required further improvement; and (4) researchers asked them, and they expressed that learning English is difficult and makes them less interested in studying it.

However, in this research, the explicit instruction model was implemented with a hyponym game, especially in teaching vocabulary. According to Hadley et al. (2019), it's essential to remember that instructing individual words and providing groups of associated words to create semantic networks are crucial components of

vocabulary development. In addition, explicit instruction combined with practice was beneficial for students to acquire critical thinking skills. Heijltjes (Marsrul & Wicaksono, 2023). This meant that combining hyponym games and explicit instruction was suitable for teaching vocabulary since it offered an approach that improved students' comprehension and word recall. By provided information explicitly and systematically, the intention was to provide students with a clear and organized understanding of how the words could connected to the other words.

The Effectiveness of Teaching Vocabulary Using Hyponymy Games at the Seventh Grade Students of SMPN 1 Dampelas, By researcher Apriadi (2024). used quantitative methods with a quasi-experimental class and control class . In research on the application of explicit instruction learning models with hyponym games to student vocabulary learning, which based on previous research, only focused on the application of hyponym games with vocabulary. However, there is no research that applies explicit instruction model with hyponymny game in teaching vocabulary of eighth grade in SMPN I Aitinyo with a quantitative method, so it can be said as a new thing in this research.

## **1.2 Problem Formulation**

Based on the background above, the problem formulation of this research is:

Does the implementation of explicit instruction with hyponym game impact the vocabulary at the grade students of SMPN I Aitinyo?

### **1.3 Objective of the Research**

The objective of the research is:

To know Does the implementation of explicit instruction with the hyponym game impact the students' vocabulary at the grade students of SMPN I Aitinyo.

### **1.4 Hypothesis of the Research**

The hypothesis of the research is as follows;

1. Null Hypothesis (H<sub>0</sub>): The implementation of explicit instruction with hyponym game does not impact the students' vocabulary at eight grade students of SMPN I Aitinyo.
2. Alternative Hypothesis (H<sub>a</sub>): The implementation of explicit instruction with hyponym game impacts the vocabulary at eight grade students of SMPN I Aitinyo.

### **1.5 Benefits of the Research**

#### a. For Students

This research is expected to develop the quality of students by improving the effectiveness of learning after implementing the explicit instruction learning model in the classroom.

#### b. For Teacher

This research can be used as a reference in implementing effective learning after implementing effective learning activities and providing advice for teachers to be able to apply learning models that are by learning.

c. For the Head of School

This research is expected to be an input in creating learning effectiveness by implementing a good learning model and in line with the quality of education. Which is a shared responsibility.

d. For Future Research

As an inspiration in adding knowledge and insight for researchers in researching the implementation of learning models.

## **1.6 Operational Definitions**

### **1. Vocabulary**

Vocabulary refers to a list of words that are known and used by a person in communication and includes their meaning in a specific language. In this research, will improve students vocabulary, particularly nouns in the subject of Animals, foods, places and tools.

### **2. Explicit instruction**

Explicit instruction is a structured and systematic teaching model in which the teacher conveys information and give the students clear guidance in learning process.

### 3. Hyponymny Game

Hyponym game is a learning activity designed to help students understand the relationship between words, make the students to know about general and specific words which is related to another words.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Vocabulary**

##### **2.1.1 Definition of Vocabulary**

In learning English as a foreign language, we must know that the set of words used in language is known as vocabulary. Vocabulary, to put it simply, is the collection of words we are familiar with and utilize in conversation. Words we read, hear, or use in daily speech can fall under this category. A large vocabulary improves our understanding of the language and makes communication easier.

Widiyaningsih & Hadi (2021). Particularly when studying a foreign language, vocabulary is a list of terms along with their definitions. Furthermore, Zaenuri (Apriliah 2015) stated that all of the information regarding the meaning and usage of words in a language is contained in vocabulary, which is a component of language. From the statement above, vocabulary is a central element of language that encompassed the meanings and appropriate used of words, making it essential for effective communication and understanding.

Uni (2021) stated that vocabulary is very important in learning English because vocabulary is the basis of all skills to master the language. This viewpoint emphasized how difficult it is to learn other language skills like speaking, listening, reading, and writing without a strong vocabulary. Learners who have a large vocabulary are better able to comprehend and utilized the language.

In addition, vocabulary is a set of words for students to speak, listen, write, and read. According to Anwar & Esstsfransyah (2018), this definition highlighted vocabulary's diverse functions in language acquisition. A strong vocabulary is necessary for both comprehension and successful communication in each skill. Students can participate more fully in discussions, express themselves clearly, and comprehend what others are saying when they have a large vocabulary.

From the definition above, it can be concluded that vocabulary was one of the important aspects of communicating with others. People needed to know and be able to use to read, write, communicate, and listen. A large vocabulary improved fluency and the capacity to communicate complex meanings in addition to facilitated clear expression and comprehension.

### **2.1.2 Kinds of Vocabulary**

Thornbury (Apriliah 2015) identifies eight distinct word classes for English words.

#### **1. Nouns**

Words that name persons, places, objects, or concepts are called nouns. nouns can be singular or plural, and they can serve as either subjects or objects in a sentence.

#### **2. Verbs**

Verbs are action words that express the activity or state of the subject. They are able to communicate through movement.

### 3. Adjective

Words that describe or alter nouns are called adjectives. They offer more details on a noun's attributes, including its size, color, shape, and other features.

### 4. Adverbs

Adjectives, verbs, and other adverbs are all modified by adverbs. Adverbs can improve a verb's meaning or provide additional information about an adjective, enhancing a sentence's context.

### 5. Pronouns

Pronouns are words that take the place of nouns in sentences to simplify them and prevent repetition. They may allude to particular individuals, objects, or organizations.

### 6. Prepositions

Words that indicate connections between nouns (or pronouns) and other sentence components are called prepositions. They frequently include information about time, place, direction, or manner.

### 7. Conjunctions

Words that join words, phrases, or clauses in a sentence are called conjunctions. They facilitate the blending of ideas and improve their flow.

### 8. Determiners

Words known as determiners serve to introduce nouns, give context, and make it clear which noun is being discussed.

However, in this study, the researcher only focused on one aspect, that is nouns, teaching students in the eighth grade. Nouns are words that name people, places, things, or ideas. They are fundamental to constructing sentences and can be classified into several types. For example: dog, city, or "book called noun.

## **2.2 Explicit Instruction**

### **2.2.1 Definitions of Explicit Instruction**

According to Sahade and Amsa (2020), lessons that are directly modified by the teacher for the students are delivered used the explicit instruction learning model. According to the statement, the explicit instruction learning paradigm emphasized direct instruction, in which students actively received lessons and information from the teacher in this model.

Furthermore, because explicit instruction offeres detailed learning recommendations, it successfully teaches vocabulary in depth, as stated by Baker (Masrul and Wicaksono 2023). It implied that vocabulary learning outcomes can be considerably improved by used structured teaching techniques. A deeper understanding and application of vocabulary in a variety of contexts can be facilitated by explicit instruction that focused on particular words, their definitions, and usage in context.

Explicit instruction is centered on the learner, adapting to become more detailed as students face growing learning difficulties (Vaughn and Fletcher 2021). It indicates a teaching strategy that is student-centered and offers precise, well-organized instructions. By modifying the degree of detail according to the

difficulties students encountered, this technique improved their comprehension of the subject matter and boosted their confidence in their ability to learn.

Meanwhile, according to Sahade and Amsa (2020), the explicit instruction learning model is crucial to use because it is an approach to learning created especially to promote student learning processes connected to declarative knowledge and well-structured procedural knowledge that can be taught using step-by-step patterns. This model encouraged a deeper understanding of the subject matter being taught, in addition to helping students acquire important information and skills.

In addition, explicit instruction is a wide concept that refers to a collection of teaching practices that continuously clarify tasks and behaviors (Vaughn and Fletcher 2021). It included a wide range of instructional strategies meant to help students understand and access the material.

"The benefits of explicit instruction as a learning model are the achievement of academic content completeness and skills, increased student learning motivation, increased students' abilities, as well as increasing students' self-confidence," according to Aunurahman (Nurhatika 2019). Since students can see their progress and understand expectations, this statement increases their motivation and involvement in the learning process.

Explicit instruction can facilitate second-language learners by increasing their awareness of similarities and differences in how their first and second languages express the same meaning, Mcmanus&Marsden (Masrul and Wicaksono,

2023). This comprehension enhanced their capacity to appropriately produce language in addition to helping with comprehension.

### **2.2.2 Elements of Explicit Instruction**

According to Hughes et al (2019), the following Elements are divided into sixteen parts, Such as;

1. Focusing instruction on critical content

The main concepts are taught by the teacher directly via explicit instruction.

The student is not made to "find it out yourself" by the teacher. They tell students exactly what they need to know and get right to the heart of the matter.

2. Sequencing content logically

Students can follow along directly without the need for indirect action since the teacher arranges all of the learning materials logically and understandably.

3. Breaking down complex concepts into chunks

The modeled teaching approach, which begins with explicit instruction, is based on this. The instructor explains procedures to the class understandably and straightforwardly.

4. Designing focused lessons

Lessons that rely on explicit instruction begin with a defined focus, know exactly where they are going, and don't give students the freedom to take the lessons in a different direction, in contrast to inquiry-based and phenomenon-based learning.

5. Begin lessons with a statement of learning outcomes

This is a common tactic in university lectures (which are a typical example of explicit instruction). Start the lesson by telling students: This is exactly what you will learn by the end of this lesson.

6. Review prior knowledge before the lesson

Making sure you know exactly what your pupils know and understand is a great practice in explicit education. You can tell the kids what they need to know if you've done this.

7. Provide step-by-step demonstrations

Distributed practice (as opposed to massed practice) is the term used to describe multiple opportunities to practice a skill throughout time.

8. Use clear and simple language

The teacher must use deliberate language when giving direct teaching. Make sure all of the words and phrases are understandable, and if any new terminology is being used, make sure to define it.

9. Give a sufficient variety of examples and non-examples

When giving explicit information, it's often extremely valuable to provide examples so people can understand the information practically.'

10. Provided guided and supported practice

Models like the "guided practice" model, in which the teacher is constantly present to demonstrate how to do something and then remains available to observe, supervise, and offer guidance when the student attempts it for themselves, rely heavily on explicit instruction.

11. Get fast feedback on your teaching

Asking open-ended questions, getting a show of hands, or even having a student rapidly rephrase what you just said are all easy approaches to get feedback. Refer to the formative evaluation.

12. Monitor student performance

Make sure you keep a close eye on your students' development and are ready to change course midway through a lesson if needed. See: reflective teaching.

13. Deliver prompt feedback that is both positive and constructive

Giving the student specific comments on their progress is still necessary to support them, even though the goal is to make sure the training is helpful, straightforward, and clear.

14. Deliver the knowledge at a rapid speed

To maximize instructional time, the quantity of content that may be provided, and on-task behavior, deliver instruction at a suitable speed.

15. Assist students in organizing their knowledge

It is crucial to employ instructional strategies that make these linkages more obvious or explicit because many students struggle to understand how certain abilities and concepts relate to one another.

16. Give practice that is cumulative and dispersed

Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts in order to address issues of retention as well as automaticity.

### **2.2.3 Explicit Instruction Steps**

The Steps or syntax to implement explicit instruction with the Hyponymy Game, which are suggested by Huda in (Nainggolan et al., 2024), are as follows;

#### **Stage 1: Orientation**

1. Educators explain the crime scene, including background information on the lesson, the importance of the lesson, and prepare students to be ready to learn.

#### **Stage 2: Presentation**

2. Educators demonstrate lesson material, which is either a skill or a concept, or present information step by step

#### **Stage 3: Structured Practice.**

3. Educators have planned and provided initial instruction guidance to students

#### **Stage 4: Guided Practice**

4. Educators check whether students have succeeded in carrying out tasks well by providing opportunities to practice concepts and skills, and see whether they have succeeded in providing positive feedback.

#### **Stage 5: Independent Practice**

5. Students plan opportunities to carry out further instructions by focusing on more complex situations or everyday life.

## 2.3 Hyponymy

### 2.3.1 Definition of Hyponymy

According to (Patahuddin et al., 2020), hyponymy is a part of semantic relations that can convey meaning besides synonymy and antonymy. "A relationship is referred to as hyponymy when the meaning of one form is incorporated into the meaning of another." Gaining an understanding of these connections can improve students' ability to understand language and meaning, enabling more complex communication.

Furthermore, (Rini, 2015) To put it simply, a hyponym is a term that expresses something more precisely, for example:

- a. Carrot and cabbage are hyponyms of vegetable
- b. Rose and jasmine are hyponyms of flower

which is about the relationship between particular words and more generic concepts, which improves the ability to communicate meaning.

According to Harmer in (Alfian, 2017) Another link that establishes the meaning of words to one another is hyponymy, in which terms like as "banana," "apple," "orange," "lemon," and so on are all hyponyms of the superordinate fruit, and fruit itself is a hyponymy of other food-related items. This relationship can be shown in the diagram below.

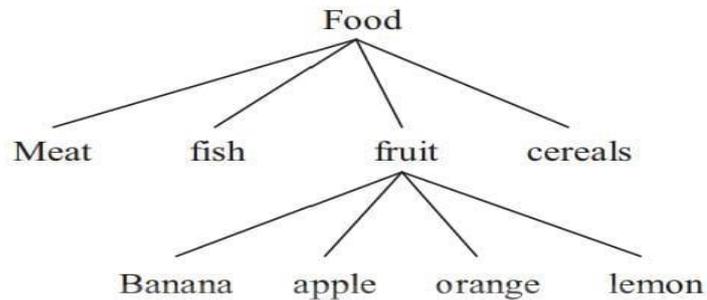


Figure 1 Hyponymy of Food

According to Yule ( Widiyaningsih & Hadi, 2021), a connection is depicted as a hyponymy when the value of one structure is recalled to the significance of another. Some common model sets are the rose-flower, canine-creature, carrot-vegetable, and banyan–tree. The concept of "consideration" needed here refers to the potential that, if an object is a rose, it is essentially a blossom, and as such, the significance of the bloom is recalled about the rose's importance. Conversely, a rose is a flower's hyponym.

Furthermore, According to Astuti (2014), A hyponymy is an association between two words where the meaning of one word encompasses the meaning of the other term. For instance, in English, the terms "flower" and "rose" are connected in such a way that "rose" denotes a particular kind of flower. The generic term "flower" is referred to as a hypernym, while the specific term "rose" is known as a hyponymy.

### **2.3.2 The Benefits and Obstacles of Hyponymy Game**

According to Herdayani (2019) the benefits and obstacles of implementing hyponymy game in teaching vocabulary are as follows:

#### *Benefits:*

The benefit of hyponymy game is as follows;

1. Students may be more enthusiastic about the subject matter.
2. The entire set of materials did not require the teacher's explanation.
3. The instructor just used games to illustrate the day's content.

#### *The Obstacles*

Where the obstacles of hyponymy game are as follows;

1. During the learning process, the classroom is noisier. It makes it challenging for the teacher to manage the class.
2. The teacher only gets a brief opportunity to introduce some new words and explain the content. As a result, teachers no longer require additional time to clarify and aid students in remembering all of the new language.

### **2.3.3 Hyponymy Game Steps**

Procedure of Teaching Vocabulary Using Hyponymy. Shelley in (Rini 2015) gave an example of class activity of teaching vocabulary using hyponymy.

1. The teacher provides the learners with a list of categories, like food, household objects, numbers, jobs, etc.
2. Each learner chooses or is given one category.

3. The learner then has to write as many words as possible under the category heading on a piece of paper. So, food should contain items like bread, meat, etc.
4. The learners should write known words, not look up unknown words.
5. After a set time, a learner passes their paper to the next learner, who then tries to add words not already listed.

#### **2.4 Vocabulary Teaching Steps**

Steps for teaching vocabulary that combine hyponymy and explicit instruction models. After examining a literature review, the researcher attempted to create teaching steps that used both the Hyponymy game and explicit instruction. These strategies included the following:

1. The teacher explains the introductory information about hyponyms of the theme to be studied, and provided examples, such as pet animals, including hyponyms like dog, cat, and bird, etc.
2. Give an example on the board of how to identify related hyponyms through a diagram and how the word can connect to the other word.
3. Give some topics, such as marine animals, and ask several students to identify the hyponyms of the common word to specific words on the board that related to the topics.

4. Divided the students into groups and gave each group 1 different topic. Each group has to collect as many hyponyms of the topics as possible, and the group that can collect the most hyponyms will be the winner.
5. Give students individual tasks, such as worksheets, to determine their understanding of hyponyms.

## **2.5 Previous Study**

The research being conducted is supported by several previous studies. These are the findings of their earlier research:

First, research by Masrul & Bayu HendroWicaksono (2023) entitled "The Impact of Explicit Instruction on Teaching Vocabulary to Fourth Grade Students: A Quantitative Study. The research objective is to find out how explicit instruction affects teaching vocabulary to students who struggled with it. In this study, students were divided into two groups, namely the experimental group and the control group. In a whole group situation, the control group received conventional teaching from a teacher, whereas the experimental group received explicit instruction. In addition, based on the data from this study, students in the experimental group were able to construct better sentences used the taught vocabulary than students who followed the conventional learning.

The second research, conducted by Ika Hardianti (2018), titled "The Effectiveness of Using Hyponymy Games in Teaching Vocabulary,". This research aimed to assess the effectiveness of hyponymy games for teaching vocabulary to seventh-grade students at SMP SombaOpu, Gowa. This quasi-experimental study involved eight sessions: one pre-test, six treatment sessions, and one post-test, with

a total population of 60 students. Class VII.A was the experimental group, and VII.B served as the control group, selected through purposive sampling. A t-test was used to analyze the data quantitatively. Results showed significant differences in vocabulary improvement, with the experimental class's mean score rising from 36.11 in the pre-test to 82.77 in the post-test, while the control class's score increased from 34.99 to 52.22. The study concluded that hyponymy games effectively enhance vocabulary learning for seventh-grade students at SMP Somba Opu, Gowa.

From the previous studies cited above, it can be said that hyponym games and explicit instruction would be a simple and efficient way to improve students' vocabulary growth. There would be some differences from previous studies with this research that needed to be considered. Namely, participants in this study, research methodology, and placement location were some of the things that would make this study different from previous studies. The researcher would use a pre-experimental approach in this study by concentrating on one class and used a hyponym game and explicit instruction teaching model to teach vocabulary centered on noun content. Eighth-grade students from SMPN I Aitinyo in Maybrat Regency would take part.

## 1.6 Conceptual Framework

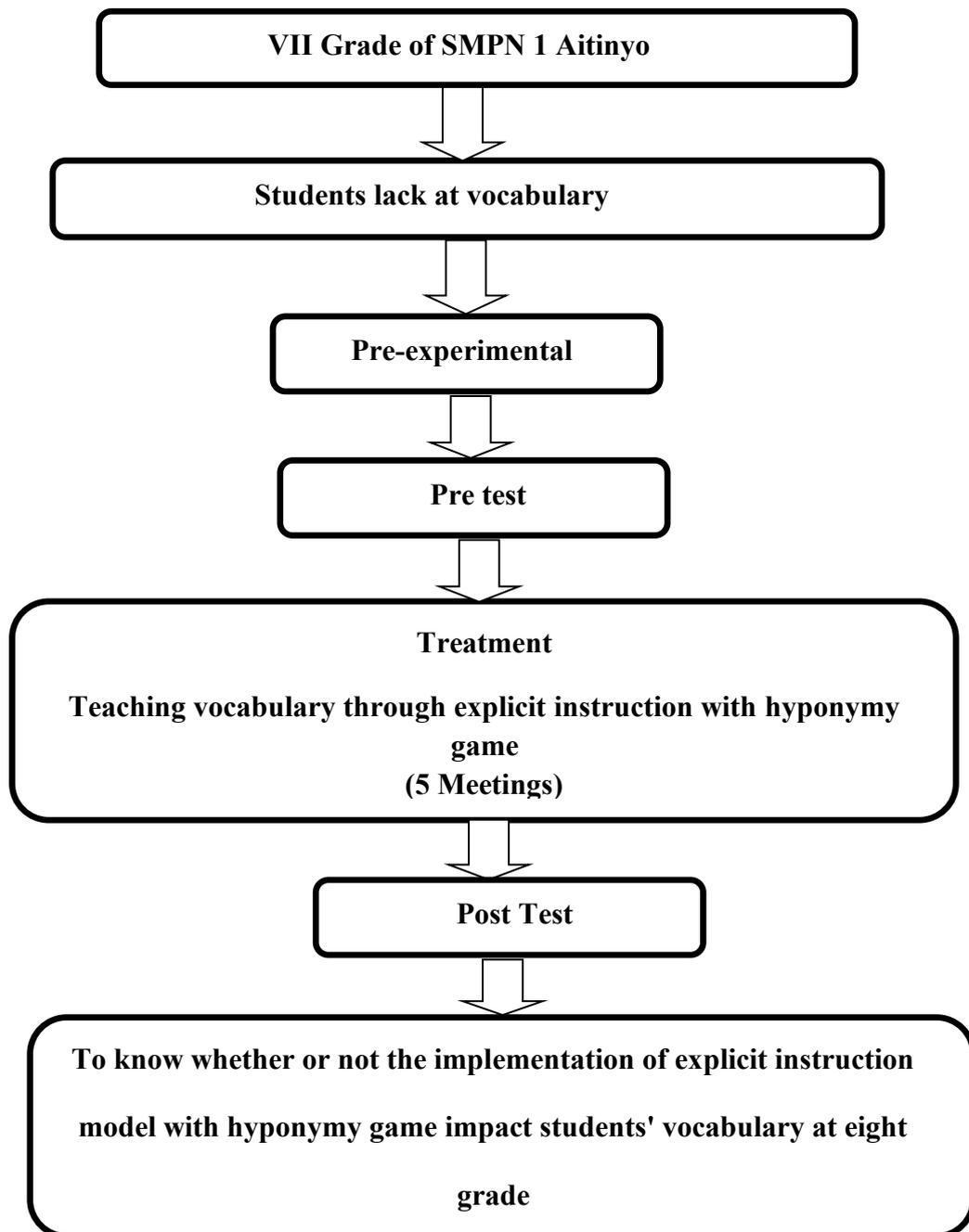


Figure 2. Conceptual Framework

In the conceptual framework above, this research focused on the vocabulary of eighth-grade junior high school students. In this research, the researcher focused on the combination of explicit instruction with hyponymy game in vocabulary learning, and to determine whether there is an impact of the implementation on the results of students' vocabulary at eighth grade. There were research tools, such as tests that collected data both before and after the test. Thus, the information acquired and extracted from this study is combined.

## CHAPTER III

### RESEARCH METHODE

#### 3.1 Research Design

This study used a quantitative method, with a pre-experimental design that involved a one-group pretest-posttest design. Creswell in (rezeki & Sagala, 2023) stated that this type of design used pre-test and post-test findings to compare the learning achievement of the students before and after treatment. Three stages make up this pre-experimental design that is pre-test, treatment, and post-test, which examined how learners' vocabulary knowledge has improved.

Table 3.1 Design one group pre-test post-test

Pre Test	Treatment	Post Test
$O_1$	X	$O_2$

*Source Sugiyono in (Yulianti 2022)*

Note:

$O_1$  : Pre-Test

X: Teaching Vocabulary through explicit instruction with hyponymy game

$O_2$  : Post Test

#### 3.2 Research Variables

This study included three variables: one independent variable and two dependent variables

1. The independent variable in this research is explicit instruction and the hyponymy game.
2. The dependent variable in this research is vocabulary.

### **3.3 Place and Time of the Research**

#### **3.3.1 Place of Research**

The research would be conducted at SMPN 1 Aitinyo, Maybrat Regency. The Time subjects of the study are students in class VIII A.

#### **1.3.2 Time of Research**

This research would be conducted over sixth meeting, started from 31 july 07 August 2025.

### **3.4 Population and Sample**

#### **3.4.1 Population**

There is only one class for the entire population in this research. of eighth-grade students at SMPN 1 Aitinyo. Class VIIIA has a total of 22 students.

#### **3.4.2 Sample**

In this research, the researcher used the purposive sampling technique to select participants based on the research objectives. The researcher aims to determine whether explicit instruction with hyponymy game has an impact on students' vocabulary. The sample consisted 20 students of class IVA at SMPN I Aitinyo.

Table 3.2 Total of students

<b>Total of students</b>	
<b>Male</b>	<b>Female</b>
9	11

### **3.5 Instrument**

According to Sukrenda & Atmaja, (2019), research instruments are used to gather data, and the instruments used most frequently in this research study are a set of questions that are submitted and provided to each respondent who is being sampled for the study at the time of observation. The researcher employed a vocabulary test with 20 questions, 15 of which were multiple-choice and 5 of which were matching, and all of which were nouns related to topics.

### **3.6 Technique of Collecting Data**

In this research, the researcher collected information that includes;

#### **3.6.1 Pre Test**

The pre-test is meant to evaluate the students' vocabulary focus on the noun subject, and level of proficiency before their entrance in the experimental class. The researcher employs a vocabulary test with 20 questions, 15 of which were multiple-choice and 5 of which were matching.

### 3.6.2 Post Test

Post-test results was used to evaluate how well students learn vocabulary through explicit instruction and the hyponymy game. The researcher employs a vocabulary test with 20 questions, 15 of which were multiple-choice and 5 of which were matching.

### 3.7 Technique of Data Analysis

The researcher collected the data and processes the problem-solving solution before evaluating it using the statistical product and service solutions (SPSS) program. The steps and data analysis are as follows

#### 3.7.1 Assessment of Student Vocabulary

The researcher employed a 20-question vocabulary test with 15 multiple-choice and 5 matching items, all of which were noun-based, to assess the students' vocabulary.

Assessment This is carried out by the following table.

Table 3. 3 Test Scoring Rubric

Test Item	Scoring Rule		Amount
	True	False	
Multiple Choice	1	0	15
Matching	1	0	5

$$\text{Students 'score} = \frac{\text{Correct answer}}{\text{Total score}} \times 100$$

*Total score*

Table 3.4 Classification Scoring of Vocabulary Rubric

No	Classification	Range
1.	Very good	90 – 100
2.	Good	70 – 89
3.	Fair	50 – 69
4.	Poor	30 – 49
5.	Very poor	10 – 29

*( Source: According to Widiyaningsih & Hadi, 2021)*

### 3.7.2 Normality test

The purpose of this normality test is to ascertain whether the data are distributed normally across all variables. This normality test uses the Shapiro-Wilk method. The decision-making of normality result used the Shapiro-Wilk method is if the significance value  $> 0.05$ , then the data is considered to be normally distributed, and if the significance value  $< 0.05$ , then the data is not normally distributed.

### 3.7.3 Paired Sample T-test

Paired sample t-test is a test for two samples of paired data, is the t-test. This test is conducted used the same sample, but it received a different treatment. The researcher's goal is usually to compare data before and after treatment (post-test). used SPSS, the researcher examines the data.

The following factors are considered when used the paired sample t-test method:

- 1) if the sig value. (2-tailed)  $< 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. That means there is a significant difference between the pre-test and post-test learning outcomes.
- 2) if the sig value. (2-tailed)  $> 0.05$  then  $H_0$  is accepted and  $H_a$  is rejected. That means there is no significant difference between the pre-test and post-test learning outcomes.

#### **3.7.4 Hypothesis Testing**

- 1) If the significance value lower than 0.05, It shows that the learning outcomes before and after the test differ significantly. then  $H_0$  is rejected and  $H_a$  is accepted. It means that explicit instruction with a hyponymy game impacts on the student's vocabulary at the grade student's of SMPN 1 Aitinyo.
- 2) If the significance value higher than 0.05, The learning outcomes from the before and after the test have no differ significantly. then  $H_0$  is accepted and  $H_a$  rejected. It means that explicit instruction with a hyponymy game doesn't impact on the student's vocabulary at the grade student's of SMPN 1 Aitinyo.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### 4.1 Findings

This analysis presented the outcome after the data was analyzed. This analysis provided a detailed explanation of the rate percentage for the pre-test and post-test, including a normality test and paired sample t-test assessing the two score sets. This research was conducted in six meetings. At the first meeting, the researcher gave the students a pre-test to find out their scores before the treatment was given.

In the second meeting, the researcher provided treatment to students with a focus on nouns in teaching vocabulary by used the explicit instruction learning model with a hyponymy game. In this meeting, the topic taught was (places), which were divided into three categories: places of worship (churches, mosques, etc.), shopping places (malls, traditional markets, etc.), and holiday destinations (waterfalls, beaches, etc.). The researcher explained the topic to be studied and provided a small example on the board from one of the word categories on how to identified the hyponymy of these words through a diagram. The researcher provided one category and asked the students to identify the words. After that, the researcher conducted a game by divided the students into several groups, asked them to identified the category of words by gave them time to collect words, and the group that collected the most words would be the winner.

In the third meeting, the researcher provided the same method as in the previous meeting, but with a different noun vocabulary. In this meeting, the focus topic taught was (Tools), which were divided into three categories: place class tools (pen, eraser, ruler, etc.), kitchen utensil (knife, spatula, spoon, etc.), and Music instrument tools (Harp, guitar, piano, etc.). The researcher explained the topic to be studied and provided a small example on the board from one of the word categories on how to identified the hyponymy of these words through a diagram. The researcher provided one category and asked the students to identified the words. After that, the researcher conducted a game by divided the students into several groups, asking them to identify the category of words by gave them time to collect words, and the group that collected the most words would be the winner.

In the fourth meeting, the researcher provided the same method as in the previous meeting, but with a different noun vocabulary. In this meeting, the focus topic taught was (Animals), which were divided into three categories: insect (bee, dragonfly, butterfly, etc.), marine animals (dolphin, shark, octopus, etc.), and Zoo animals (lion, rabbit, tiger, etc.). The researcher explained the topic to be studied and provided a small example on the board from one of the word categories on how to identified the hyponymy of these words through a diagram. The researcher provided one category and asked the students to identified the words. After that, the researcher conducted a game by divided the students into several groups, asked them to identified the category of words by gave them time to collect words, and the group that collected the most words would be the winner.

In the fifth meeting, the researcher provided the same method as in the previous meeting, but with a different noun vocabulary. In this meeting, the focus topic taught was (Foods), which were divided into three categories: fruit (banana, apple, etc.), meat (beef, fish, lamb etc.), and fast food (pizza, donuts, hamburger etc.). The researcher explained the topic to be studied and provided a small example on the board from one of the word categories on how to identify the hyponymy of these words through a diagram. The researcher provided one category and asked the students to identified the words. After that, the researcher conducted a game by divided the students into several groups, asked them to identified the category of words by gave them time to collect words, and the group that collected the most words would be the winner. In the sixth meeting, students were given a post-test or final test to determine their scores after they had received the treatment.

#### 4.1.1 The Students' Vocabulary Pre-test and Post-test

Table 4.1 Rate Percentage Students Vocabulary of Pre-test and Post-test

<i>No</i>	<b>Classification</b>	<b>Range</b>	<b>Pre-test</b>		<b>Post-test</b>	
			<i>F</i>	<i>P</i>	<i>F</i>	<i>P</i>
<b>1</b>	Very good	90 – 100	0	0%	2	10%
<b>2</b>	Good	70 – 89	2	10%	12	60%
<b>3</b>	Fair	50 – 69	9	45%	6	30%
<b>4</b>	Poor	30 – 49	7	35%	0	0
<b>5</b>	Very poor	10 – 29	2	10%	0	0
<b>Total</b>			20	100%	20	100%

From the data in Table 4.1, it can be seen the rate percentage from students' vocabulary outcome of pre-test and post-test. In the pre-test, there are 2 (10%) students who get a good score, there are 8 (40%) students who get a fair score, there are 8 (40%) students who get a poor score, and there are 2 (10%) students who get a very poor score. While in post-test, there are 2 (10%) students who get a very good score, there are 12 (60%) students who get a good score, and there are 6 (30%) students who get a fair score.

Based on the information mentioned above, it can be said that Explicit instruction learning models with the hyponymy game have an impact on students' vocabulary scores in pre-test and post-test. The researcher made sure that the learning process went smoothly and in an ordered way. Students were better able to retain and comprehend the vocabulary being taught by keeping their attention. Additionally, by routinely going over important concepts or terms in English from earlier seasons, the researcher strengthened the students' understanding, so that their scores were greatly raised by this strategy, attractive teaching techniques, and interested students.

#### **4.1.2 Normality Test**

Following the process of computation of the related scores, the data would be examined with a normality test to determine whether or not the data was normal.

Table 4.2 Normality test in Pre-Test and Post-Test

<b>Test of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test	.090	20	.200*	.977	20	.894
Post-test	.252	20	.002	.932	20	.167
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Table 4.2 is used to decide if the data is normally distributed or not. In this research, the kind of normality test used is the Shapiro-Wilk because the sample is lower than 50. Based on the normality test on the Shapiro-Wilk, in the pre-test, the significance value is 0.894, and in the post-test, the significance value is 0.167, In conclusion the pre-test and post-test are normally distributed because the significance value is higher than 0.05.

#### 4.1.3 Mean and Standard Deviation in Pre-test and Post-test

Table 4.3 Mean Score and Standard Deviation in Pre-test and Post-test

<b>Paired Sample Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	49.2500	20	15.15490	3.38874
	post	71.5000	20	11.48225	2.56751

Based on Table 4.3, it showed that the mean of pretest students' score is 49.2500 with a standard deviation of 15.15490, while the post-test students' score is 71.5000 with a standard deviation of 11.48225. It suggests that the average score of the students' post-test is better than their pre-test score.

#### 4.1.4 T-Test Result

Table 4.4 Paired Sample T-test in Pre-Test & Post-Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre – post	-22,25000	6.38151	1.42695	-25.23664	-19.26336	-15593	19	,001

The analysis in Table 4.4 is chosen to determine whether or not the pre-test and post-test scores differ significantly. Statistically, there is a different score indicated if the t value is higher than the t table, and the P-value is lower than 0.05. However, there may not be a difference in scores if the t value is lower than the t table and the P-value is more than 0.05. Based on the data above, we can determine that the pre-test and post-test scores differ because the t-value (15.593) is higher than the t-table (2.093) and the P-value (0.001) is lower than 0.05. Additionally the mean scores show a significant change: the mean score for pre-test is 49.25, while in the post-test mean score is 71.5. The data showed that there is a significant difference in the students' vocabulary scores between the pre-test and the post-test.

In the other words, it can be concluded that after treatment there is a significant impact.

#### **4.1.5 Hypothesis Testing**

Table 4.4 analysis indicated that the Paired sample T-test shows that t-value (15.593) is  $>$  than t-table (2.093) and the P-value  $<$  than 0.05, then null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted according to the current grounds for decision-makings. Thus, the alternative hypothesis ( $H_a$ ) stated that the implementation of explicit instruction with hyponymy game impact students' vocabulary in class VIIIA I Aitinyo.

#### **4.2 Discussion**

Based on the result of this pre-experimental research, It is apparent that the implementation of Explicit instruction with hyponymy game had a positive impact on students vocabulary learning at SMPN I Aitinyo. As demonstrated by the students' on mean score on pre-test (49.25), improved on the post-test (71.50), there is a significant change following the treatments. Based on the analysis used paired sample t-test shows (sig. 2-tailed = 0.01  $<$  0.05) which mean alternative hypothesis ( $H_a$ ) was accepted indicating a significant impact after implemented the combination. In contrast, the null hypothesis ( $H_0$ ) was rejected.

Based on the result the new finding of this research as the combination of explicit instruction with hyponymy game showed that students demonstrated an active engagement during the learning process. Such as; first, they asked question when they did not understand the category of a word. Second, students spontaneously corrected their friends when a word was incorrectly placed in the

hyponymy category. Third, they added new ideas or vocabulary during discussions. This finding accordance with Vaughan and Fletcher (2021), who emphasized that explicit instruction fosters student engagement by structuring tasks and providing continuous guidance. Similarly, Harmades (2024) reported that explicit instruction increased students' interaction and attention during classroom activities. These indicate that structured and guided learning promotes students' involvement and active participation is a key impact implemented of Hyponymy Games and Explicit Instruction.

The integrated of explicit instruction and hyponymy games in this research also enhanced students accuracy in classifying nouns. Sahade and Amsa (2020) explained that explicit instruction helped students understand basic vocabulary through clear steps, guided examples, and repeated practice. In the other hand, the combined of explicit instruction with hyponymy game led to an additional outcome: students were able to categorize class tools, such as grouping pencil, pen, eraser and under the same category. This difference showed that the activities gave students structured opportunities to notice relationships between words..

Another finding showed that students were able to follow the learning steps smoothly during the treatment that combined explicit instruction with the hyponymy game. After the treatment, several students could immediately identify the correct category of the next words when prompted, and some of them placed the sample words into the diagram without needing repeated instructions. This rapid comprehension is supported by Masrul & Wicaksono (2023), who explain that short and clear instructional steps help students grasp vocabulary more quickly. In this

study, students moved into the categorization task much sooner than expected, a result that differs from the pattern described by Masuku et al., (2022), who found that explicit instruction typically requires longer and more continuous guidance before students are ready to apply the material. Meanwhile, in this research, the combination of explicit instruction and the hyponymy game enabled students to begin the activity right after the initial demonstration, showing quick understanding of the learning steps.

The combination of explicit instruction and the hyponymy game helped students impact their vocabulary comprehension and their understanding of word relationships. Students were able to group words like “apple, orange, and mango” under the category “fruit” and explain the reasoning behind their choices. Hardianti (2018) found that hyponymy games gradually improved vocabulary mastery over several meetings. in this research, students demonstrated clearer understanding in a shorter period. Similarly, Khotima (2024) reported improvements in vocabulary, yet some students hesitated when explaining their answers. In contrast, the combination of explicit instruction and hyponymy encouraged more accurate categorization and confident verbal reasoning, allowing students to connect words meaningfully within sentences.

During the learning activities, the hyponymy game supported by explicit instruction helped increase students’ motivation. Previous studies by Rezeki and Sagala (2023) found that the hyponymy game mostly improved matching accuracy, while Ishan et al., (2016) noted that students often struggled with vocabulary because they viewed words individually rather than understanding how those words

were related in meaning. In this study, students became more motivated because explicit instruction with hyponymy game helped them see these relationships more clearly, which made them feel more confident using new vocabulary and more interested in continuing the activity. Some students even wanted to retry rounds to improve their results, showing a strong interest in learning. This suggests that combining explicit instruction with the hyponymy game not only improved their understanding but also strengthened their motivation to learn vocabulary.

The above research has stated that the combination of explicit instruction with hyponymy games significantly can impact students' vocabulary outcomes and made students more active in learning processes. This approach not only increase students accuracy in classifying word but also enhanced their actively, engagement, motivation and understanding of word relationship. Also it showed that there is a significant differ between students mean score 49.25 increased 71.50. In addition, the novelty of this research lies in the innovative combination of Explicit instruction learning models with game game-based learning hyponymy game. Which is explicit instruction provided a clear structure and reinforces conceptual understanding, while hyponymy games create a fun and interactive learning atmosphere and make students understand the hierarchical relationship between words.

In this research, there are several implications that can be taken from the implementation of explicit instruction and hyponymy game in teaching vocabulary. The results show that explicit instruction helps students understand new words clearly through direct explanation, while the hyponymy game allows them to

practice and explore vocabulary in a more active and enjoyable way. This combination makes learning more meaningful and helps students remember words better. For teachers, these findings suggest that mixing instruction with game-based learning can improve classroom engagement. For the head of school, this implies that supporting creative learning strategies may enhance the quality of English teaching. Lastly, future researchers may use these findings as a reference to explore other meaning-focused techniques for developing students' vocabulary.

This research has several limitations that have been identified, such as; First, the study was conducted in only one class without using a control class for comparison, so the results cannot be compared with groups that learned using different methods. Second, the vocabulary material used focused only on noun vocabulary, so the results may differ if other types of vocabulary such as verbs or adjectives were studied. third, the learning activities used were limited to explicit instruction and hyponymy games, so the results may differ if combined with other techniques or media. Fourth, this research also only observed the learning process in the classroom, so it did not look at student development outside of learning time.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the results of the research, it can be said that the research carried out was experimental in terms of implementing hyponymy games and explicit instruction to teach vocabulary. The results showed that the implementation of explicit instruction and the hyponymy game impacts teaching vocabulary. It can be seen that the results of the paired sample T-test, which show a P-value ( $0.001 < 0.05$ ), indicate a significant difference between pre-test and post-test. Thus, the alternative hypothesis ( $H_a$ ) is accepted (the implementation of explicit instruction and hyponymy game impact vocabulary teaching), and the null hypothesis ( $H_0$ ) is rejected. In addition, the mean score in the pre-test (49.25) increased in the post-test (71.50). It can be proved that hyponymy games and explicit instruction are two simple yet effective ways to impact students' vocabulary learning. In addition to had a fun in class, students were able to learn and influence vocabulary in different ways.

#### **5.2 Suggestion**

Regarding the conclusion above, the researcher would like to propose a few suggestions, they are as follows:

##### **1. Suggestion for Teacher**

The findings of this research are recommended as a guide for English teachers who use explicit instruction with the hyponymy game to enhance

vocabulary knowledge in the classroom. In addition, this research is suggested to be a reference for English teachers teaching using explicit instruction with the hyponymy game to impact vocabulary in the classroom. In addition, this research's findings can provided teachers with insights to enhance the learning process and select engaging, non-monotonous learning media.

## **2. Suggest for Students**

Students are expected to take advantage of the learning opportunities given during the use of explicit instruction and hyponymy game. They can focus on understanding the explanations, participate in the word-grouping activities, and check their understanding by confirming meanings or categories when needed. This way, students can build clearer knowledge of vocabulary and improve how they use the words in class.

## **3. Suggest for Other Researcher**

Future researchers can try to develop other kinds of activities that focus on word meanings or word relationships to support vocabulary learning. They may also study different groups of students, different types of vocabulary, or different classroom situations to see how the results may change. Besides that, future studies can look at how explicit instruction works when combined with other teaching techniques, so new ways of teaching vocabulary can be created without repeating the method used in this research.

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# APPENDICES

**APPENDIX 1**

**INSTRUMENT VOCABULARY TEST**

(Pre-test)



- a. Papaya, peach, orange
- b. snakefruit, strawberry, starfruit
- c. Lemon, lychee, melon
- d. carrot, broccoli, spinach

9. My mother buys vegetable, they are ....

- a. Durian, eggplant, corn
- b. Pea, lemon, jackfruit
- c. Carrot, mushroom, broccoli
- d. Egg, soybean, onion

10. What sweet food is often eaten at birthdays?

- a. rice
- b. meat
- c. pizza
- d. cake

11. I need this thing to write on the book, what is that....

- a. eraser
- b. pen
- c. ruler
- d. mirror

12. which of the following is a musical instrument tools?

- a. guitar
- b. hammer
- c. ruler
- d. pen

13. What tool is used for mixing ingredients?

- a. Grater
- b. peeler
- c. ladle
- d. spatula

14. Beach, waterfall, and mountain are kind place of.....

- a. places of worship
- b. shopping centers
- c. holiday destination
- d. cultural site

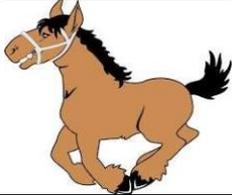
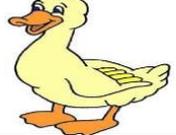
15. The correct answer for places of worship is....

- a. Chruch and mosque
- c. store and zoo

b. school and office

d. hospital and temple

*Match The images on the left with their words on the right*

1.		<i>a. Snake</i>
2.		<i>b. Bird</i>
3.		<i>c. Horse</i>
4.		<i>d. Rabbit</i>
5.		<i>e. Duck</i>

## INSTRUMENT VOCABULARY TEST

(Post-test)

**Choose the correct answer by circling the letter (a, b, c, or d)!**

1. Bee, dragonfly, ant and butterfly. Are kinds of.....  
a. insect      b. fruits      c. fish      d. wild animal
2. Which of the following is a hyponyms of marine animals?  
a. eagle, sparrow, elephant      c. dolphin, shark, octopus  
b. penguin, giraffe, lion      d. tiger, cheetah, cow
3. Here are some animals that are common in zoo “except”  
a. lion    b. kangaroo      c. goldfish      d. giraffe
4. During our trip to the zoo, we encountered several...  
a. elefants      b. elephants      c. elephents      d. elepants
5. Which of the following animals that eats carrot....  
a. dolphin      b. tiger      c. dog      d. rabbit
6. Which of the following is a hyponym of “fruit”?  
a. Vegetables    b. Banana      c. pizza      d. rice
7. To make salad, my father bought tomatoes. The underlined word means...  
a. Timun      b. jeruk      c. tomat      d. apel

8. Here are kinds of meat “*except*”.....

- a. tomato and chicken
- b. beef and fish
- c. lamb and duck
- d. fish and goat

9. Waiter : what do you like to order mam?

Jena : sure I’d like to chicken fries with red rice, noodles and some \_\_\_\_ and \_\_\_\_ for dessert please. Fill the blank tu fulfill the answer!

- a. ice cream and puddings
- b. rice and chicken
- c. noodles and rice
- d. chicken and noodles

10. diana buys fast foods, they are.....

- a. broccoli, ice cream, eggplant
- b. noodles, carrot, banyam
- c. spinach, cake, onion
- d. pizza, hamburger, donuts

11. Here are kinds of music instrument tools “*except*”.....

- a. harp, flute, pen
- b. Guitar, piano, flute
- c. violin, drum, clarinet
- d. guitar, violin, piano

12. What tools use for erasing mistakes?

- a. Pencil
- b. eraser
- c. pen
- d. notebook

13. Diana are looking for \_\_\_\_\_ to cut watermelon.

- a. ruler
- b. vioin
- c. knifed.
- d. spatula

14. ... are kind of kitchen utensil

- a. televisiom and fork
- b. hairdrayer and mixer
- c. knife and spatula
- d. spoon and sofa

15. Wich are places where we go to shopping?

a. cafe and school

c. church and house

b. mall and traditional market

d. waterfall and movie theater

**Matching the words of the column with the picture!**

1. Bag school	2. Sweep	3. Shoes	4. Hat	5. Pencil
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**A**



**B**



**C**



**D**



**E**

### ANSWER KEY

NO	PRE TEST	NO	POST TEST
1	B	1	A
2	B	2	C
3	B	3	C
4	C	4	B
5	D	5	D
6	B	6	B
7	C	7	C
8	D	8	A
9	C	9	A
10	D	10	D
11	B	11	A
12	A	12	B
13	D	13	C
14	C	14	C
15	A	15	B

### MATCHING ANSWER

PRE TEST		POST TEST	
1	C	1	D
2	A	2	A
3	E	3	B
4	B	4	E
5	D	5	C

## APPENDIX II

### LESSON PLAN

#### RENCANA PELAKSANAAN PEMBELAJARAN

**Nama Sekolah** : SMPN 1 AITINYO  
**Nama Penyusun** : Jenifer Niske Sangkek  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIII A/1 Ganjil

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#### RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS KELAS VIIIA

##### INFORMASI UMUM

##### IDENTITAS UMUM

**Penyusun** : Jenifer Niske Sangkek  
**Instansi** : SMPN I Aitinyo  
**Tahun Penyusunan** : Tahun 2025  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIIIA  
**Chapter** : Explicit Instruction With Hyponymy Game in  
Teaching Vocabulary  
**Elemen** : Menyimak dan bermain

##### KOMPETENSI AWAL

- Peserta didik dapat menganalisis kosakata yang berhubungan dengan kata benda dalam bahasa Inggris.
- Peserta didik dapat mempraktikkan kosakata yang relevan dan tepat setelah melalui berbagai proses pembelajaran bahasa Inggris.
- Peserta didik dapat mengelompokkan kata benda ke dalam kategori yang tepat berdasarkan hyponymy.

#### PROFIL BELAJAR PANCASILA

- Menghargai dan menghayati ajaran agama yang dianutnya.
- Menghargai dan menghayati berperilaku jujur & disiplin.
- Memahami pengetahuan berdasarkan rasa ingin tahu tentang ilmu pengetahuan.

#### MODEL PEMBELAJARAN

##### **Pertemuan 1 *Pre-test***

1. Memberikan *pre-test* kepada para siswa. Siswa akan mengerjakan 15 soal pilihan ganda dan 5 soal mencocokkan.

##### **Pertemuan 2 *Places***

- Tema materi yang akan dipelajari yakni, *animals*
- Menjelaskan materi dengan instruksi langsung.
- Memainkan game hyponymy.

### **Pertemuan 3 *Tools***

- Tema materi yang akan dipelajari yakni, *tools*
- Menjelaskan materi dengan instruksi langsung.
- Memainkan game hyponymy.

### **Pertemuan 4 *Animals***

- Tema materi yang akan dipelajari yakni, *places*
- Menjelaskan materi dengan instruksi langsung.
- Memainkan game hyponymy.

### **Pertemuan 5 *Foods***

- Tema materi yang akan dipelajari yakni, *tools*
- Menjelaskan materi dengan instruksi langsung.
- Memainkan game hyponymy.

### **Pertemuan 6 *Post-test***

- Memberikan *post-test* kepada para siswa. Siswa akan mengerjakan 15 soal pilihan ganda dan 5 soal mencocokkan.

#### **KOMPONEN INTI**

#### **TUJUAN KEGIATAN PEMBELAJARAN**

- Menyebutkan dan menuliskan kosa kata terkait tema.
- Memahami arti kosa kata yang berhubungan dengan tema.
- Mengeja kosakata dengan baik dan benar.

#### **PERSIAPAN PEMBELAJARAN**

1. Menyiapkan bahan ajar/materi
2. Menyiapkan alat/media
3. Menyiapkan soal *pre-test* dan *post-test*

## KEGIATAN PEMBELAJARAN

### Kegiatan Pembelajaran Pertemuan 1 *Pre-test*

**Tujuan :** Mengetahui kemampuan awal siswa

Kegiatan Awal :(10 menit)

1. Guru masuk ke kelas, guru memberi salam dan menyapa para siswa Contoh salam : good morning, students how are you today?
2. Siswa diberi arahan oleh guru untuk berdoa
3. Guru memperkenalkan diri kepada siswa dengan menggunakan bahasa Inggris.
4. Siswa dicek kehadirannya oleh guru. Contoh: I will check your attendance. Please raise your hand and say present when you hear your name.
5. Menjelaskan kompetensi yang akan dicapai dengan materi serta kegiatan yang akan dilaksanakan.

**Inti (30 menit)**

1. Memberikan pre test terhadap siswa.
2. Setelah memberikan pre test akan menanyakan seputaran vocabulary.
3. Mengevaluasi bersama siswa soal yang telah diberikan.

**Penutup (10 menit)**

- Siswa bersama guru menyimpulkan pembelajaran
- Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya dan mengucapkan salam
  
- **Kegiatan Pembelajaran Pertemuan 2 Places**

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Awal</p> <ol style="list-style-type: none"> <li>Guru masuk ke kelas, guru memberi salam dan menyapa para siswa Contoh salam : good morning,students how are you today?</li> <li>Siswa diberi arahan oleh guru untuk berdoa</li> <li>Guru memperkenalkan diri kepada siswa dengan menggunakan bahasa inggris.</li> <li>Siswa dicek kehadirannya oleh guru. Contoh : I will check your attendance,please raise your hand and say present when you hear your name.</li> <li>Menjelaskan kompetensi yang akan dicapai dengan materi serta kegiatan yang akan dilaksanakan.</li> </ol>	10 menit
<p>Kegiatan Inti</p> <ul style="list-style-type: none"> <li>Guru Menjelaskan dan mengenalkan konsep hyponym kepada siswa, disertai contoh lisan</li> <li>Guru memberikan contoh hyponyms di papan tulis (Misalnya, worship place, shopping places and holiday destination)</li> <li>Guru mendemonstrasikan cara mengidentifikasi hyponyms menggunakan diagram di papan tulis (contoh dari: worship places seperti church,temple, mosque and etc)</li> <li>Guru memmberikan satu topik (misalnya, shoping places) di papan tulis dan meminta beberapa siswa untuk mengidentifikasi serta menuliskan hyponymsnya dalam diagram</li> <li>Siswa dibagi menjadi beberapa tim dan masing-masing diberikan 1 topik dan lembar kertas</li> <li>Setiap peserta didik secara bergantian menuliskan hyponyms yang mereka ketahui pada lembar kertas tersebut.</li> <li>Secara bergantian menuliskan hyponyms yang mereka ketahui pada lembar kertas</li> <li>Tim yang berhasil mengumpulkan hyponyms terbanyak akan menjadi pemenang</li> <li>Peserta didik diberikan tugas individu seperti hafalan untuk mengukur pemahaman mereka tentang hyponyms.</li> </ul>	30 menit
<p>Penutup</p> <ul style="list-style-type: none"> <li>Siswa bersama guru menyimpulkan pembelajaran</li> <li>Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya dan mengucapkan salam.</li> </ul>	10 menit

➤ **Kegiatan Pembelajaran Pertemuan 3 Tools**

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Awal</p> <ol style="list-style-type: none"> <li>Guru masuk ke kelas, guru memberi salam dan menyapa para siswa Contoh salam : good morning,students how are you today?</li> <li>Siswa diberi arahan oleh guru untuk berdoa</li> <li>Guru memperkenalkan diri kepada siswa dengan menggunakan bahasa inggris.</li> <li>Siswa dicek kehadirannya oleh guru. Contoh : I will check your attendance,please raise your hand and say present when you hear your name.</li> <li>Menjelaskan kompetensi yang akan dicapai dengan materi serta kegiatan yang akan dilaksanakan.</li> </ol>	10 menit
<p>Kegiatan Inti</p> <ul style="list-style-type: none"> <li>Guru Menjelaskan dan mengenalkan konsep hyponym kepada siswa, disertai contoh lisan</li> <li>Guru memberikan contoh hyponyms di papan tulis (Misalnya, class tools, kitchen utensil, and and music instrumental tools)</li> <li>Guru mendemonstrasikan cara mengidentifikasi hyponyms menggunakan diagram di papan tulis (contoh dari: class tools seperti eraser, pen, notebook and etc)</li> <li>Guru memmberikan satu topik (misalnya, kitchen utensil) di papan tulis dan meminta beberapa siswa untuk mengidentifikasi serta menuliskan hyponymsnya dalam diagram</li> <li>Siswa dibagi menjadi beberapa tim dan masing-masing diberikan 1 topik dan lembar kertas</li> <li>Setiap peserta didik secara bergantian menuliskan hyponyms yang mereka ketahui pada lembar kertas tersebut.</li> <li>Secara bergantian menuliskan hyponyms yang mereka ketahui pada lembar kertas</li> <li>Tim yang berhasil mengumpulkan hyponyms terbanyak akan menjadi pemenang</li> <li>Peserta didik diberikan tugas individu seperti hafalan untuk mengukur pemahaman mereka tentang hyponyms.</li> </ul>	30 menit
<p>Penutup</p> <ul style="list-style-type: none"> <li>Siswa bersama guru menyimpulkan pembelajaran</li> <li>Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya dan mengucapkan salam.</li> </ul>	10 menit

➤ **Kegiatan Pembelajaran Pertemuan 4 Animals**

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Awal</p> <ul style="list-style-type: none"> <li>f. Guru masuk ke kelas, guru memberi salam dan menyapa para siswa Contoh salam : good morning,students how are you today?</li> <li>g. Siswa diberi arahan oleh guru untuk berdoa</li> <li>h. Guru memperkenalkan diri kepada siswa dengan menggunakan bahasa inggris.</li> <li>i. Siswa dicek kehadirannya oleh guru. Contoh : I will check your attendance,please raise your hand and say present when you hear your name.</li> <li>j. Menjelaskan kompetensi yang akan dicapai dengan materi serta kegiatan yang akan dilaksanakan.</li> </ul>	10 menit
<p>Kegiatan Inti</p> <ul style="list-style-type: none"> <li>• Guru Menjelaskan dan mengenalkan konsep hyponym kepada siswa, disertai contoh lisan</li> <li>• Guru memberikan contoh hyponyms di papan tulis (Misalnya, Insect, marine animals, and zoo animals)</li> <li>• Guru mendemonstrasikan cara mengidentifikasi hyponyms menggunakan diagram di papan tulis (contoh dari: Insect seperti bee, dragonfly, butterfly and etc)</li> <li>• Guru memmberikan satu topik (misalnya, marine animals) di papan tulis dan meminta beberapa siswa untuk mengidentifikasi serta menuliskan hyponymsnya dalam diagram</li> <li>• Siswa dibagi menjadi beberapa tim dan masing-masing diberikan 1 topik dan lembar kertas</li> <li>• Setiap peserta didik secara bergantian menuliskan hyponyms yang mereka ketahui pada lembar kertas tersebut.</li> <li>• Secara bergantian menuliskan hyponyms yang mereka ketahui pada lembar kertas</li> <li>• Tim yang berhasil mengumpulkan hyponyms terbanyak akan menjadi pemenang</li> <li>• Peserta didik diberikan tugas individu seperti hafalan untuk mengukur pemahaman mereka tentang hyponyms.</li> </ul>	30 menit
<p>Penutup</p> <ul style="list-style-type: none"> <li>• Siswa bersama guru menyimpulkan pembelajaran</li> <li>• Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya dan mengucapkan salam.</li> </ul>	10 menit

➤ **Kegiatan Pembelajaran Pertemuan 4 Foods**

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Awal</p> <ul style="list-style-type: none"> <li>k. Guru masuk ke kelas, guru memberi salam dan menyapa para siswa Contoh salam : good morning,students how are you today?</li> <li>l. Siswa diberi arahan oleh guru untuk berdoa</li> <li>m. Guru memperkenalkan diri kepada siswa dengan menggunakan bahasa inggris.</li> <li>n. Siswa dicek kehadirannya oleh guru. Contoh : I will check your attendance,please raise your hand and say present when you hear your name.</li> <li>o. Menjelaskan kompetensi yang akan dicapai dengan materi serta kegiatan yang akan dilaksanakan.</li> </ul>	10 menit
<p>Kegiatan Inti</p> <ul style="list-style-type: none"> <li>• Guru Menjelaskan dan mengenalkan konsep hyponym kepada siswa, disertai contoh lisan</li> <li>• Guru memberikan contoh hyponyms di papan tulis (Misalnya, Fruit, meat, and fast food)</li> <li>• Guru mendemonstrasikan cara mengidentifikasi hyponyms menggunakan diagram di papan tulis (contoh dari: fruit seperti Banana, apple, orange and etc)</li> <li>• Guru memmberikan satu topik (misalnya, meat) di papan tulis dan meminta beberapa siswa untuk mengidentifikasi serta menuliskan hyponymsnya dalam diagram</li> <li>• Siswa dibagi menjadi beberapa tim dan masing-masing diberikan 1 topik dan lembar kertas</li> <li>• Setiap peserta didik secara bergantian menuliskan hyponyms yang mereka ketahui pada lembar kertas tersebut.</li> <li>• Secara bergantian menuliskan hyponyms yang mereka ketahui pada lembar kertas</li> <li>• Tim yang berhasil mengumpulkan hyponyms terbanyak akan menjadi pemenang</li> <li>• Peserta didik diberikan tugas individu seperti hafalan untuk mengukur pemahaman mereka tentang hyponyms.</li> </ul>	30 menit
<p>Penutup</p> <ul style="list-style-type: none"> <li>• Siswa bersama guru menyimpulkan pembelajaran</li> <li>• Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya dan mengucapkan salam.</li> </ul>	10 menit

## KEGIATAN PEMBELAJARAN

### Kegiatan Pembelajaran Pertemuan 1 *Pre-test*

Tujuan: Mengetahui kemampuan akhir siswa

Kegiatan Awal: (10 menit)

1. Guru masuk ke kelas, guru memberi salam dan menyapa para siswa Contoh salam: good morning,students how are you today?
2. Siswa diberi arahan oleh guru untuk berdoa
3. Guru memperkenalkan diri kepada siswa dengan menggunakan bahasa inggris.
4. Siswa dicek kehadirannya oleh guru. Contoh: I will check your attendance. Please raise your hand and say present when you hear your name.
5. Menjelaskan kompetensi yang akan dicapai dengan materi serta kegiatan yang akan dilaksanakan.

Inti (30 menit)

1. Memberikan post test terhadap siswa.
2. Setelah memberikan post test akan menanyakan seputaran vocabulary.
3. Mengevaluasi bersama siswa soal yang telah diberikan.

Penutup (10 menit)

- Siswa bersama guru menyimpulkan pembelajaran
- Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya dan mengucapkan salam

### APPENDIX III

#### STUDENT'S SCORE

*Class VIIIA*

No	Name	Pre test	Post test
1.	Ais Jekson Tahrin	50	75
2.	Anjelia Hora	50	70
3.	Apriyanti Asmuruf	75	100
4.	Aresto iek	35	60
5.	Desianti Tahrin	45	65
6.	Dorteia Atkana	55	70
7.	Esra Paulina Brin	40	65
8.	Gabelina Bosawer	55	70
9.	Hermanus .R. Nahuway	75	90
10.	Israel Jan Wafom	65	80
11.	Jeko Sangkek	25	55
12.	Jenerson Karahit	30	65
13.	Jesika Tigori	65	85
14.	Kristin .F. Asmuruf	40	70
15.	Naomi Marisa Sangkek	60	80
16.	Priskila Tahrin	60	70
17.	Samuel Asmuruf	45	70
18.	Sembarno Golden Tahrin	45	70
19.	Yustinus Steven Iek	20	50
20.	Yaatelda Iyu Gerewas	50	70

**APPENDIX IV**

**RESULT PRE-TEST AND POST-TEST**

(Pre-test)



8. Here is a kind of fruit, except ....

a. Papaya, peach, orange

c. Lemon, lychee, melon

b. snakefruit, strawberry, starfruit

d. carrot, broccoli, spinach

9. My mother buys vegetable, they are ....

a. Durian, eggplant, corn

c. Carrot, mushroom, broccoli

b. Pea, lemon, jackfruit

d. Egg, soybean, onion

10. What sweet food is often eaten at birthdays?

a. rice

b. meat

c. pizza

d. cake

11. I need this thing to write on the book, what is that....

a. eraser

b. pen

c. ruler d. mirror

12. which of the following is a musical instrument tools?

a. guitar

b. hammer

c. ruler

d. pen

13. What tool is used for mixing ingredients?

a. Grater

b. peeler

c. ladle

d. spatula

14. Beach, waterfall, and mountain are kind place of....

a. places of worship

c. holiday destination

b. shopping centers

d. cultural site

15. The correct answer for places of worship is....

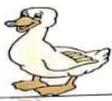
a. Church and mosque

c. store and zoo

b. school and office

d. hospital and temple

Match The images on the left with their words on the right

1.		a. Snake
2.		b. Bird
3.		c. Horse
4.		d. Rabbit
5.		e. Duck

Arrows indicate the following matches: 1 to e, 2 to a, 3 to c, 4 to b, and 5 to d.



8. Here is a kind of fruit, except ....

- a. Papaya, peach, orange                      c. Lemon, lychee, melon  
 b. snakefruit, strawberry, starfruit                      d. carrot, broccoli, spinach

9. My mother buys vegetable, they are ....

- a. Durian, eggplant, corn                       c. Carrot, mushroom, broccoli  
b. Pea, lemon, jackfruit                      d. Egg, soybean, onion

10. What sweet food is often eaten at birthdays?

- a. rice                      b. meat                      c. pizza                       d. cake

11. I need this thing to write on the book, what is that....

- a. eraser                       b. pen                      c. ruler                      d. mirror

12. which of the following is a musical instrument tools?

- a. guitar                      b. hammer                      c. ruler                      d. pen

13. What tool is used for mixing ingredients?

- a. Grater                      b. peeler                      c. ladle                       d. spatula

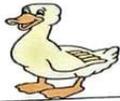
14. Beach, waterfall, and mountain are kind place of.....

- a. places of worship                       c. holiday destination  
b. shopping centers                      d. cultural site

15. The correct answer for places of worship is....

- a. church and mosque                      c. store and zoo  
b. school and office                       d. hospital and temple

Match The images on the left with their words on the right

1.		a. Snake
2.		b. Bird
3.		c. Horse
4.		d. Rabbit
5.		e. Duck

Handwritten blue arrows indicate the following matches: 1 to c, 2 to a, 3 to e, 4 to b, and 5 to d.

Name: Herimanus Radithya Nahunwaya

Class: VIIA (Delapan)

Pre-Test

75

B: 15

Choose the correct answer by circling the letter (a,b,c,or d)!

1. Animal that can fly are.....

- a. Cat and dog  
 b. Butterfly and eagle  
 c. Horse and cow  
 d. turtle and mouse

2. Yesterday we went to forest and saw many.....

- a. Monkyes  
 b. Monkeys  
 c. Monkys  
 d. Monkes

3. Adi have pets in his house they are.....

- a. cow,cat,shark  
 b. bear,turtle,tiger  
 c. cat,dog,gold fish  
 d. whale,cat fish,lion

4. Fish,octopus,crab. Including animals of.....

- a. land  
 b. forest  
 c. marine  
 d. sand

5. Which animal usually eats grass?

- a. tiger  
 b. eagle  
 c. snake  
 d. horse

6. Which of the following is a hyponyms of "meat"?

- a. tomato and egplant  
 b. orange and grape  
 c. fish and beef  
 d. chocolate and broccoli

7. to make a juice. My mother bought watermelons. The underlined word means.....

- a. durian  
 b. melon  
 c. Semangka  
 d. apel

8. Here is a kind of fruit, except ....

- a. Papaya, peach, orange                      c. Lemon, lychee, melon  
 b. snakefruit, strawberry, starfruit                       d. carrot, broccoli, spinach

9. My mother buys vegetable, they are ....

- a. Durian, eggplant, corn                       d. Carrot, mushroom, broccoli  
 b. Pea, lemon, jackfruit                      d. Egg, soybean, onion

10. What sweet food is often eaten at birthdays?

- a. rice                      b. meat                      c. pizza                       d. cake

11. I need this thing to write on the book, what is that....

- a. eraser                       b. pen                      c. ruler d. mirror

12. which of the following is a musical instrument tools?

- a. guitar                      b. hammer                      c. ruler                      d. pen

13. What tool is used for mixing ingredients?

- a. Grater                      b. peeler                      c. ladle                       d. spatula

14. Beach, waterfall, and mountain are kind place of....

- a. places of worship                       d. holiday destination  
 b. shopping centers                      d. cultural site

15. The correct answer for places of worship is....

- a. Church and mosque                      c. store and zoo  
 b. school and office                       d. hospital and temple

Match The images on the left with their words on the right

1. 	a. Snake
2. 	b. Bird
3. 	c. Horse
4. 	d. Rabbit
5. 	e. Duck



8. Here is a kind of fruit, except ....

a. Papaya, peach, orange

c. Lemon, lychee, melon

b. snakefruit, strawberry, starfruit

d. carrot, broccoli, spinach

9. My mother buys vegetable, they are ....

a. Durian, eggplant, corn

c. Carrot, mushroom, broccoli

b. Pea, lemon, jackfruit

d. Egg, soybean, onion

10. What sweet food is often eaten at birthdays?

a. rice

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a. eraser

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c. ruler d. mirror

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14. Beach, waterfall, and mountain are kind place of.....

a. places of worship

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d. cultural site

15. The correct answer for places of worship is....

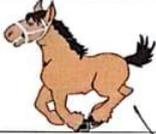
a. Church and mosque

c. store and zoo

b. school and office

d. hospital and temple

Match The images on the left with their words on the right

1.		a. Snake
2.		b. Bird
3.		c. Horse
4.		d. Rabbit
5.		e. Duck

Arrows indicate the following matches: 1 to c, 2 to a, 3 to e, 4 to b, and 5 to d.

Name : Naomi m. Sangkek

Class : VIII<sup>a</sup> (B<sup>a</sup>)

Pre-Test

60

Choose the correct answer by circling the letter (a,b,c, or d)!

B: ~~10~~ 12

1. Animal that can fly are.....

a. Cat and dog

c. Horse and cow

b. Butterfly and eagle

d. turtle and mouse

2. Yesterday we went to forest and saw many.....

a. Monkyes

b. Monkeys

c. Monkys

d. Monkes

3. Adi have pets in his house they are.....

a. cow,cat,shark

c. bear,turtle,tiger

b. cat,dog,gold fish

d. whale,cat fish,lion

4. Fish,octopus,crab. Including animals of.....

a. land

b. forest

c. marine

d. sand

5. Which animal usually eats grass?

a. tiger

b. eagle

c. snake

d. horse

6. Which of the following is a hyponyms of "meat"?

a. tomato and egplant

c. orange and grape

b. fish and beef

d. chocolate and broccoli

7. to make a juice, My mother bought watermelons. The underlined word means.....

a. durian

b. melon

c. Semangka

d. apel

8. Here is a kind of fruit, except ....

a. Papaya, peach, orange

c. Lemon, lychee, melon

b. snakefruit, strawberry, starfruit

d. carrot, broccoli, spinach

9. My mother buys vegetable, they are ....

a. Durian, eggplant, corn

c. Carrot, mushroom, broccoli

b. Pea, lemon, jackfruit

d. Egg, soybean, onion

10. What sweet food is often eaten at birthdays?

a. rice

b. meat

c. pizza

d. cake

11. I need this thing to write on the book, what is that....

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12. which of the following is a musical instrument tools?

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14. Beach, waterfall, and mountain are kind place of....

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d. cultural site

15. The correct answer for places of worship is....

a. Church and mosque

c. store and zoo

b. school and office

d. hospital and temple

Match The images on the left with their words on the right

1.		a. Snake
2.		b. Bird
3.		c. Horse
4.		d. Rabbit
5.		e. Duck

Hand-drawn arrows indicate the following matches: 1 to c, 2 to a, 3 to e, 4 to d, and 5 to b.

Post-Test



Name: AIS Jekson tarhin  
Class: VIII A

Post-Test

75  
B: 15

Choose the correct answer by circling the letter (a,b,c,or d)!

1. Bee, dragonfly, ant and butterfly. Are kinds of....  
a. insect      b. fruits      c. fish      d. wild animal
2. Which of the following is a hyponyms of marine animals?  
a. eagle, sparrow, elephant      c. dolphin, shark, octopus  
b. penguin, giraffe, lion      d. tiger, cheetah, cow
3. Here are some animals that are common in zoo "except"  
a. lion      b. kangaroo      c. goldfish      d. giraffe
4. During our trip to the zoo, we encountered several...  
a. elefants      b. elephants      c. elephents      d. elephants
5. Which of the following animals that eats carrot....  
a. dolphin      b. tiger      c. dog      d. rabbit
6. Which of the following is a hyponym of "fruit"?  
a. Vegetables      b. Banana      c. pizza      d. rice
7. To make salad, my father bought tomatoes. The underlined word means...  
a. Timun      b. jeruk      c. tomat      d. apel

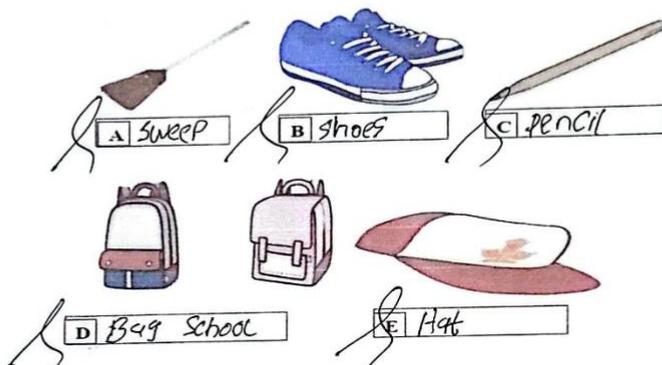


b. mall and traditional market

d. waterfall and movie theater

Matching the words of the column with the picture!

1. Bag school	2. Sweep	3. Shoes	4. Hat	5. Pencil
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Name : Jesika Tigory

Class : VIII A

Post-Test

85

Choose the correct answer by circling the letter (a,b,c,or d)!

B:17

1. Bee, dragonfly, ant and butterfly. Are kinds of....  
 a. insect      b. fruits      c. fish      d. wild animal
2. Which of the following is a hyponym of marine animals?  
 a. eagle, sparrow, elephant       c. dolphin, shark, octopus  
 b. penguin, giraffe, lion       d. tiger, cheetah, cow
3. Here are some animals that are common in zoo "except"  
 a. lion      b. kangaroo      c. goldfish      d. giraffe
4. During our trip to the zoo, we encountered several...  
 a. elefants      b. elephants      c. elephents       d. elepants
5. Which of the following animals that eats carrot....  
 a. dolphin      b. tiger      c. dog       d. rabbit
6. Which of the following is a hyponym of "fruit"?  
 a. Vegetables       b. Banana      c. pizza      d. rice
7. To make salad, my father bought tomatoes. The underlined word means...  
 a. Timun      b. jeruk       c. tomat      d. apel

8. Here are kinds of meat "except".....

- a. tomato and chicken
- b. beef and fish
- c. lamb and duck
- d. fish and goat

9. Waiter : what do you like to order mam?

Jena : sure I'd like to chicken fries with red rice, noodles and some \_\_\_ and \_\_\_ for dessert please. Fill the blank to fulfill the answer!

- a. ice cream and puddings
- b. rice and chicken
- c. noodles and rice
- d. chicken and noodles

10. diana buys fast foods, they are.....

- a. broccoli, ice cream, eggplant
- b. noodles, carrot, banyam
- c. spinach, cake, onion
- d. pizza, hamburger, donuts

11. Here are kinds of music instrument tools "except".....

- a. harp, flute, pen
- b. Guitar, piano, flute
- c. violin, drum, clarinet
- d. guitar, violin, piano

12. What tools use for erasing mistakes?

- a. Pencil
- b. eraser
- c. pen
- d. notebook

13. Diana are looking for \_\_\_ to cut watermelon.

- a. ruler
- b. violin
- c. knife
- d. spatula

14. ... are kind of kitchen utensil

- a. television and fork
- b. hairdrayer and mixer
- c. knife and spatula
- d. spoon and sofa

15. Which are places where we go to shopping?

a. cafe and school

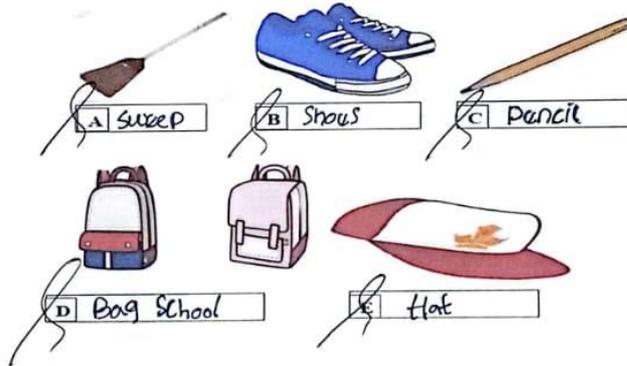
c. church and house

b. mall and traditional market

d. waterfall and movie theater

Matching the words of the column with the picture!

1. Bag school	2. Sweep	3. Shoes	4. Hat	5. Pencil
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Name : Hermanus Radithya Nahuway  
Class : VIII<sup>a</sup> (Delapan)

Post-Test

90  
B=10-

Choose the correct answer by circling the letter (a,b,c,or d)!

1. Bee, dragonfly, ant and butterfly. Are kinds of.....  
 a. insect      b. fruits      c. fish      d. wild animal
2. Which of the following is a hyponyms of marine animals?  
 a. eagle, sparrow, elephant      c. dolphin, shark, octopus  
 b. penguin, giraffe, lion      d. tiger, cheetah, cow
3. Here are some animals that are common in zoo "except"  
 a. lion     b. kangaroo     c. goldfish    d. giraffe
4. During our trip to the zoo, we encountered several...  
 a. elefants     b. elephants    c. elephents    d. elepants
5. Which of the following animals that eats carrot....  
 a. dolphin    b. tiger    c. dog     d. rabbit
6. Which of the following is a hyponym of "fruit"?  
 a. Vegetables     b. Banana    c. pizza    d. rice
7. To make salad, my father bought tomatoes. The underlined word means...  
 a. Timun    b. jeruk     c. tomat    d. apel

8. Here are kinds of meat "except" .....
- a. tomato and chicken
  - b. beef and fish
  - c. lamb and duck
  - d. fish and goat

9. Waiter : what do you like to order mam?  
Jena : sure I'd like to chicken fries with red rice, noodles and some \_\_\_ and \_\_\_ for dessert please. Fill the blank to fulfill the answer!

- a. ice cream and puddings
- b. rice and chicken
- c. noodles and rice
- d. chicken and noodles

10. diana buys fast foods, they are.....
- a. broccoli, ice cream, eggplant
  - b. noodles, carrot, banyam
  - c. spinach, cake, onion
  - d. pizza, hamburger, donuts

11. Here are kinds of music instrument tools "except" .....
- a. harp, flute, pen
  - b. Guitar, piano, flute
  - c. violin, drum, clarinet
  - d. guitar, violin, piano

12. What tools use for erasing mistakes?
- a. Pencil
  - b. eraser
  - c. pen
  - d. notebook

13. Diana are looking for \_\_\_\_\_ to cut watermelon.
- a. ruler
  - b. vioin
  - c. knifed
  - d. spatula

14. ... are kind of kitchen utensil
- a. televisiom and fork
  - b. hairdrayer and mixer
  - c. knife and spatula
  - d. spoon and sofa

15. Which are places where we go to shopping?

a. cafe and school

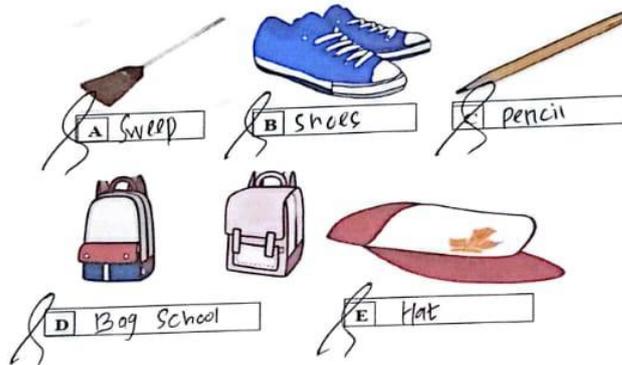
c. church and house

b. mall and traditional market

d. waterfall and movie theater

Matching the words of the column with the picture!

1. Bag school	2. Sweep	3. Shoes	4. Hat	5. Pencil
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Name: APPITANTI ASMURUF  
Class: VIII A (8A)

Post-Test

100  
B : 20

Choose the correct answer by circling the letter (a,b,c,or d)!

1. Bee, dragonfly, ant and butterfly. Are kinds of....  
a.  insect      b. fruits      c. fish      d. wild animal
2. Which of the following is a hyponyms of marine animals?  
a. eagle, sparrow, elephant      c.  dolphin, shark, octopus  
b. penguin, giraffe, lion      d. tiger, cheetah, cow
3. Here are some animals that are common in zoo "except"  
a. lion      b. kangaroo      c.  goldfish      d. giraffe
4. During our trip to the zoo, we encountered several...  
a. elefantis      b.  elephants      c. elephents      d. ~~elepants~~
5. Which of the following animals that eats carrot....  
a. dolphin      b. tiger      c. dog      d.  rabbit
6. Which of the following is a hyponym of "fruit"?  
a. Vegetables      b.  Banana      c. pizza      d. rice
7. To make salad, my father bought tomatoes. The underlined word means...  
a. Timun      b. jeruk      c.  tomat      d. apel

8. Here are kinds of meat "except".....

- a. tomato and chicken                      c. lamb and duck  
b. beef and fish                                d. fish and goat

9. Waiter : what do you like to order mam?

Jena : sure I'd like to chicken fries with red rice, noodles and some \_\_\_ and \_\_\_ for dessert please. Fill the blank tu fulfill the answer!

- a. ice cream and puddings                      c. noodles and rice  
b. rice and chicken                                d. chicken and noodles

10. diana buys fast foods, they are.....

- a. broccoli, ice cream, eggplant                      c. spinach, cake, onion  
b. noodles, carroct, banyam                       d. pizza, hamburger, donuts

11. Here are kinds of music instrument tools "except".....

- a. harp, flute, pen                                c. violin, drum, clarinet  
b. Guitar, piano, flute                                d. guitar, violin, piano

12. What tools use for erasing mistakes?

- a. Pencil                       b. eraser                      c. pen                      d. notebook

13. Diana are looking for \_\_\_\_\_ to cut watermelon.

- a. ruler                      b. violin                       c. knifed. spatula

14. ... are kind of kitchen utensil

- a. televisiom and fork                                 c. knife and spatula  
b. hairdrayer and mixer                                d. spoon and sofa

15. Wich are places where we go to shopping?

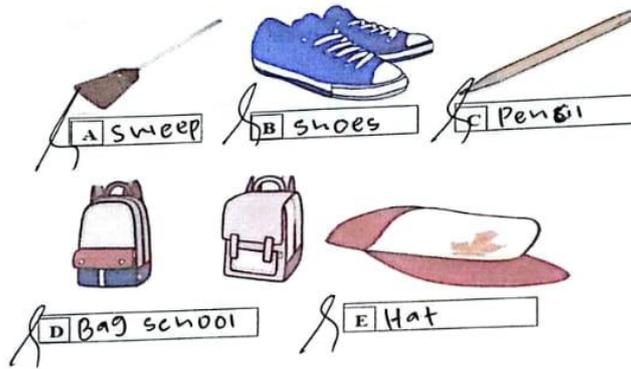
- a. cafe and school                                c. chruch and house

b) mall and traditional market

d. waterfall and movie theater

Matching the words of the column with the picture!

1. Bag school	2. Sweep	3. Shoes	4. Hat	5. Pencil
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Name : Naomi m. Sangkek  
Class : VIIA (8<sup>a</sup>)

Post-Test

80  
B: 16

Choose the correct answer by circling the letter (a,b,c,or d)!

1. Bee, dragonfly, ant and butterfly. Are kinds of....  
 a. insect      b. fruits      c. fish      d. wild animal
2. Which of the following is a hyponyms of marine animals?  
a. eagle, sparrow, elephant      c. dolphin, shark, octopus  
 b. penguin, giraffe, lion      d. tiger, cheetah, cow
3. Here are some animals that are common in zoo "except"  
a. lion      b. kangaroo       c. goldfish      d. giraffe
4. During our trip to the zoo, we encountered several...  
a. elefants      b. elephants      c. elephents       d. elepants
5. Which of the following animals that eats carrot...  
a. dolphin      b. tiger      c. dog       d. rabbit
6. Which of the following is a hyponym of "fruit"?  
a. Vegetables       b. Banana      c. pizza      d. rice
7. To make salad, my father bought tomatoes. The underlined word means...  
 a. Timun      b. jeruk       c. tomat      d. apel

8. Here are kinds of meat "except".....

- a. tomato and chicken  
b. beef and fish  
c. lamb and duck  
d. fish and goat

9. Waiter : what do you like to order mam?

Jena : sure I'd like to chicken fries with red rice, noodles and some \_\_\_ and \_\_\_ for dessert please. Fill the blank to fulfill the answer!

- a. ice cream and puddings  
b. rice and chicken  
c. noodles and rice  
d. chicken and noodles

10. diana buys fast foods, they are.....

- a. broccoli, ice cream, eggplant  
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c. spinach, cake, onion  
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- a. harp, flute, pen  
b. Guitar, piano, flute  
c. violin, drum, clarinet  
d. guitar, violin, piano

12. What tools use for erasing mistakes?

- a. Pencil  
b. eraser  
c. pen  
d. notebook

13. Diana are looking for \_\_\_ to cut watermelon.

- a. ruler  
b. violin  
c. knifed  
d. spatula

14. ... are kind of kitchen utensil

- a. televisiom and fork  
b. hairdrayer and mixer  
c. knife and spatula  
d. spoon and sofa

15. Wich are places where we go to shopping?

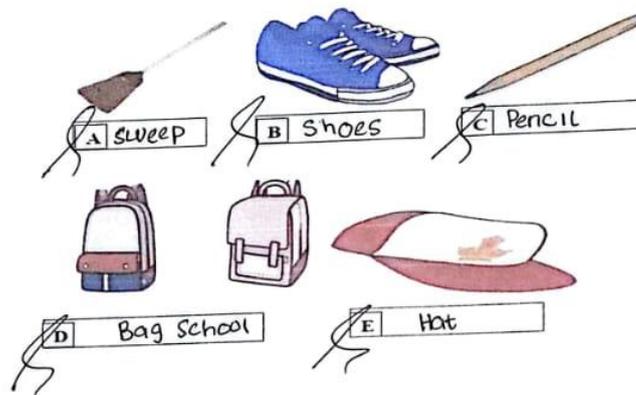
- a. cafe and school  
c. chruch and house

b. mall and traditional market

d. waterfall and movie theater

Matching the words of the column with the picture!

1. Bag school	2. Sweep	3. Shoes	4. Hat	5. Pencil
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APPENDIX V  
PHOTOS DOCUMENTATION

*(Pre-Test)*

**Class: VIIIA**



*(Treatments)*





*(Post-Test)*



**APPENDIX VI**

**LETTERS**



UNIMUDA  
SORONG

**PENDIDIKAN BAHASA INGGRIS**  
FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA  
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG  
Office: Jl. KH. Ahmad Dahlan, 01 Marlyat Pantal, Almas, Kabupaten Sorong, Papua Barat Daya

**SURAT KETERANGAN VALIDASI**

Yang bertanda tangan di bawah ini :

Nama : Agus Setiawan, M.Pd.  
NIDN : 1407029201  
Jabatan Fungsional : Lektor/IIIC  
Unit Kerja : Dosen Program Studi Pendidikan Bahasa Inggris  
FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Intrument/produk mahasiswa :

Nama : Jenifer Niske Sangkek  
NIM : 148820321015

Berupa :

- Media Pembelajaran
- Modul atau bahan ajar
- Model Pembelajaran
- Instrument Penelitian
- Lain-lain : .....

Dengan judul :

THE IMPLEMENTATION OF EXPLICIT INSTRUCTION  
WITH HYPONYMY GAME IN TEACHING VOCABULARY IN TEACHING  
VOCABULARY AT EIGHT GRADE STUDENTS OF SMPN 1 AITINYO

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik\*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

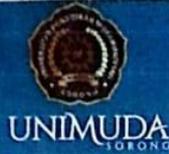
Mengetahui, Ketua Prodi. Pend. Bahasa Inggris  Nurteleng, M.Pd. NIDN.1418039201	Sorong, 26 Mei 2025 Validator  Agus Setiawan, M.Pd. NIDN.1407029201
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Nomor : 258/I.3.AU/SPm/FABIO/B/2025 Sorong, 28 Juli 2025  
Lamp. : -  
Perihal : *Permohonan Izin Penelitian*

Kepada Yth.  
Kepala SMP Negeri 1 Aitinyo  
Di  
*Tempat*

*Assalamu 'alaikum warohmatullahi wabarokatuh.*

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama : Jenifer Niske Sangkek  
NIM : 148820321015  
Semester : VIII (Delapan)  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : *"The Implementation of Explicit Instruction With Hyponymy Game in Teaching Vocabulary at Eight Grade Students of SMPN 1 Aitinyo"*.

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 31 Juli - 07 Agustus 2025.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

*Wassalamu 'alaikum warohmatullahi wabarokatuh.*

Dekan,  
  
SORONG Roni Andri Pramita, M.Pd.  
NIDN. 1411129001

Tembusan disampaikan Kepada:  
1. Ketua Program Studi Pendidikan Pancasila Bahasa Inggris;  
2. Dosen Pembimbing Skripsi;  
3. Yang bersangkutan;

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PEMERINTAH KABUPATEN MAYBRAT  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 1 AITINYO



Alamat : Kampung Karsu, Distrik Aitinyo, Provinsi Papua Barat Daya

**SURAT PERNYATAAN**

Nomor : 421.2/093/SMP-ATY/MBT/VIII/2025  
Perihal : Balasan Permohonan Izin Penelitian

Kepada Yth.

**Dekan Fakultas Pendidikan Bahasa ,Sosial, dan Olahraga  
Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong**

Di

Tempat

Dengan hormat.

Sehubungan dengan surat saudara pada 31 Juli -07 Agustus 2025 perihal perizinan tempat penelitian dalam rangka penyusunan skripsi mahasiswa atas nama Jenifer Niske Sangkek dengan judul, "The Implementation Of Explicit Instruction With Hypony Game in Teaching Vacabulary at Eight Grade Student of SMPN 1 Aitinyo".

Perlu kami sampaikan beberapa hal sebagai berikut.

1. Pada prinsipnya kami tidak keberatan dan dapat mengizinkan pelaksanaan penelitian tersebut ditempat kami
2. Izin melakukan penelitian diberikan semata-mata untuk keperluan akademik
3. Waktu pengambilan dilakukan selama 1 minggu setelah tanggal di tetapkan

Demikian surat balasan dari kami.

Aitinyo, Senin 11 Agustus 2025  
Kepala SMP N 1 Aitinyo





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**LEMBAR PENGESAHAN  
PERSETUJUAN REVISI SKRIPSI**

Nama : Jenifer Niske Sangkek  
NIM : 148820321015  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : *"The Implementation of Explicit Instruction with Hyponymy Game in Teaching Vocabulary at Eight Grade Students of SMPN 1 Aitinyo"*.  
Tgl Ujian : 26 November 2025

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Agus Setiawan, M.Pd.	Ketua Penguji	16/12/2025	
2	Nurteteng, M.Pd.	Penguji 1	16/12/2025	
3	Rizqi Claudia Wardani H., M.Pd.	Penguji 2	16/12 - 2025	

Sorong, 16/12/.....2025

**Ketua Program Studi  
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