

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING HYPONYMY GAMES
ON THE STUDENTS VOCABULARY MASTERY
OF THE EIGHTH GRADERS OF MTS MA'ARIF 05
BUMI NABUNG CENTRAL LAMPUNG**

By:

**AMALIA KHUSNUL KHOTIMA
STUDENT ID: 2101050002**



**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1446 H / 2024 M**

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING HYPONIMY GAMES
ON THE STUDENTS VOCABULARY MASTERY
OF THE EIGHTH GRADERS OF MTS MA'ARIF 05
BUMI NABUNG CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
AMALIA KHUSNUL KHOTIMA
Student Id: 2101050002

Tarbiyah and Teachers Training Faculty
English Education Department

Sponsor : Dr. Umi Yawisah, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1446 H / 2024 M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

APPROVAL PAGE

Title : THE INFLUENCE OF USING HYPONYMY GAME
ON THE STUDENTS VOCABULARY MASTERY
OF THE EIGHTH GRADERS OF MTS MA'ARIF 05
BUMI NABUNG CENTRAL LAMPUNG

Name : Amalia Khusnul Khotima

Student Number : 2101050002

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training of
State Islamic Institute (IAIN) of Metro.

Head of English Education Study Program

Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, October 28th, 2024

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : In order to hold the Munaqosyah of Amalia Khusnul Khotima

To:
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute (IAIN) of Metro

Assalamu'alaikum, Wr. Wb

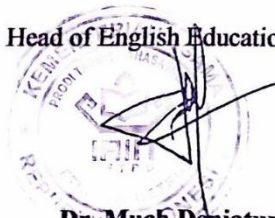
We have given the guidance and enough improvement to research thesis script
which is written by:

Name : Amalia Khusnul Khotima
Student Number : 2101050002
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Title : THE INFLUENCE OF USING HYPONYMY GAME
ON THE STUDENTS VOCABULARY MASTERY
OF THE EIGHTH GRADERS OF MTS MA'ARIF 05
BUMI NABUNG CENTRAL LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Study Program



Dr. Much Deniatur.M.Pd.B.I.
NIP. 198803082015031006

Metro, October 28th, 2024

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

NOTA DINAS

Nomor : Lampiran
Perihal : Mohon Dimunaqsyahkan Skripsi
Saudari Amalia Khusnul Khotima

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikum Wr.Wb.

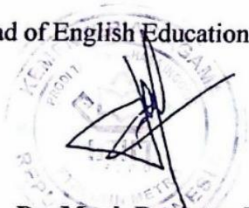
Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Amalia Khusnul Khotima
NPM : 2101050002
Program Studi : English Education
Fakultas : Tarbiyah and Teacher Training
Judul Skripsi : THE INFLUENCE OF USING HYPONYMY GAME
ON THE STUDENTS VOCABULARY MASTERY
OF THE EIGHTH GRADERS OF MTS MA'ARIF 05
BUMI NABUNG CENTRAL LAMPUNG

Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Head of English Education Study Program



Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, October 28th, 2024

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

No. B-5326/In.28.1/0/PP-00.9/11/2024

An undergraduate thesis entitled: THE INFLUENCE OF USING HYPONYMY GAMES ON THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADERS OF MTS MA'ARIF 05 BUMI NABUNG CENTRAL LAMPUNG, Written by Amalia Khusnul Khotima, student number 2101050002, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, November 1st, 2024 at 08.00 - 10.00 WIB.

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum.

Examiner I : Dr. Ahmad Subhan Roza, M.Pd.

Examiner II : Eka Yuniasih, M.Pd.

Secretary : Aisyah Sunarwan, M.Pd.

(.....)
(.....)
(.....)
(.....)

The Dean of Tarbiyah and Teachers Training Faculty



Dr. Zuhairi, M.Pd.

NIP. 19620612 198903 1 006

ABSTRACT

THE INFLUENCE OF USING HYPONYMY GAME ON THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADERS OF MTS MA'ARIF 05 BUMI NABUNG CENTRAL LAMPUNG

By:

Amalia Khusnul Khotima

This study aims to determine whether the use of hyponymy game has a positive and significant influence on students' vocabulary mastery. Students face problems in remembering vocabulary, as well as showing low motivation to learn. Therefore, this study aims to explore how hyponymy game can affect students' ability to master vocabulary.

This study used a quantitative method with a quasi-experimental design. The research sample consisted of Eighth Grade A, with 33 students as the experimental class, and Eighth Grade B, with 33 students as the control class. To test the hypothesis, the researcher used independent sample t-test to determine whether the proposed hypothesis was accepted or rejected.

Based on the result to answer the research question, the data was analyzed using t-test. The result showed that the average pre-test score in experimental class was 49.93 and increased to 76.66 in the post-test. Meanwhile, in the control class, the average pre-test was 49.09 and increased slightly to 50.57 in the post-test. After conducting Independent Sample t-test with SPSS, the sig(2-tailed) result of $0.000 < 0.05$ was obtained, which shows that the use of hyponymy game has a positive and significant influence on the student's vocabulary mastery of the eighth grade of MTs Ma'arif 05 Bumi Nabung.

Keywords: Hyponymy Games, Quantitative Research, Vocabulary Mastery

ABSTRAK

PENGARUH PENGGUNAAN PERMAINAN HIPONIMI TERHADAP PENGUASAAN KOSAKATA SISWA PADA SISWA KELAS VIII MTS MA'ARIF 05 BUMI NABUNG LAMPUNG TENGAH

Oleh:

Amalia Khusnul Khotima

Penelitian ini bertujuan untuk mengetahui apakah penggunaan permainan hiponimi memiliki pengaruh yang positif dan signifikan terhadap penguasaan kosakata siswa. Siswa menghadapi masalah dalam mengingat kosakata, serta menunjukkan motivasi yang rendah untuk belajar. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi bagaimana permainan hiponimi dapat mempengaruhi kemampuan siswa dalam menguasai kosakata.

Penelitian ini menggunakan metode kuantitatif dengan desain kuasi eksperimen. Sampel penelitian terdiri dari kelas VIII A, dengan 33 siswa sebagai kelas eksperimen, dan kelas VIII B, dengan 33 siswa sebagai kelas kontrol. Untuk menguji hipotesis, peneliti menggunakan independent sample t-test untuk menentukan apakah hipotesis yang diajukan diterima atau ditolak.

Berdasarkan hasil untuk menjawab pertanyaan penelitian, data dianalisis dengan menggunakan uji-t. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test di kelas eksperimen adalah 49,93 dan meningkat menjadi 76,66 pada post-test. Sementara itu, di kelas kontrol, rata-rata pre-test adalah 49,09 dan meningkat menjadi 50,57 pada post-test. Setelah melakukan uji Independent Sample t-test dengan SPSS, diperoleh hasil sig (2-tailed) sebesar $0,000 < 0,05$ yang menunjukkan bahwa penggunaan permainan hiponimi memiliki pengaruh yang positif dan signifikan terhadap penguasaan kosakata siswa kelas VIII MTs Ma'arif 05 Bumi Nabung.

Kata Kunci: Penguasaan Kosakata, Penelitian Kuantitatif, Permainan Hiponim

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : Amalia Khusnul Khotima

Student Number : 2101050002

Department : Tadris Bahasa Inggris

Faculty : Tarbiyah and Teachers Training

States that this thesis is original result of my research, except for certain parts that are referred to from the source and mentioned in the bibliography.

Metro, October 28th 2024

The Researcher



AMALIA KHUSNUL KHOTIMA

Student Number. 2101050002

HALAMAN ORISINALITAS PENELITIAN

Yang Bertanda tangan di bawah ini:

Nama : Amalia Khusnul Khotima

NPM : 2101050002

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan asli hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 28 Oktober 2024

Penulis



KHUSNUL KHOTIMA
NPM. 2101050002

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, with hardship comes ease.”
(Qs. Al-Insyirah: 6)

DEDICATION PAGE

The Undergraduate thesis is dedicated to:

1. My beloved parents (Mr. Isman and Mrs. Rasna), thank you for all your sacrifices, patience, and endless love. Without you, this achievement would never have been possible.
2. My beloved siblings (Desi, Eko, and Dea) who always support me.
3. My dearest friends (Tutut, Memel, Okta, Elly, and Ayo.hijrah Group), it is a fortune to meet good people like you.
4. My Sponsor (Dr. Umi Yawisah M.Hum), who has guided me patiently complete this undergraduate. Thank you for guiding.
5. My friends in class D, thank you for being together all this time.
6. The Big Family of MTs Ma'arif 05 Bumi Nabung, thank you for your helping.

ACKNOWLEDGEMENTS

Alhamdulillahirabilalamin and praises belong to Allah SWT the Almighty, because of His blessing and mercy, the writer is able to accomplish this thesis entitled: THE INFLUENCE OF USING HYPONYMY GAMES ON THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADERS OF MTs MA'ARIF 05 BUMI NABUNG. Sholawat and salam always be bestowed to the last prophet Muhammad SAW, having shown us the role of life to make our life true.

The researcher would like to express the deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M. Ag, PIA as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M. Pd as the dean of Tarbiyah and Teacher Training Faculty
3. Dr. Much Deiniatur, M.Pd. B.I as the Head of English Education Departement of IAIN Metro Lampung.
4. Dr. Umi Yawisah, M.Hum. as the advisor that has given advice and suggestion to the researcher for completing this undergraduate thesis.

The researcher apologises for any shortcomings that may occur in the writing and presentation of this thesis. The researcher really hopes for the constructive suggestions and criticism for the sake of perfection of this thesis. Hopefully this thesis can provide significant benefits for the researcher in particular, as well as for the campus and the readers in general.

Metro, October 28, 2024

Researcher



Amalia Khusnul Khotima

NPM. 2101050002

TABLE OF CONTENTS

COVER	i
TITLE PAGE.....	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER.....	iv
NOTA DINAS	v
RATIFICATION PAGE.....	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENTS.....	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLES.....	xvi
LIST OF FIGURES.....	xvii
LIST OF APPENDIXES	xvii
CHAPTER I INTRODUCTION.....	1
A. Background of Study.....	1
B. Problem Identification.....	4
C. Problem Limitation	4
D. Problem Formulation	5
E. Objective of the Study.....	5
F. Benefit of the Study	5
G. Prior Research.....	6
CHAPTER II THEORETICAL REVIEW	9
A. The Concept of Vocabulary.....	9
1. The Definition of Vocabulary.....	9
2. Kind of Vocabulary	10
B. The concept of Game	13
1. The Definition of Hyponymy Game	13
2. The Procedure of Teaching Vocabulary through Hyponymy game ..	14
3. Advantages and Disadvantage of Using Hyponymy Game.....	15
C. Theoretical Framework and paradigm	16
1. Theoretical Framework	16
2. Paradigm	16
3. Hypothesis.....	17

CHAPTER III A RESEARCH METHOD.....	18
A. Research Design.....	18
B. The Operational Definition of Variable.....	18
C. Population, Sample, and Sampling Technique.....	19
D. Data Collecting Technique	20
E. Research instrument	22
F. Validity and Reliability	23
G. Data analysis technique.....	23
CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION	25
A. Research Result.....	25
1. Description of The Research Location.....	25
2. Validity and Reliability	27
3. Description of Data Research Result	30
4. Testing of Hypothesis.....	39
B. Discussion	41
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	43
B. Suggestion.....	43
BIBLIOGRAPHY	
APPENDIXES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1.1	The Students score of the eighth grade of MTs Ma'arif 05 Bumi Nabung.....	3
Table 1.2	The explanation of the pre-survey Data.....	4
Table 3.1	The criteria of test	22
Table 4.1	Experiment Class Pre-Test Result	30
Table 4.2	Experiment Class Post-Test Result	32
Table 4.3	Control Class Pre-Test Result	34
Table 4.4	Control Class Post-Test Result.....	36
Table 4.5	The Normality Test Experiment Class and Control Class	38
Table 4.6	The Homogeneity Test.....	39
Table 4.7	The result of Independent Sample t-test	40
Table 4.8	Independent Samples Test.....	40

LIST OF FIGURES

Figure 2.1	The structure of the paradigm	16
Figure 4.1	The Graph of Experimental class Pre-test	31
Figure 4.2	The Graph of Experimental class Post-test.....	33
Figure 4.3	The Graph of Experimental class Pre-test	35
Figure 4.4	The Graph of Experimental class Pre-test	37

LIST OF APPENDICES

- Appendix 1. The Flow of Learning Objectives
- Appendix 2. Teaching Module
- Appendix 3. Pre-Test Questions
- Appendix 4. Post-Test Questions
- Appendix 5. Students Score Experimental Class
- Appendix 6. Students Score Control Class
- Appendix 7. Documentation
- Appendix 8. Pre-survey permission slip
- Appendix 9. Pre-survey permission slip reply
- Appendix 10. Letter of assignment
- Appendix 11. Research permission letter
- Appendix 12. Reply to research permit
- Appendix 13. Library clearance letter
- Appendix 14. Library exemption letter for study program
- Appendix 15. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language spoken by most people in the world, including in our country Indonesia. There are so many aspects to learning English such as grammar, semantics, vocabulary and so on. Mastering as much vocabulary as we can is one of the things that students should learn. Mastering vocabulary is very important, because mastering vocabulary will help students in mastering English.

Vocabulary refers to the collection of words in a language that an individual comprehends and employs.¹ Having a large vocabulary is essential for good communication. The four pillars of language proficiency listening, speaking, reading, and writing are built upon the foundation of vocabulary mastery. Once you've mastered the fundamentals, like vocabulary, it will be much easier to learn the four abilities. Vocabulary helps students express themselves more broadly in English, both in speaking and writing.

However, students often face difficulties in remembering so many vocabulary words in English. This makes it difficult for students to learn English effectively. One of the barriers to learning English is students' lack of enthusiasm. Therefore, creative and fun learning is needed so that learning runs effectively and students do not feel pressured in learning.

¹ V. Plachouras and I. Ounis, *Longman Dictionary of Contemporary English* (2007), 6: 56-59.

Based on the pre-survey, the researcher identified that many students at MTs Ma'arif 05 Bumi Nabung had difficulty in remembering and understanding the meaning of vocabulary. The pre-research data was collected by interviewing English teachers and conducting a pre-test of one of the eighth grade classes at MTs Ma'arif 05 Bumi Nabung, Central Lampung.

Based on the description above, the researcher concluded that teaching vocabulary with the right way is very important to make the class more effective, interesting, and fun for students. One of the ways that can be applied is the use of games in class. Games will make learning activities in class more fun and students are more motivated to participate actively in class. The researcher suggests the use of hyponymy game as a solution for vocabulary learning in class.

By conducting quantitative research that implements the hyponymy game, it is hoped that this game can have a positive and significant influence on students' vocabulary mastery. The development of a vocabulary is one of the key components of language acquisition. Students cannot effectively master the language if they do not possess a strong vocabulary. Students who have a strong vocabulary benefit in speaking, listening, reading, and writing. Students with a large enough vocabulary will have no trouble deciphering word meanings. Though, a lot of students lack the will to learn the language, which makes it difficult for them to comprehend and retain vocabulary meanings and makes them view English as a challenging subject.

The researcher conducted a pre-survey on August 5, 2024 at MTs Ma'arif 05 Bumi Nabung. This pre-survey focused on the students vocabulary mastery in understanding and remembering the meaning of vocabularies. The following data is in the form of the students score obtained during the pre-survey.

Table 1.1
The Students score of the eighth grade of MTs Ma'arif 05 Bumi Nabung

No	Names	Scores	Catagories
1	AMK	45	Low
2	ANA	55	Low
3	AL	50	Low
4	ASP	50	Low
5	AARK	40	Low
6	DS	50	Low
7	DI	50	Low
8	DS	40	Low
9	DH	40	Low
10	DF	45	Low
11	FMA	50	Low
12	FA	70	Fair
13	FNS	50	Low
14	HH	40	Low
15	KRL	50	Low
16	MA	55	Low
17	NA	40	Low
18	RKN	40	Low
19	RAR	55	Low
20	RM	45	Low
21	RO	65	Low
22	SWR	50	Low
23	SK	50	Low
24	SM	50	Low
25	SDP	40	Low
26	SH	50	Low
27	UKH	50	Low
28	VLA	50	Low
29	HWS	40	Low
30	VA	60	Low
31	RF	45	Low
32	KMA	55	Low
33	DR	50	Low

Total	1.615	
Avarage	48.93	

Source : Pre-test, taken on August 5, 2024

Table 1.2
The explanation of the pre-survey Data

No	Value	Total students	Percentage	Explanation
	<70	32	97%	Low
	≥70	1	3%	High
	Total	33	100%	

The data above shows that from 33 students with the highest score of 70 and the lowest score of 40. There are 32 students got the scores less than 70 and 1 students got 70. It means that many students have not reached the school's minimum completeness criteria, that is 70. Therefore, the researcher will apply the hyponymy game as a medium in the English learning process, especially on vocabulary mastery.

B. Problem Identification

The following issues can be identified according to the previous explanation:

1. The students have lack of vocabularies.
2. The students have difficulties in understanding the meaning of words.
3. The students have a low ability to recall new vocabularies.

C. Problem Limitation

Drawing from the previously mentioned problem identification, the researcher focuses on the issue of eighth graders at MTs Ma'arif 05 Bumi Nabung Central Lampung lacking vocabulary.

D. Problem Formulation

The following research questions were formulated by the investigator using the previously mentioned background data and problem identification. “Is there any positive and significant influence of using hyponymy games on the students vocabulary mastery of the eighth graders of MTs Ma’arif 05 Bumi Nabung?”

E. Objective of the Study

According to the problem formulation, the objective of this study is to find out whether there is any positive and significant influence of using hyponymy games on the students vocabulary mastery of the eighth graders of MTs Ma’arif 05 Bumi Nabung.

F. Benefit of the Study

Overall, the results of this study are expected to motivate students to increase their vocabulary mastery and provide a more engaging approach to vocabulary learning than in the past. The benefits are as follows::

1. For the students

In theory, this research can provide support for the idea that hyponymy games might be used to enhance students' understanding of language.

2. For other researchers

This study serves as a valuable reference for researchers interested in exploring the English process of teaching and learning.

3. For the teachers

English teachers can effectively develop their students' vocabulary mastery by incorporating hyponymy games into their classroom activities.

G. Prior Research

As a guide in conducting research, researcher traced relevant previous studies. The first research is a study entitled “Hyponymy Games in Enriching students’ English Vocabulary: A Case Study in Junior High School” conducted by Muhammad sofian Hadi, Zaitun, Monica Lucy Widyaningsih in 2021. This study was aimed to measure the effectiveness of hyponym Games in improving the vocabulary mastery of 7th graders of SMP Muhammadiyah 01 Sukajaya. This research used a quantitative study applying the pre-experimental approach with one group of pre-test and post-test design. The result show that hyponymy game are effective to enrich students’s vocabulaty mastery. Both that study’s findings and this one’s use of Hyponymy games to teach vocabulary learning are comparable. The similarity with researchers is in the independent variable, namely the hyponymy game. The difference with other researchers is in the objective of this research.

The second researh entitled "Using Hyponymy Game To Improve Student’s English Vocabulary Mastery At The Seventh Grade Of Smpk Yapenthom 1 Maumere In The Academic Year Of 2020/2021” conducted by Ignasia Kristiani Uni in 2020.² This research was aimed to improve students

² Ignasia Kristiani Uni, ‘*The Use of Hyponymy Game to Improve Vocabulary Mastery of Students of Class Viii Smpk Yapenthom 1 Maumere in the 2020/2021 School Year*’ 2, no. 1 (2021): 29-41.

vocabulary mastery at the seventh grade using hyponymy game at SMPK Yopenthom 1 Mauumere. This research used classroom action research. Result of this research is there are improvement in student's score. The similarity with researchers is in the independent variable, namely the hyponymy game. The difference with other researchers is in the research method, namely using class action research.

The last research entitled "Improving The Vocabulary Mastery Of Students Through Hyponymy Games" was conducted by Patahuddin, Syawal, and Zulwahyuni Namrullah in 2020.³ This research aimed to find out wheter the use of hyponymy game able to improve the vocabulary mastery of the students. This research used quasi-experimental method, with two-group pre-test post-test design. The result show that hyponymy game was effective to improve the vocabulay mastery of Tenth grade students at SMK 3 Parepare. The similarity with researchers is the learning technique using hyponymy games. The difference with other researchers lies in the focus and purpose of this study, which is to emphasise the improvement of students' vocabulary mastery in general through hyponym games.

There are several differences between this research and the other research that has been done before. Researcher use different objectives and subjects. The researchers also used different methods in collecting data and analysing data. However, the researcher hopes that teachers can use hyponymy games in

³ P Patahuddin, S Syawal, and Z Namrullah, *Improving the Vocabulary Mastery of Students Through Hyponymy Games*," *Klasikal: Journal of Education, Language Teaching and Science* 2, no. 1 (2020): 11–20

teaching vocabulary. Hyponymy game is a simple way to memorise words through fun activities.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Vocabulary

1. The Definition of Vocabulary

Vocabulary is an important element in a language. Vocabulary consists of a collection of words in a language that are known and used by a person. According to Schmitt, vocabulary refers to a collection of words known and understood by an individual, including their use in speaking, writing, reading, and listening.¹ Based on this statement, vocabulary can be described as the total set of words that a person knows or uses, encompassing all the words in a specific language.

Vocabulary plays an important role in language learning, because without vocabulary, one cannot communicate either orally or in writing. Thornbury states that with a little mastery of grammar, little can be conveyed, but without vocabulary, nothing can be conveyed.² This confirms that vocabulary has a very crucial role in the success of learning English. Without adequate vocabulary, students will not be able to develop their language skills, such as listening, speaking, reading, writing, and translating.

Based on the explanation above, it can be concluded that vocabulary includes all the words heard, spoken, read, and written that a

¹ Norbert Schmitt, *Vocabulary in language Teaching*. Cambridge University Press (2019) :

² Scott Thornbury, *How to Teach Vocabulary* (London: Pearson Education Limited (2002),

person knows. Vocabulary plays a crucial role in supporting the mastery of language skills, namely listening, reading, speaking, and writing, known as the four language skills. Therefore, it is crucial to teach students vocabulary first so that they can communicate effectively in the language. In addition, students need to master an adequate number of words and understand how to use them correctly.

2. Kind of Vocabulary

There are two types of vocabulary, according to Schmitt: receptive and productive.³

a. Productive Vocabulary

Words and phrases that are actively employed by a person are called productive vocabulary. This is different from vocabulary that is only comprehended when others use it. The ability to actively utilize a set of words in conversation is the hallmark of a productive vocabulary.

b. Receptive Vocabulary

Receptive vocabulary is a collection of terms that a person recognizes and understands when they hear or read them but does not necessarily utilize in their own speech or writing. This form of vocabulary is necessary for learning and processing language since it allows one to comprehend the meaning of words encountered in a variety of circumstances, such as reading and listening. Understanding

³ Norbert Schmitt, *Vocabulary in language Teaching*. Cambridge University Press (2019) : 34-40

receptive vocabulary aids in accurately perceiving and responding to verbal and written communication. Receptive vocabulary is frequently larger than productive vocabulary because people can recognize and understand more words than they actively utilize in their own language production. This distinction emphasizes the significance of expanding both forms of vocabulary to achieve complete language competency and understanding.

c. Vocabulary Mastery

Vocabulary mastery plays a crucial role in the language learning process. According to Alqahtani, mastery can be interpreted as deep knowledge that allows a person to become an expert in a particular field. Vocabulary mastery is important in language.⁴ By having a wide and varied vocabulary, we can improve our communication skills and overall understanding. Thus, vocabulary mastery not only enriches communication, but also strengthens language fluency.

Vocabulary mastery refers to a learner's full mastery or understanding of a set of words or vocabulary. It signifies the expertise and skill one has in using and understanding certain words or terms. Essentially, it reflects how well one has internalized and can effectively use various vocabulary items. In the context of education, vocabulary

⁴ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34

mastery is essential for various language skills, including reading, writing, speaking, and listening.

d. Indicator of Vocabulary mastery

According to Ur, vocabulary indicators in language learning include the following aspects:⁵

1) Pronunciation

Pronunciation encompasses the way words or a language are spoken. It involves accurately producing sounds, emphasizing syllables, and using appropriate intonation. Pronunciation can differ based on regional variations, accents, and individual speech patterns. Clear communication relies on precise pronunciation, often conforming to the accepted norms for word articulation in a specific language.

2) Spelling

Spelling refers to the choice and arrangement of letters that form words in written language. It involves ensuring that words are written using accepted conventions for their formation.

3) Grammar

Grammatical information is inherent in words, and as students learn new vocabulary, they naturally progress in their understanding of grammar. Therefore, emphasizing vocabulary learning does not mean neglecting grammar.

⁵ Ur, A Course in Language Teaching.

4) Meaning

A word or phrase's meaning is its definition or interpretation. The goal of asking "What does that word mean?" is to find out the precise definition or meaning of the word.

B. The concept of Game

1. The Definition of Hyponymy Game

There are various types of language games that can be applied in the English vocabulary learning process. Games are proven to be an effective tool in encouraging student participation in the classroom due to their fun and challenging nature. Besides making students more active, games also motivate them to learn. Therefore, recommending games in vocabulary learning aims to create an environment that supports vocabulary expansion. The right choice of games can help students learn English vocabulary better.

Hyponymy game is a game that aims to find special meanings of words that have more general meanings.⁶ Hyponyms are closely related to synonyms and antonyms. Synonyms are words that have the same meaning, while antonyms are words with opposite meanings, and hyponyms refer to words with more specific meanings. This game is very educational, simple, and easy to understand for junior high school students. Besides being easy for students, this game is also practical for teachers because the media used is not complicated.

⁶ I. S. P. Nation. *Learning Vocabulary in Another Language* (2nd ed.). Cambridge University Press. (2020) : 122-135

2. The Procedure of Teaching Vocabulary through Hyponymy game

Teachers can teach new words to junior high school students in several ways, including:⁷

- a. Firstly, it starts with an example or linking two words that are related.

When teachers want to help students understand a target word, they often connect it to another word the students already know. The lexical set is another useful word relationship. One way to make it easier to find a thing is to show what superordinate class of items it belongs to. The researcher will employ colloquial language when describing subjects. Hyponymy is another relationship that explains how words relate to one another. For example, the superordinate word “my body” is hyponymized by the words “head,” “hand,” “nose,” “foot,” and so on. In addition, my body itself is a hyponym for other items that fit the description of the person.

- b. The relationship between two words’ meanings is defined in hyponymy; for instance, the nouns head, hand, nose, foot, etc. are all hyponyms of the noun my body, which is its superior. Furthermore, my physical form serves as a hyponym for other descriptions of people.
- c. This game is mostly for going over words that everyone in the class already knows, but new ones can be added by either the teacher or the

⁷ Celce-Murcia, Marianne, Donna M. Brinton, and Marguerite Ann Snow, editors. *Teaching English as a Second or Foreign Language*. 4th ed., National Geographic Learning/Cengage Learning, 2014: 412-422

- students. Even though there are not any sentences or paragraphs, the circle of things that go with each other is a useful way to learn new words.
- d. Students should focus on writing words they already know, rather than searching for unfamiliar ones.
 - e. After the allotted time, each student hands their paper to another student, who then attempts to add words that have not been listed yet.
 - f. After that, the paper is passed around until each student has their own sheet back.
 - g. The student will use a dictionary to verify their spelling, and then these pages will become their class dictionary, which will be expanded as new terms are learnt.

3. Advantages and Disadvantage of Using Hyponymy Game

There are some disadvantages and advantages.⁸ The first advantage of using the hyponymy game in the teaching and learning process is that it increases students' motivation to study the topic. Another advantage is that the teacher does not need to provide lengthy explanations. The teacher simply needs to explain the relevant material because the game helps pupils grasp the material that day. The first downside of employing the hyponymy game in the teaching and learning process is that it creates a noisy classroom environment, making it difficult for the teacher to arrange the students. The second disadvantage is that, due to the game's time constraints, the teacher

⁸ Zhou, Y., & Wang, J., "Contextual Vocabulary Learning through Hyponymy Games," *Language Teaching Research* 23, no. 3 (2019): 287-305

can only provide brief explanations and new vocabulary, leaving insufficient time for more in-depth explanations or assisting pupils in memorizing all the new vocabulary.

C. Theoretical Framework and paradigm

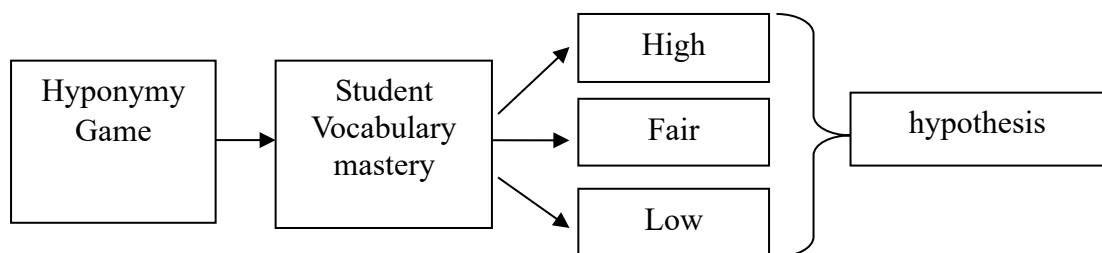
1. Theoretical Framework

The process of creating concepts that clarify the connection between the theory and the main problems being studied is included in the theoretical framework. The independent variable (X) and the dependent variable (Y) are the two variables that are examined in this study. The vocabulary knowledge is the dependent variable, and the hyponymy games are the independent variable.

2. Paradigm

A paradigm is a simple framework that highlights the research indicators and their interactions, incorporating the essential components of the study. The research presents the paradigm as follows, based on the previously indicated theoretical framework.

Figure 2.1
The structure of the paradigm



According to the given paradigm scheme, the researcher hypothesizes that if the hyponymy game is effective and students have a strong grasp of language, there will be a positive and significant impact of the game. If the hyponymy game is not effective and pupils have low vocabulary mastery, then the game will not have a significant and positive influence. Consequently, the researcher posits that the implementation of the hyponymy game will have an impact on students' proficiency in language.

3. Hypothesis

Hypothesis Formulation

Alternative Hypothesis (Ha)

Ha : The hyponymy game has a positive and significant impact on eighth-grade students' vocabulary at Mts Ma'arif 05 Bumi Nabung.

Null hypothesis (Ho)

Ho : The hyponymy game has no discernible positive effects on eighth-grade students' vocabulary at Mts Ma'arif 05 Bumi Nabung.

Statistical Hypothesis

- a. Ha : If Sig (2-tailed) < 0,05, then Ho is rejected and Ha is accepted.
- b. Ho : If Sig (2-tailed) > 0,05, then Ho is accepted and Ha is rejected.

CHAPTER III

A RESEARCH METHOD

A. Research Design

This study employed a quantitative research. This research used quasi-experimental design, which consists of two group: a control class and an experimental class. According to Creswell, quantitative research is characterized as a systematic and well-organized approach to study design.¹² This method places a strong emphasis on measuring and analyzing numerical data to provide answers to research questions.¹³

The major objective of this study is to determine whether or not hyponymy games have a significant and positive influence on students vocabulary mastery. The two variables in this study are the hyponymy games (X) and students' vocabulary mastery (Y)

B. The Operational Definition of Variable

1. The Independent Variable (Vocabulary mastery)

A written test was used by the researcher to assess the independent variable. Students were tested by being given some questions, and the researcher assigned scores based on their accuracy in composing words as well as their ability.

Independent variables were attributes or characteristics that influenced by the outcome or dependent variable. In this study, the independent

¹² John W. Creswell and Timothy C. Guetterman, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 6th ed. (Pearson, 2023).256

¹³ *Ibid.*,

variable was the hyponymy game. This game was very educational, easy, and simple for junior high school students to understand.

Some indicators of this variable include:

- a. Students can compose words correctly.
- b. Students understand words more easily.
- c. Students show greater interest in learning English.

2. Dependent Variable (Hyponymy game)

The students' mastery of vocabulary serves as the study's dependent variable. Vocabulary mastery, or the number of words that students know and understand, is an essential part of teaching them the language for speaking, listening, reading, and writing in English. Using a test, the researcher assessed the students command of vocabulary. There were twenty questions divided into 10 multiple-choice, 5 matching hyponym and hypernym and 5 spelling test questions in the test, and each question was worth five points. 100 was the highest possible score, and 0 was the lowest.

This variable's indicators include:

- a. The students can know and understand words.
- b. The students can remember language words.

C. Population, Sample, and Sampling Technique

1. Population

The population encompassed all entities or individuals utilized in the research. In this instance, the term "population" denoted the complete assemblage that was the primary subject of the researcher's scrutiny. The

study included eighth-grade students from MTs Ma'arif 05 Bumi Nabung as the population.

2. Sample

A sample was a subset of the population that was subjected to research. A sample, which is a small subset of a larger population, was chosen. The researcher will select the eighth-grade students from MTs Ma'arif 05 Bumi Nabung as the sample. Hence, the sample for this study comprised of that specific class.

3. Sampling technique

The way that the group is chosen is called the sampling technique. A sampling technique was a way to choose samples that were used in study. Total sampling is a technique where all members of population are included as the research sample, typically because the population sizes is relatively small or because every member of the population is relevant to the study. The students of MTs Ma'arif 05 Bumi Nabung, who are in eighth grade, were chosen as a sample for this study due to their poor enthusiasm to learn English and inadequate vocabulary knowledge.

D. Data Collecting Technique

The researcher in this study used an objective test to measure the level of vocabulary competence among the pupils. The researcher employed several techniques to collect the data, such as:

1. Test

Valid data can be produced using a variety of data collection approaches, including testing. According to Gregory, a test is a data collecting process that involves asking the subject a series of questions or tasks and using other instruments.¹⁴ The researcher employed tests to obtain data on both factors.

a. Pre-test

The pre-test was administered to students at the first meeting to determine their baseline ability prior to the influence of the hyponymy game.

b. Post-test

A post-test was conducted during the final session following the completion of the treatment. The researcher employed the post-test to evaluate the students' vocabulary following the impact of the hyponymy game. In this study, researchers used written tests as the main tool for collecting data. This written test was used to collect information about students' vocabulary and measure their level of vocabulary mastery.

¹⁴Robert J. Gregory, *Psychological Testing: History, Principles, and Applications* (Boston: Pearson, 2014).

2. Documentations

Documentation consists of public and private data obtained from study sites or participants, including newspapers, meeting minutes, personal journals, and letters.

E. Research instrument

1. Instrument Blueprint

Based on the criteria that have been chosen, the study's instruments were created and modified. Furthermore, this study used of both pre-test and post-test instruments. The study's pretest and posttest instruments mainly consisted of 10 multiple-choice questions, 5 matching hyponym and hypernym and 5 spelling test questions. Consequently, assessment was used as an evaluation approach in this analysis. Both pre-test and post-test evaluations were part of this study. Written assessments were administered to both the experimental and control groups before and after the experiment.

Table 3.1
The criteria of test

Category	Items	Total
Part of speech	2, 10, 7	3
Meaning	11, 12, 13, 14, 15	5
Contextual Usage	1, 3, 4, 5, 6, 8, 9	7
Spelling	16, 17, 18, 19, 20	5
Total		20

2. Instrument Calibration

To gather data from students, this study used tests. Both the pre-test and post-test components made up the exam. Nunan stated that the group

given the novel therapy would be called the experimental group, while the group given the standard or alternate treatment would be called the control group.¹⁵ Each group, the control group, and the experimental group, was given a test.

The test was based on what was taught in class and match the education syllabus. It will include questions about the students' vocabulary skills.

F. Validity and Reliability

In this study, the researchers used validity and reliability tests. Validity refers to the extent to which an instrument measures what it is intended to measure. The test criteria state that if the calculated r value is greater than r_{table} with a significant level of 5%, then the instrument is considered valid.

Reliability refers to the consistency or stability of the measurement results when the instrument is applied under the same conditions at different times. Alpha values describe the average level of correlation between items measuring the same construct. Alpha values are in the range of 0 to 1, where higher values indicate better reliability. In this way, the researchers will ensure that the instruments used to measure the research results are truly valid and consistent.

G. Data analysis technique

Using inferential statistics, the researcher examined the differences between the post-test scores of the experimental and control groups in order to

¹⁵ David Nunan, *Research Methods in Language Learning*, 2nd ed (Cambridge: Cambridge University Press, 2015) 68-69

determine “The Influence of Using Hyponymy Games on the Students Vocabulary Mastery of the Eighth Graders of MTs Ma’arif 05 Bumi Nabung”. The data in SPSS 25 for windows was examined using an independent sample t-test to determine the relationship between one variable and another. The formula illustrated as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Explanation:

X_1 : The average value of experimental class sample group

X_2 : The average value of control class sample group

n_1 : Sample of experimental class

n_2 : sample of control class

S_1^2 : Standard deviation of experimental class

S_2^2 : Standard deviation of the control class

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of MTs Ma'arif 05 Bumi Nabung

MTs Ma'arif 05 Bumi Nabung Is a private MTs Level school located on Jalan Bumi Nabung Ilir, Central Lampung Regency. This School was established in 1991. Currently, MTs Ma'arif 05 Bumi Nabung uses the government curriculum as a guide in the learning process. Data management and school administration are managed by an operator named Khoirul Farisnan.

As a junior high school (Mts) that has been accredited B, MTs Ma'arif 05 Bumi Nabung continues to improve the quality of its learning. The school has internet access, which allows students to get the latest information and knowledge. With a land area of 3475 M². MTs Ma'arif 05 Bumi Nabung provides comfortable and conducive learning spaces to support the teaching and learning process.

The existence of MTs Ma'arif 05 Bumi Nabung in the community of Bumi Nabung Ilir is clear evidence of a commitment to advancing education in the area. The institution not only equips students with knowledge, but also instils strong religious and moral values. MTs Ma'arif 05 Bumi Nabung hopes to continue to grow and give birth to a

quality and noble young generation, ready to face the challenges of the future.

b. Vision, Mission, and Purpose MTs Ma'arif 05 Bumi Nabung

1) Vision

The creation of madrasah as a quality educational institution with noble character and Ahlussunah wal Jama'ah insight.

2) Mission

The following is the mission of MTs Ma'arif 05 Bumi Nabung

- a. Assist the government's programmed in education the nation.
- b. Creating a conducive learning climate.
- c. Improving the professionalism of teachers and staff.
- d. Providing adequate facilities and infrastructure.
- e. Improve co-operation between schools, communities, and related agencies.

3) Purpose

The following is the purpose of MTs Ma'arif 05 Bumi Nabung:

- a. Creating a quality learning environment.
- b. Achieving high quality graduates and continuing to higher levels.
- c. Providing adequate learning facilities.
- d. The availability of teachers and employees who master their fields of work.

- e. Establishing good relation with the community, student guardians and related agencies.

c. School Identity of MTs Ma'arif 05 Bumi Nabung

Madrasah Name	: MTs Ma'arif 05 Bumi Nabung
Address	: Jl. KH, Hasyim Asy'ari No. 1 Dusun 10 Bumi Nabung Ilir sub-district Bumi Nabung Central Lampung Regency.
NSM	: 121218020077
NPSN	: 10816561
Accredited	: B
Established year	: March 05, 1998
Head of Madrasah	: Dedi Setiawan , S.Pd.
Land Area	: 3475 M ²

2. Validity and Reliability

a. Validity Test

Validity refers to how accurately a measure reflects the concept it is intended to assess¹⁶. An instrument is considered valid if has a high level of validity. If an instrument has a low validity, then the instrument is considered invalid. Validity testing using SPSS is done by comparing the calculated r_{value} with r_{table} . The instrument is declared valid if r_{count} is greater than r_{table} ($r_{\text{count}} > r_{\text{table}}$), or if the significance value (sig) is less than 0.05 (sig

¹⁶ Johnson, R. Burke, and Larry B. Christensen. Educational research: *Quantitative, qualitative, and mixed approaches*. Sage publications, 2024.

< 0.05). This test aims to measure the extent to which the influence of using
hyponymy game on the student's vocabulary mastery of the eighth graders
MTs Ma'arif 05 Bumi Nabung. The following are the results of the validity
test that has been conducted.

Correlations

		Soal01	Soal02	Soal03	Soal04	Soal05	Soal06	Soal07	Soal08	Soal09	Soal10	Soal11	Soal12	Soal13	Soal14	Soal15	Soal16	Soal17	Soal18	Soal19	Soal20	Jumlah	
Soal01	Pearson Correlation	1																					
	Sig. (2-tailed)		.315																				
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
Soal02	Pearson Correlation	-.126	1																				
	Sig. (2-tailed)		.315	.016																			
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
Jumlah	Pearson Correlation	.260**	.394**	.320**	.289**	.502**	.583**	.443**	.708**	.484**	.321**	.626**	.434**	.735**	.477**	.396**	.533**	.334**	.305**	.416**		1	
	Sig. (2-tailed)	.035	.001	.009	.019	.000	.000	.000	.000	.000	.009	.000	.000	.000	.000	.001	.000	.006	.013	.001			
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

By applying the same formula and calculation method, the Pearson correlation value (r-count) for each question is as follows. The formula is:

$$R_{\text{count}} > R_{\text{table}}$$

$$R_{\text{count}} = \text{SPSS}$$

$$R_{\text{table}} = df = n - 2$$

$$66 - 2 = 64$$

$$R_{\text{table}} = \text{Sig } 0.05 (0.242)$$

Based on the result of calculation using SPSS 25 windows version above, 20 items have an $R_{\text{count}} > R_{\text{value}}$ (0.242), which means that all these questions are declared valid and suitable for use as data collection instruments.

b. Reliability Test

Case Processing Summary

		N	%
Cases	Valid	66	100.0
	Excluded ^a	0	.0
	Total	66	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.748	20

Alpha values indicate the average correlation between items measuring the same construct. The range of alpha value is between 0-1, with the higher values indicated better reliability. However, the minimum accepted alpha value is 0.7. Based on the table, the Cronbach

Alpha value obtained is 0.748, which indicates that the questions used in data collection can be considered reliable.

3. Description of Data Research Result

a. Experiment Class Pre-test Score

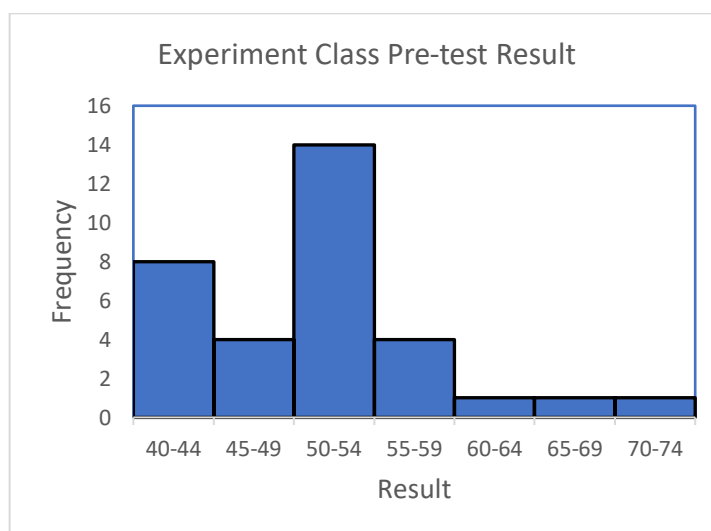
To find out the level of students' vocabulary mastery before being given teaching using hyponymy game, the researcher conducted an initial test. This test is in the form of 20 questions that are done by each student individually. The data from this test is presented in the following table.

Table 4.1
Experiment Class Pre-Test Result

No	Students' Initial	Gender	Score Pre-Test
1	AMK	Female	45
2	ANA	Female	55
3	AL	Male	50
4	ASP	Male	50
5	AARK	Male	40
6	DS	Male	50
7	DI	Male	50
8	DS	Female	40
9	DH	Female	40
10	DF	Male	45
11	FMA	Male	50
12	FA	Female	70
13	FNS	Female	50
14	HH	Male	40
15	KRL	Female	50
16	MA	Male	55
17	NA	Female	40
18	RKN	Male	40
19	RAR	Female	55
20	RM	Female	45

21	RO	Male	65
22	SWR	Female	50
23	SK	Male	50
24	SM	Female	50
25	SDP	Female	40
26	SH	Male	50
27	UKH	Female	50
28	VLA	Female	50
29	HWS	Female	40
30	VA	Female	60
31	RF	Male	45
32	KMA	Male	55
33	DR	Male	50
Total			1615
Average			48.93
The highest score			70
The lowest score			40

Figure 4.1
The Graph of Experimental class Pre-test



Based on the table, this test was attended by 33 students with the highest score was 70 and the lowest score was 40. The average score obtained was 48.93. From the experimental class pretest graph, it can be

concluded that of the 33 students who become the research sample, only 1 student obtained the highest score of 70. A total of 8 students obtained score between 40-44, 4 students obtained scores between 45-49, 14 students obtained scores between 50-54, 4 students obtained scores between 55-59, 1 student obtained scores between 60-64, 1 student obtained scores between 65-69, and 1 student obtained scores between 70-74.

b. Experiment Class Post-test Score

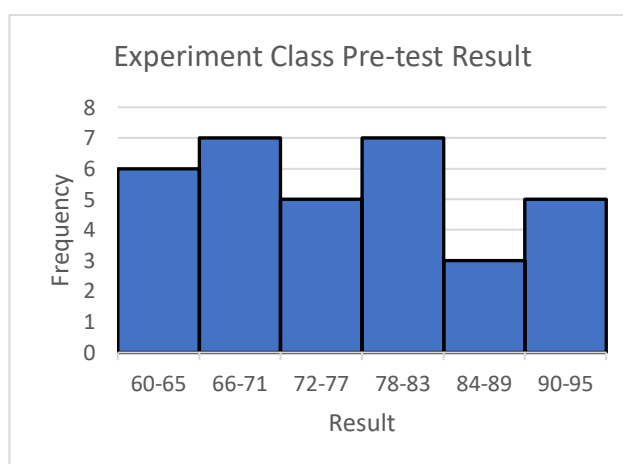
Below are the results of the experimental class post-test scores in class VIII A MTs Ma'arif 05 Bumi Nabung.

Table 4.2
Experiment Class Post-Test Result

No	Students' Initial	Gender	Score Pre-Test
1	AMK	Female	70
2	ANA	Female	65
3	AL	Male	80
4	ASP	Male	70
5	AARK	Male	75
6	DS	Male	80
7	DI	Male	80
8	DS	Female	70
9	DH	Female	95
10	DF	Male	65
11	FMA	Male	65
12	FA	Female	90
13	FNS	Female	80
14	HH	Male	75
15	KRL	Female	80
16	MA	Male	75
17	NA	Female	65
18	RKN	Male	75
19	RAR	Female	95
20	RM	Female	80
21	RO	Male	70

22	SWR	Female	75
23	SK	Male	80
24	SM	Female	70
25	SDP	Female	90
26	SH	Male	85
27	UKH	Female	60
28	VLA	Female	70
29	HWS	Female	65
30	VA	Female	95
31	RF	Male	85
32	KMA	Male	70
33	DR	Male	85
Total		2530	
Average		76.66	
The highest score		95	
The lowest score		60	

Figure 4.2
The Graph of Experimental class Post-test



Based on the table, this test was attended by 33 students with the highest score of 95 and the lowest score of 60. The average score obtained was 76,66. From the experimental class post-test graph, it can be concluded that of the 33 students who became the research sample, there were 2 students obtained scores of 95. A total of 6 students obtained scores between 60-65, 7 students obtained scores between 66-

71, 5 students obtained scores between 72-77, 7 students obtained scores between 78-83, 3 students obtained scores between 84-89, and 5 students obtained scores between 90-95.

c. Control Class Pre-test Result

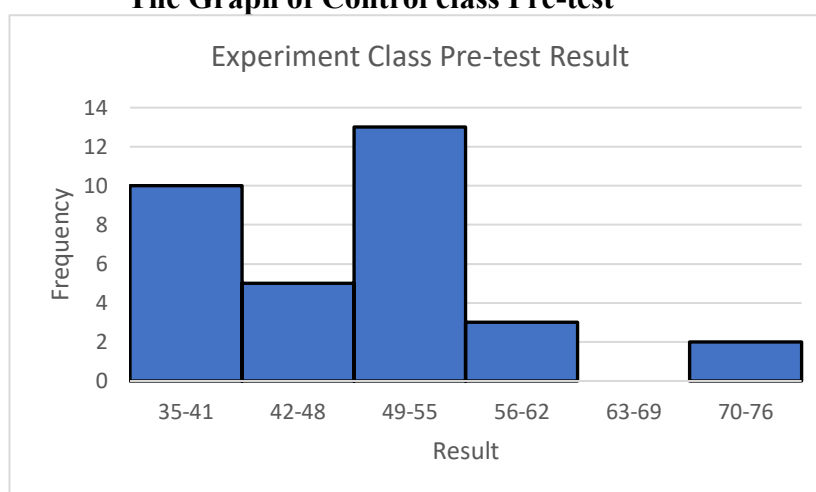
Below the result of the pre-test scores of the control class of the eighth B grades Mts Ma'arif 05 Bumi Nabung.

Table 4.3
Control Class Pre-Test Result

No	Students' Initial	Gender	Score Pre-Test
1	AO	Female	40
2	AN	Male	40
3	ASP	Female	45
4	AR	Male	55
5	AN	Female	50
6	BE	Male	50
7	CC	Female	55
8	COP	Female	45
9	DAP	Female	55
10	DS	Male	50
11	FI	Female	40
12	FY	Female	70
13	FPS	Female	60
14	IN	Female	45
15	IP	Male	40
16	IN	Male	55
17	LS	Female	60
18	LA	Female	50
19	MRA	Male	45
20	MRR	Male	45
21	MRF	Male	50
22	MA	Female	35
23	NT	Female	40
24	NM	Female	55
25	RR	Male	40
26	RA	Male	40
27	RP	Male	60
28	SNA	Male	55
29	SN	Female	50

30	STW	Female	40
31	S	Female	40
32	SNH	Female	50
33	OLS	Female	70
Total		1620	
Average		49.09	
The highest score		70	
The lowest score		35	

Figure 4.3
The Graph of Control class Pre-test



Based on the table, this was attended by 33 with the highest score of 70 and the lowest score of 35. The average score obtained was 49.09. From the control class post-test graph, it can conclude that of the 33 students who became the research sample, there were 2 students who obtained the highest score of 70. A total of 10 students obtained scores between 35-42, 5 students obtained scores 42-48, 13 students obtained scores between 49-55, 3 students obtained scores between 56-62, and 2 students obtained scores between 70-76.

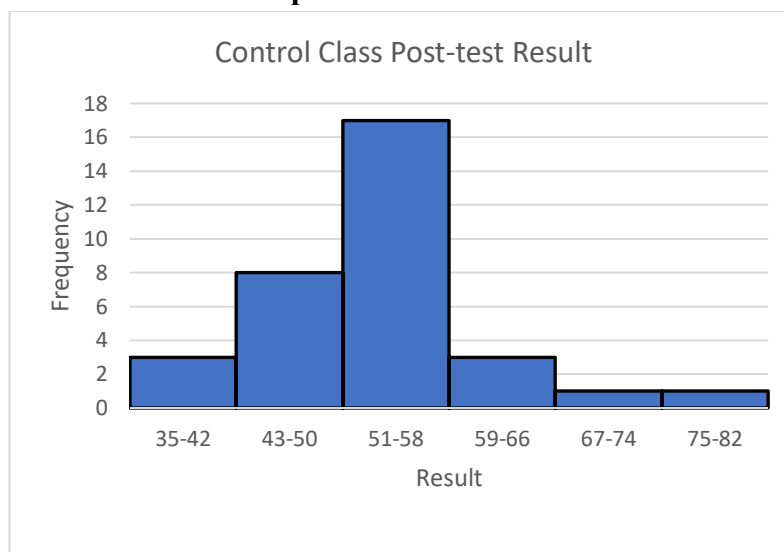
d. Control Class Post-test Result

Bellow the result of the post-test scores of the control class of the eighth B grades Mts Ma'arif 05 Bumi Nabung.

Table 4.4
Control Class Post-Test Result

No	Students' Initial	Gender	Score Post-Test
1	AO	Female	50
2	AN	Male	45
3	ASP	Female	55
4	AR	Male	45
5	AN	Female	30
6	BE	Male	55
7	CC	Female	50
8	COP	Female	55
9	DAP	Female	45
10	DS	Male	55
11	FI	Female	50
12	FY	Female	60
13	FPS	Female	55
14	IN	Female	55
15	IP	Male	40
16	IN	Male	50
17	LS	Female	70
18	LA	Female	35
19	MRA	Male	50
20	MRR	Male	55
21	MRF	Male	50
22	MA	Female	40
23	NT	Female	55
24	NM	Female	45
25	RR	Male	45
26	RA	Male	80
27	RP	Male	60
28	SNA	Male	50
29	SN	Female	35
30	STW	Female	45
31	S	Female	50
32	SNH	Female	50
33	OLS	Female	65
Total		1675	
Average		50.75	
The highest score		80	
The lowest score		30	

Figure 4.4
The Graph of control class Post-test



Based on the table, this test was attended by 33 participants with the highest score of 80 and the lowest score of 30. The average score obtained was 50.75. From the control class post-test graph, it can be concluded that of the 30 student who obtained the highest score of 80. A total of 3 students obtained scores between 35-42, 8 students obtained scores 43-50, 17 students obtained scores between 51-58, 3 students obtained scores between 59-66, 1 student obtained scores between 67-74 and 1 student obtained scores between 75-82.

e. The Result of Normality Test

The normality test is used to determine whether the data from the experimental class and control class are normally distributed or not. In this study, the researcher used SPSS version 25 to calculate the normality test.

Ha: The data collected is normally distributed.

H0: The data collected is not normally distributed.

The acceptance criteria for the normality test are as follow:

Ha is accepted if the Sig Value ≥ 0.05

Ho is accepted if the Sig Value ≤ 0.05

Table 4.5
The Normality Test Experiment Class and Control Class

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary	Experimental	.151	33	.055	.942	33	.076
Mastery	Control	.182	33	.007	.940	33	.070

a. Lilliefors Significance Correction

Based on the table above, all the probability or Sig. (Shapiro-Wilk) of both classes, namely the experimental class post-test is 0.76 and the control class post-test is 0.70. So, both are higher than 0.05. It can be concluded that the data is normal distribution.

f. The Result of Homogeneity Test

After knowing that that tested data is normal, the researcher then calculates homogeneity to determine whether the data is homogeneous or not. In this case, the researcher used SPSS (Statistical package for the Social Sciences) to calculate the homogeneity test.

Table 4.6
The Homogeneity Test
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.359	1	64	.551
	Based on Median	.330	1	64	.568
	Based on Median and with adjusted df	.330	1	61.473	.568
	Based on trimmed mean	.398	1	64	.530

Based on the table above, it can be concluded that based on the average Sig. $0.554 > 0.05$ so H_a is accepted and H_o is rejected. This means that the data is homogeneous.

4. Testing of Hypothesis

Hypothesis testing aims to identify whether there is a significant influence between variable X (Hyponymy game), on variable Y, namely students vocabulary mastery. In this process, researcher used the t-test method to analyses the collected data. The t-test was conducted in a computerized manner with the help of the SPSS version 25 application, which allows for more accurate and efficient statistical calculations. The result of this test will determine whether the use of hyponymy game have positive and significant influence on students' vocabulary mastery.

The researcher refers to who hypotheses in testing the hypothesis of this study, which are as follows:

H_o : There is no positive and significant influence of using hyponymy game on the student's vocabulary mastery of the eighth grades Mts Ma'arif 05 Bumi Nabung.

Ha: There is positive and significant influence of using hyponymy game on the student's vocabulary mastery of the eighth grades Mts Ma'arif 05 Bumi Nabung.

Table 4.7
The result of Independent Sample t-test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Vocabulary Mastery	Post-test Experimental Class (Hyponymy Game)	33	76.67	9.574	1.667
	Post-test Control Class (Conventional)	33	50.76	9.852	1.715

Table 4.8
Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Vocabulary Mastery	Equal variances assumed	.359	.551	10.834	64	.000	25.909	2.391	21.132	30.687
	Equal variances not assumed			10.834	63.948	.000	25.909	2.391	21.132	30.687

Based on the table above, the sig value is obtained (2 tailed) of 0.000 < 0.05, it can be concluded that there is an average difference in the result of the post-test experimental class (Hyponymy game) and control class (Conventional method).

B. Discussion

Based on research conducted on eighth grade at MTs Ma'arif 05 Bumi Nabung in Central Lampung, researcher examined two different classes, namely class A and class B, using cluster sampling method. The researcher found that there were difficulties experienced by students from both classes in mastering English vocabulary. Therefore, the researcher applied hyponymy game to help students learn vocabulary in a more interesting and fun way. The researcher hypothesized that there is any positive and significant influence on the student's vocabulary mastery of the eighth grade of MTs Ma'arif 05 Bumi Nabung.

Before carrying out the study, the researcher gave a pre-test to measure the level of vocabulary mastery of eighth grade students at Mts Ma'arif 05 Bumi Nabung. This pre-test aims to determine the initial ability of students before given treatment. From the result of the pre-test in the experimental class, the average score obtained was 49.93, with the highest score of 70 and the lowest score of 40. Meanwhile, in the control class, the average score was 49.09, with the highest score of 70 and the lowest score of 35. Furthermore, the researcher gave treatment to the experimental class by using hyponymy game, while the control class was taught by conventional method. The treatment was conducted for two meetings.

After conducting the treatment, the researcher gave a post-test to both classes, from the post-test the result obtained for the experimental class had an average score of 76.66 and the post-test control class had an average of 50.57 the highest score was 80 and the lowest was 30.

After being treated, there was a significant between the post-test scores of the experimental class and control class. The researcher conducted an independent sample t-test using SPSS version 25, the result showed that the Sig. (2-tailed) 0.000 is smaller than 0.05. Thus, the null hypothesis (H_0) is rejected, and the alternative (H_a) is accepted. This means That there is any influence of using hyponymy game on the student's vocabulary mastery of the eighth grade of the Mts Ma'arif 05 Bumi Nabung.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the study, the researcher concluded that there was a positive and significant influence of using hyponymy game on the student's vocabulary mastery of the eighth grade of MTs Ma'arif 05 Bumi Nabung. The pre-test score of the experimental class had an average of 49.93, with the highest score 70 and the lowest score of 40, while the control class had an average of 49.09 with the highest score of 70 and the lowest score of 35. After receiving treatment, the average score of the experimental class increased to 76.66, while the control class had an average of 50.57. the result of the independent sample t-test on SPSS shows a Sig.(2-tailed) value of $0.000 < 0.05$, indicating a positive and significant influence of using hyponymy game on the student's vocabulary mastery of the eighth grade of MTs Ma'arif 05 Bumi Nabung.

B. Suggestion

The researcher provides some suggestion for the student, teacher, and the next researcher, as follow:

1. For the Students

Students can develop vocabulary mastery in learning English and to be more active in learning English by using hyponymy game because it can help students to enjoy in follow the process learning English.

2. For the teacher

Teachers can use hyponymy game as an alternative way of teaching so that students can enjoy and be interested in learning English.

3. For the future Researcher

It is recommended that future researchers apply this technique to enhance other English learning.

BIBLIOGRAPHY

- Bougie Roger. *Research Methods for Business: A Skill-Building Approach, 7th ed.* Hoboken, NJ: John Wiley & Sons, 2016.
- Celce Murcia, Marianne, Donna M. Brinton, & Marguerite Ann Snow, editors. *Teaching English as a Second or Foreign Language.* 4th ed., National Geographic Learning/Cengage Learning, 2014.
- Creswell, John W., & Timothy C. Guetterman. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* 6th ed., Pearson, 2023.
- Creswell, John., W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed.* (Thousand Oaks, CA: SAGE Publications, 2014).
- Gregory, Robert J. *Psychological Testing: History, Principles, and Applications.* Pearson, 2014.
- Herdayani, M. *The Use Of Hyponymy Game To Improve Students English Vocabulary Mastery.* The State Institute for Islamic Study Bengkulu. Unpublished Thesis. 2019.
- Ignasia Kristiani Uni. *Using Hyponymy Game To Improve Students ' Vocabulary Mastery At the Seventh Grade of Smpk Yapenthom 1 Maumere in the Academic Year of 2020 / 2021.* 2, no. 1, 2021.
- Kimberlin, Carole L., & Almut G. Winterstein. *Validity and Reliability of Measurement Instruments Used in Research.* American Journal of Health-System Pharmacy, vol. 65, no. 23, 2008.
- Mofareh Alqahtani. *The Importance of Vocabulary in Language Learning and How to Be Taught.* International Journal of Teaching and Education III, no. 3, 2015.
- Muhamad Sofian Hadi and Monica Lucy Widiyaningsih. *Hyponym Games in Enriching Students' English Vocabulary: A Case Study in Junior High School.* Scope : Journal of English Language Teaching 6, no. 1, 2021.
- Nation, I. S. P. *Learning Vocabulary in Another Language.* 2nd ed., Cambridge University Press, 2020.
- Nicholas Walliman. *Research Methods: The Basics.* London: Routledge, 2011.

- Nunan, David. *Research Methods in Language Learning*. 2nd ed., Cambridge University Press, 2015.
- P Patahuddin, S Syawal, and Z Namrullah. *Improving the Vocabulary Mastery of Students Through Hyponymy Games*. *Klasikal: Journal of Education, Language Teaching and Science* 2, no. 1, 2020.
- Plachouras, V., and I. Ounis. *Longman Dictionary of Contemporary English*. Longman, 2007.
- Robert J. Gregory. *Psychological Testing: History, Principles, and Applications*. Boston: Pearson, 2014.
- Schmitt, Norbert. *Vocabulary in Language Teaching*. Cambridge University Press, 2019.
- Simpson, Adam John. *The nine golden rules of using games in the language classroom*. *ETAS Journal: The Magazine for English Professionals*, 2015.
- Zhou, Y., & J. Wang. *Contextual Vocabulary Learning through Hyponymy Games*. *Language Teaching Research*, vol. 23, no. 3, 2019.

APPENDICES

ALUR TUJUAN PEMBELAJARAN (ATP)

FASE D (KELAS VIII) SMP/MTs

MATA PELAJARAN : BAHASA INGGRIS

Mata Pelajaran : BAHASA INGGRIS
Satuan Pendidikan : MTs MA'ARIF O5 BUMI NABUNG
Fase D, Kelas / Semester : VIII (Delapan) / 1 & 2
Tahun Pelajaran : 2024/2025

CAPAIAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen Menyimak – Berbicara

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

Elemen Membaca – Memirsa

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

Elemen Menulis – Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

No	TUJUAN PEMBELAJARAN (TP)	MATERI	KEGIATAN	Alokasi Waktu	GLOSARIUM
SEMESTER 1					
1	<p>8.1.1 Dapat menemukan ungkapan meminta dan merespon perhatian dari sebuah percakapan;</p> <p>8.1.2 Dapat menemukan ungkapan meminta dan merespon perhatian serta mengecek pemahaman dari sebuah percakapan;</p> <p>8.1.3 Dapat memadankan ungkapan meminta perhatian dalam Bahasa Inggris dan Bahasa Indonesia;</p> <p>8.1.4 Dapat menemukan arti dari ungkapan memberikan perhatian dalam Bahasa Indonesia;</p> <p>8.1.5 Dapat menemukan ungkapan yang dipakai untuk meminta perhatian dan responsnya dari percakapan di grup kelas (moda teks tertulis);</p> <p>8.1.6 Dapat mengkategorikan kelompok ungkapan mengecek pemahaman, menyatakan pemahaman, dan menyatakan kekurangpahaman dari daftar ungkapan yang diberikan;</p> <p>8.1.7 Dapat menentukan ungkapan yang cocok dipakai untuk teks percakapan di aplikasi pengiriman pesan.</p>	<p>Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya</p>	<ul style="list-style-type: none"> ▪ Menemukan ungkapan meminta ▪ Merespon perhatian dari sebuah percakapan 	4 JP	<p><i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran</p>

2	<p>8.2.1 Siswa terampil memahami, menyatakan, dan menanyakan Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan untuk menunjukkan sikap personal tentang kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).</p> <p>8.2.2 Peserta didik belajar ‘memerankan’ tokoh-tokoh dalam setiap percakapan tertulis.</p> <p>8.2.3 Peserta didik dapat membaca dan memahami instruksi dalam setiap kegiatan</p> <p>8.2.4 Peserta didik bermain peran dari percakapan</p> <p>8.2.5 Peserta didik dapat mengetahui bagaimana cara membaca percakapan tersebut dengan intonasi dan tekanan kata yang baik dan benar.</p>	Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan	belajar ‘memerankan’ tokoh-tokoh dalam setiap percakapan tertulis Bermain peran dari percakapan	4 JP	<p><i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>adverb of time</i> : Keterangan waktu</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran</p>
---	---	---	--	------	--

3	<p>8.3.1 Peserta didik dapat mempresentasikan saran yang diberikan tokoh guru secara lisan</p> <p>8.3.2 Peserta didik dapat memberikan saran berdasarkan situasi yang ada</p> <p>8.3.3 Peserta didik dapat memahami cara membaca saran</p>	<p>(1) memberikan saran dan himbauan dan (2) menyatakan aturan dan keharusan</p>	<p>Mempresentasikan materi hasil diskusi</p>	<p>4 JP</p>	<p><i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>adverb of time</i> : Keterangan waktu</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran</p>
---	--	--	--	-------------	---

4	<p>8.4.1 Peserta didik dapat menjelaskan teks lisan dan tulis untuk menyuruh, mengajak, meminta izin, serta menanggapi. Kemampuan ini dapat meningkatkan kecerdasan sosial peserta didik, terutama dalam menunjukkan kepedulian, penghormatan, dan kesantunan terhadap orang lain</p> <p>8.4.2 Peserta didik dapat memahami penggunaan ungkapan untuk menyuruh, mengajak, meminta izin, serta menanggapi.</p> <p>8.4.3 Peserta didik belajar memainkan peran tokoh dengan memperagakan secara lisan pesan yang dikatakan tokoh dalam gambar secara bermakna dengan intonasi, jeda, ucapan, dan tekanan kata yang tepat.</p> <p>8.4.4 We will learn to invite someone to do something</p>	To invite someone to do something	Belajar memainkan peran tokoh dengan memperagakan secara lisan pesan yang dikatakan tokoh dalam gambar secara bermakna dengan intonasi, jeda, ucapan, dan tekanan kata	4 JP	<p><i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>adverb of time</i> : Keterangan waktu</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran</p>
---	--	-----------------------------------	--	------	--

5	<p>8.5.1 Peserta didik dapat menjelaskan teks lisan dan tulis untuk menyuruh, mengajak, meminta izin, serta menanggapi. Kemampuan ini dapat meningkatkan kecerdasan sosial peserta didik, terutama dalam menunjukkan kepedulian, penghormatan, dan kesantunan terhadap orang lain</p> <p>8.5.2 Peserta didik dapat memahami penggunaan ungkapan untuk menyuruh, mengajak, meminta izin, serta menanggapi.</p> <p>8.5.3 Peserta didik belajar memainkan peran tokoh dengan memperagakan secara lisan pesan yang dikatakan tokoh dalam gambar secara bermakna dengan intonasi, jeda, ucapan, dan tekanan kata yang tepat.</p>	Mempelajari contoh kartu ucapan selamat ulang tahun untuk Lina	Memainkan peran tokoh dengan memperagakan secara lisan pesan yang dikatakan tokoh dalam gambar secara bermakna dengan intonasi, jeda, ucapan, dan tekanan kata	4 JP	<p><i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>adverb of time</i> : Keterangan waktu</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran</p>
---	---	--	--	------	--

6	<p>8.6.1 Peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>).</p> <p>8.6.2. Peserta didik dapat bercerita tentang karakter</p> <p>8.6.3 Peserta didik dapat dapat meningkatkan kecerdasan sosial peserta didik, terutama menunjukkan kepedulian, penghormatan, dan kesantunan terhadap orang lain</p> <p>8.6.4 Peserta didik dapat menyadari perlunya kemampuan menunjukkan keberadaan benda atau orang dan jumlahnya.</p>	Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya	Bercerita tentang karakter	4 JP	<p><i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>adverb of time</i> : Keterangan waktu</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran</p>
---	--	---	----------------------------	------	--

7	<p>8.7.1 Peserta didik dapat mengidentifikasi berbagai informasi tentang masing-masing hewan</p> <p>8.7.2 Peserta didik dapat menyebutkan jenis – jenis hewan yang ada dikebun binatang</p> <p>8.7.3 Peserta didik dapat memahami secara rinci kehidupan hewan yang ada di kebun binatang</p>	We will learn to describe the animals in the zoo, one by one	Menyebutkan jenis – jenis hewan yang ada dikebun binatang	4 JP	<p><i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>adverb of time</i> : Keterangan waktu</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran</p>
---	---	--	---	------	--

SEMESTER 1

8	<p>8.8.1 Peserta didik dapat menyimak dan menirukan guru mengucapkan kegiatan yang sedang berlangsung dan mengucapkan kegiatan-kegiatan tersebut di kelompok masing-masing</p> <p>8.8.2 Peserta didik dapat mencari tahu tahu apa yang dilakukan orang lain yang ada disekitarnya</p> <p>8.8.3 Peserta didik dapat membuat kalimat untuk mengungkapkan kegiatan yang sedang dilakukan orang-orang di sekitar mereka</p>	<p>We will learn to communicate states and events in progress to share information with others</p>	<p>Membuat kalimat untuk mengungkapkan kegiatan yang sedang dilakukan orang-orang di sekitar mereka</p>	4 JP	<p><i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>adverb of time</i> : Keterangan waktu</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran</p>
---	---	--	---	------	--

9	<p>8.9.1 Peserta didik dapat belajar membandingkan orang, binatang, dan benda-benda dalam urutan : bangga dengan mereka, untuk memuji mereka, dan mengkritik mereka.</p> <p>8.9.2 Peserta didik dapat mengatakan kata sifat dalam tiga bentuk berbeda.</p>	<p>We will learn to compare people, animals, and things</p>	<p>Membandingkan orang, binatang, dan benda-benda dalam urutan : bangga dengan mereka, untuk memuji mereka, dan mengkritik mereka</p>	4 JP	<p><i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>adverb of time</i> : Keterangan waktu</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran</p>
---	--	---	---	------	--

10	<p>8.10.1 Peserta didik dapat mengumpulkan informasi tentang keadaan dan peristiwa di masa lalu.</p> <p>8.10.2 Peserta didik dapat belajar untuk mengatakan apa yang kita lakukan sebelumnya dan bagaimana keadaan atau orang-orang sebelumnya.</p> <p>8.10.3 Peserta didik dapat mengetahui, mengapa kita perlu memberi tahu orang lain apa yang kita lakukan di masa lalu?</p> <p>8.10.4 Peserta didik dapat menjelaskan keadaan, kegiatan, dan kejadian yang terjadi di waktu lampau</p> <p>8.10.5 Peserta didik dapat Bermain peran mengenai kejadian di waktu lampau</p>	Keadaan, kegiatan, dan kejadian yang terjadi di waktu lampau	Mengumpulkan informasi tentang keadaan dan peristiwa di masa lalu	4 JP	<p><i>affirmative sentence</i> :</p> <p>Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>adverb of time</i> :</p> <p>Keterangan waktu</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> :</p> <p>Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> :</p> <p>Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> :</p> <p>Peraturan bentuk kata kerja berakhiran</p>
----	---	--	---	------	---

11	<p>8.11.1 Peserta didik dapat bermain peran untuk menangkap dan menyampaikan makna</p> <p>8.11.2 Menangkap makna teks recount dengan mencocokkan gambar dengan pernyataan</p> <p>8.11.3 Peserta didik dapat memiliki sedikit pemahaman tentang perlunya kemampuan memaparkan peristiwa, kejadian, atau kegiatan</p> <p>8.11.4 Peserta didik dapat menangkap makna teks recount dengan mencocokkan gambar dengan pernyataan</p> <p>8.11.5 Peserta didik dapat mengidentifikasi kejadian-kejadian yang dinyatakan dalam teks recount</p>	Peristiwa, Kegiatan, pengalaman yang terjadi di sekolah, rumah	<ul style="list-style-type: none"> ▪ Bermain peran untuk menangkap dan menyampaikan makna ▪ Menangkap makna teks recount dengan mencocokkan gambar dengan pernyataan 	4 JP	<p><i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>adverb of time</i> : Keterangan waktu</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran</p>
----	--	--	--	------	--

12	<p>8.12.1 Peserta didik dapat menirukan sebuah note dan saling membacakan di dalam kelompok untuk menangkap makna</p> <p>8.12.2 Peserta didik dapat memahami pesan yang terdapat di dalam note berdasarkan waktu dilakukannya kegiatan-kegiatan tersebut</p> <p>8.12.3 Peserta didik dapat memahami sebuah note dengan cara membubuhkan tanda baca, huruf kapital, dan ejaan yang tepat</p> <p>8.12.4 Peserta didik dapat menulis pesan dan pemberitahuan singkat.</p>	We will learn to write short messages and notices	Menulis pesan dan pemberitahuan singkat	4 JP	<p><i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>adverb of time</i> : Keterangan waktu</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran</p>
----	--	---	---	------	--

13	<p>8.13.1 Peserta didik terampil memahami lagu pendek dan sederhana untuk memahami pesan moral lagu dan menghargai lagu sebagai karya seni, menggunakan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).</p> <p>8.13.2 Peserta didik dapat memahami makna dari lirik lagu.</p> <p>8.13.3 Peserta didik dapat menikmati lagu beserta memaknai isi dari lagu tersebut.</p> <p>8.13.4 Memahami pesan moral lagu dan menghargai lagu sebagai karya seni.</p>	Lagu dari One Direction, History, yang menceritakan tentang kebersamaan dan persahabatan	Mengulas lagu pendek dan sederhana untuk memahami pesan moral lagu dan menghargai lagu sebagai karya seni	4 JP	<p><i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif</p> <p><i>adverb of time</i> : Keterangan waktu</p> <p><i>around the time of speaking</i> : Pada waktu sekitar pembicaraan</p> <p><i>at the time of speaking</i> : Pada saat terjadi pembicaraan</p> <p><i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif</p> <p><i>pattern of sentence</i> : pola kalimat</p> <p><i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung</p> <p><i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran</p>
----	--	--	---	------	--



Mengetahui,
Kepala Madrasah

(DEDI SEPIAWAN, S.Pd.)

Bumi Nabung, Juli 2024
Guru Mata Pelajaran

(ZENI ASTUTI, S.S.)



MODUL AJAR KURIKULUM MERDEKA

Madrasah Tsanawiyah (MTs)

Nama Penyusun : Amalia Khusnul Khotima

Nama Sekolah : MTS MA'ARIF 05 BUMI NABUNG

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / I (ganjil)

MODUL AJAR KURIKULUM MERDEKA

BAHASA INGGRIS MTS KELAS VIII

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	: Amalia Khusnul Khotima
Instansi	: MTs Ma'arif 05 Bumi Nabung
Tahun	: 2024
Jenjang Pendidikan	: Madrasah Tsanawiyah (MTs)
Fase / Kelas	: D/VIII
Alokasi Waktu	: 2 x 30 Menit (2 Pertemuan)
B. KOMPETENSI AWAL	
❖ Memahami kosakata dasar terkait perayaan umum, mampu mendeskripsikan kegiatan sehari-hari, dan memiliki pengetahuan dasar tentang Hari Kemerdekaan Indonesia.	
C. PROFIL PELAJAR PANCASILA	
1) Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, 2) Bergotong-royong, 3) Mandiri, 4) Bernalar kritis, dan 5) Kreatif.	
D. SARANA DAN PRASARANA	
❖ Sumber belajar: Buku teks Bahasa Inggris kelas 8 ❖ Kamus bahasa Inggris ❖ Media Belajar: Kartu-Kartu Hyponymy game	
E. TARGET PESERTA DIDIK	
❖ Peserta didik reguler	
F. MODEL PEMBELAJARAN	
❖ Model pembelajaran tatap muka	
KOMPONEN INTI	

A. TUJUAN KEGIATAN PEMBELAJARAN

- ❖ Siswa dapat mengidentifikasi kata-kata yang berhubungan dengan kemerdekaan (Independence Day).
- ❖ Menguasai Kosakata (vocabulary) terkait tema tersebut melalui hyponymy game.
- ❖ Menggunakan kosakata dalam kalimat sederhana secara tepat.
- ❖ Berpartisipasi dalam permainan dan kegiatan diskusi kelompok

B. PEMAHAMAN BERMAKNA

- ❖ Menghubungkan hyponymy game dengan independence day.

C. PERTANYAAN PERMANTIK

- ❖ What do you know about Indonesia's Independent Day?
- ❖ What English word can you use to describe the celebration of independence day?

D. KEGIATAN PEMBELAJARAN UTAMA

Pengaturan Siswa :

1. Individu
2. Kelompok

Metode :

1. Ceramah
2. Tanya Jawab
3. Permainan

E. PERSIAPAN BELAJAR

PERTEMUAN KE 1

No	Kegiatan	Deskripsi	Waktu
1.	Pendahuluan	<ul style="list-style-type: none">• Mengucapkan Salam, doa bersama, menanyakan kabar• Melakukan absensi• Mengenalkan materi	10 menit
2.	Kegiatan Inti	<ul style="list-style-type: none">• Guru memperkenalkan kepada siswa definisi hypernym dan hyponym• Guru memberikan contoh kepada siswa contoh dari hyponymy. Contoh: Animal (Hypernym);cat, dog, lion, cow, etc	25 menit

		<ul style="list-style-type: none"> • Guru memperkenalkan kepada siswa sebuah permainan yang berhubungan dengan hyponymy • Guru membagi siswa kedalam beberapa kelompok. • Setiap kelompok diberikan kartu kata-kata (hypernym) seperti `Animal`, `Fruit` Atau `Food` • Setiap Kelompok mempresentasikan hasil diskusinya • Guru dan siswa lainnya memberikan masukan dan menambah daftar hyponym jika ada • Guru memberikan penjelasan lebih lanjut tentang cara penggunaan kosakata tersebut dalam kalimat. 	
3.	Penutup	<ul style="list-style-type: none"> • Guru dan siswa merefleksikan pembelajaran hari ini. • Guru memberikan umpan balik dan menyimpulkan materi pembelajaran. • Guru memberikan tugas individu berupa teks pendek tentang hari kemerdekaan yang harus berisi minimal 5 kosakata baru yang telah dipelajari. 	10 menit

PERTEMUAN KE 2

No	Kegiatan	Deskripsi	Waktu
1.	Pendahuluan	<ul style="list-style-type: none"> • Mengucapkan Salam, doa bersama, menanyakan kabar • Melakukan absensi • Mengenalkan materi 	10 menit
2.	Kegiatan Inti	<ul style="list-style-type: none"> • Guru memperkenalkan beberapa kata yang berhubungan dengan hari kemerdekaan • Siswa diminta untuk menuliskan kata kata lain yang mereka ketahui dan relevant dengan tema. • Guru membagi siswa kedalam beberapa kelompok. 	25 menit

		<ul style="list-style-type: none"> • Setiap kelompok diberikan kartu kata-kata (hypernym) seperti `celebration`, `Hero` Atau `Freedom` • Setiap Kelompok mempresentasikan hasil diskusinya • Guru dan siswa lainnya memberikan masukan dan menambah daftar hyponym jika ada • Guru memberikan penjelasan lebih lanjut tentang cara penggunaan kosakata tersebut dalam kalimat. 	
3.	Penutup	<ul style="list-style-type: none"> • Guru dan siswa merefleksikan pembelajaran hari ini. • Guru memberikan umpan balik dan menyimpulkan materi pembelajaran. • Guru memberikan tugas individu berupa teks pendek tentang hari kemerdekaan yang harus berisi minimal 5 kosakata baru yang telah dipelajari. 	10 menit

F. DIFERENSIASI

1. Untuk peserta didik yang bermotivasi belajar dan mengeksplorasi topik ini lebih jauh, disarankan untuk membaca materi menganalisis peran

G. ASSESMENT / PENILAIAN

a. Asesmen Diagnostik (Sebelum Pembelajaran)

Untuk mengetahui kesiapan peserta didik dalam memasuki pembelajaran dengan memberikan soal *pre-test* sebagaimana terlampir.

Pertanyaan	Jawaban	
	ya	tidak
1) Apakah peserta didik dapat mengidentifikasi kata dasar yang berhubungan dengan hari kemerdekaan/Independent day?		
2) Apakah peserta didik dapat menggunakan kosakata dalam kalimat sederhana secara tepat?		

3) Apakah kalian sudah siap melaksanakan pembelajaran hari ini?		
---	--	--

b. Asesmen Formatif (Selama Proses Pembelajaran)

Asesmen formatif dilakukan oleh guru selama pembelajaran berlangsung, khususnya saat peserta didik melakukan diskusi dan refleksi tertulis.

Lembar kerja pengamatan kegiatan pembelajaran dengan model kooperatif tipe *jigsaw*.

No	Nama Peserta Didik	Aspek yang diamati			skor			
		Pemahaman kosakata	Aktif	kerjasama	1	2	3	4
1								
2								
3								
4	Dst							
Nilai = skor x 25								

Keterangan Skor :

1 = Kurang 3 = Baik
 2 = Cukup 4 = Sangat Baik

c. Asesmen Sumulatif

Assesmen ini digunakan oleh guru untuk mengukur kemampuan siswa setelah seluruh materi tersampaikan dengan menggunakan soal pos-test sebagaimana terlampir dan angket penilaian diri sebagaimana terlampir.

H. PENGAYAAN

- ❖ Peserta didik mengerjakan soal Pilihan ganda

I. REFLEKSI

Nama Peserta Didik :
 Kelas :

Pertanyaan Refleksi	Jawaban Refleksi
---------------------	------------------

	Bagian manakah yang menurutmu paling sulit dari pelajaran ini?	
	Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?	
	Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini?	
	Jika kamu diminta memberikan bintang 1 sampai 5, berapa bintang yang akan kamu berikan pada usaha yang telah kamu lakukan?	
LAMPIRAN		
A. BAHAN BACAAN GURU DAN SISWA		
❖ Buku teks bahasa inggris kelas 8		
❖ Internet		
B. DAFTAR PUSTAKA		
❖ LKS Bahasa inggris kelas 8		

Guru Mata Pelajaran

ZENI ASTUTI, S.S

Metro, 2 Oktober 2024

Mahasiswa

AMALIA KHUSNUL KHOTIMA

SOAL PRE-TEST

Name :

Class :

A. Choose a, b, c, d for the correct answer!

1. Rara and Rika are ___ television
 - a. Cook
 - b. Run
 - c. Watch
 - d. Go
2. What is the synonym of "happy"?
 - a. Joyful
 - b. Sad
 - c. Angry
 - d. Tired
3. I like to eat _____.
 - a. Apple
 - b. Book
 - c. Run
 - d. Happy
4. We ___ to school every day.
 - a. Go
 - b. Book
 - c. Watch
 - d. Table
5. She ___ a new dress.
 - a. Have
 - b. Wear
 - c. Run
 - d. Cry
6. Rara's shoe is broken. Rara is really ___ now.
 - a. Happy
 - b. Mad
 - c. Tired
 - d. Sad
7. My Brother always reads ___ every morning.
 - a. Newspaper
 - b. Radio
 - c. Television
 - d. Computer

8. Zahra is a writer. She makes ____
- Bag
 - Novel
 - Television
 - Cake
9. Abdul is student at MTs Ma'arif 05 Bumi Nabung. He brings ____
- Pillow
 - Rice
 - Book
 - Candy
10. The Synonym of "Angry" is?
- Mad
 - Happy
 - Sad
 - Tired

B. Match the following words to their correct categories!

a. Car	1. Food
b. Banana	2. Job
c. Shirt	3. Kitchen tool
d. Spoon	4. Vehicle
e. Doctor	5. Clothing

C. Please checklist one of the table below!

NO	Name	Correct	Incorrect
1.	Ugly		
2.	Breve		
3.	Shitr		
4.	Weak		
5.	Sed		

SOAL PRE-TEST

9

Name : Risma melani

Class : 8 A/VIII

A. Choose a, b, c, d for the correct answer!

1. Mela live in Indonesia ___ a year ago.
 - a. For
 - b. Since
 - c. How
 - d. From
2. We need ___ to bring our school books.
 - a. Uniform
 - b. Pencil Case
 - c. Bag
 - d. Wallet
3. Which word means the opposite of "bright"?
 - a. Clear
 - b. Dark
 - c. Warm
 - d. Clean
4. "She always arrives on time." What does "arrives" mean?
 - a. Sleeps
 - b. Waits
 - c. Comes
 - d. Leaves
5. What is the opposite of "hot"?
 - a. Warm
 - b. Freezing
 - c. Cool
 - d. Cold
6. Which of these is a synonym for "angry"?
 - a. Happy
 - b. Mad
 - c. Tired
 - d. Sad
 - e. Hungry
7. "I will choose the red dress for the party." What does "Choose" Mean?
 - a. To select
 - b. To buy
 - c. To take
 - d. To show
8. Which word is a hyponym of "fruit"?
 - a. Vegetable
 - b. Apple

- c. Food
- d. Snack
- 9. What is the hyponym of "animal"?
 - a. Chair
 - b. Orange
 - c. Book
 - d. Dog
- 10. We buy book in a _____.
 - a. Supermarket
 - b. Bookstore
 - c. Cinema
 - d. Stadium

B. Match the following words to their correct categories!

a. Sunday	<input checked="" type="checkbox"/>	1. Fruit
b. Buava	<input checked="" type="checkbox"/>	2. Job
<input checked="" type="checkbox"/> c. Train	<input checked="" type="checkbox"/>	3. Food
d. Bread	<input checked="" type="checkbox"/>	4. Vehicle
<input checked="" type="checkbox"/> e. Lawyer	<input checked="" type="checkbox"/>	5. Day

C. Please checklist one of the table below!

NO	Name	B Correct	S Incorrect
1.	Beautivul		<input checked="" type="checkbox"/>
2.	Smart	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/> 3.	Lezy	<input checked="" type="checkbox"/>	
4.	Afraid	<input checked="" type="checkbox"/>	
5.	Interesting	<input checked="" type="checkbox"/>	

8

SOAL PRE-TEST

Name : Najwa T
Class : VIII B

A. Choose a, b, c, d for the correct answer!

1. Mela live in Indonesia ___ a year ago.
a. For
b. Since
c. How
d. From
2. We need ___ to bring our school books.
a. Uniform
b. Pencil Case
c. Bag
d. Wallet
3. Which word means the opposite of "bright"?
a. Clear
b. Dark
c. Warm
d. Clean
4. "She always arrives on time." What does "arrives" mean?
a. Sleeps
b. Waits
c. Comes
d. Leaves
5. What is the opposite of "hot"?
a. Warm
b. Freezing
c. Cool
d. Cold
6. Which of these is a synonym for "angry"?
a. Happy
b. Mad
c. Tired
d. Sad
e. Hungry
7. "I will choose the red dress for the party." What does "Choose" Mean?
a. To select
b. To buy
c. To take
d. To show
8. Which word is a hyponym of "fruit"?
a. Vegetable
b. Apple

- c. Food
- d. Snack
- 9. What is the hyponym of "animal"?
 - a. Chair
 - b. Orange
 - c. Book
 - d. Dog
- 10. We buy book in a _____.
 - a. Supermarket
 - b. Bookstore
 - c. Cinema
 - d. Stadium

B. Match the following words to their correct categories!

a. Sunday	<input checked="" type="checkbox"/>	1. Fruit
b. Buava	<input checked="" type="checkbox"/>	2. Job
<input checked="" type="checkbox"/> c. Train	<input checked="" type="checkbox"/>	3. Food
d. Bread	<input checked="" type="checkbox"/>	4. Vehicle
<input checked="" type="checkbox"/> e. Lawyer	<input checked="" type="checkbox"/>	5. Day

C. Please checklist one of the table below!

NO	Name	Correct	Incorrect
<input checked="" type="checkbox"/> 1.	Beautivul	<input checked="" type="checkbox"/>	
2.	Smart	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/> 3.	Lezy	<input checked="" type="checkbox"/>	
4.	Afraid	<input checked="" type="checkbox"/>	
5.	Interesting	<input checked="" type="checkbox"/>	

Answer Key of Pre-Test

Meaning Test

1. b
2. c
3. b
4. c
5. d
6. b
7. a
8. b
9. d
10. b

Matching Hyponym and Hypernym

1. b
2. e
3. d
4. c
5. a

Pronunciation

1. Incorrect
2. Correct
3. Incorrect
4. Correct
5. Correct

Orientasi Penilaian

- Setiap jawaban yang benar bernilai 5
- Jumlah Soal 20
- Total Nilai Maksimal 100

SOAL POST-TEST

Name :

Class :

D. Choose a, b, c, d for the correct answer!

11. Mela lives in Indonesia ____ a year ago.
 - e. For
 - f. Since
 - g. How
 - h. From
12. We need ____ to bring our school books.
 - e. Uniform
 - f. Pencil Case
 - g. Bag
 - h. Wallet
13. Which word means the opposite of “bright”?
 - e. Clear
 - f. Dark
 - g. Warm
 - h. Clean
14. “She always arrives on time.” What does “arrives” mean?
 - e. Sleeps
 - f. Waits
 - g. Comes
 - h. Leaves
15. What is the opposite of “hot”?
 - e. Warm
 - f. Freezing
 - g. Cool
 - h. Cold
16. Which of these is a synonym for “angry”?
 - e. Happy
 - f. Mad
 - g. Tired
 - h. Sad
 - i. Hungry
17. “I will choose the red dress for the party.” What does “Choose” Mean?
 - e. To select
 - f. To buy
 - g. To take

- h. To show
- 18. Which word is a hyponym of "fruit"?
 - e. Vegetable
 - f. Apple
 - g. Food
 - h. Snack
- 19. What is the hyponym of "animal"?
 - e. Chair
 - f. Orange
 - g. Book
 - h. Dog
- 20. We buy book in a _____.
 - e. Supermarket
 - f. Bookstore
 - g. Cinema
 - h. Stadium

E. Match the following words to their correct categories!

f. Sunday	6. Fruit
g. Guava	7. Job
h. Train	8. Food
i. Bread	9. Vehicle
j. Lawyer	10. Day

F. Please checklist one of the table below!

NO	Name	Correct	Incorrect
6.	Beautivul		
7.	Smart		
8.	Lezy		
9.	Afraid		
10.	Interesting		

SOAL POST-TEST

Name : Devi

Class : 8A.

A. Choose a, b, c, d for the correct answer!

1. Rara and Rika are ___ television
 - a. Cook
 - b. Run
 - c. Watch
 - d. Go
2. What is the synonym of "happy"?
 - a. Joyful
 - b. Sad
 - c. Angry
 - d. Tired
3. I like to eat _____.
 - a. Apple
 - b. Book
 - c. Run
 - d. Happy
4. We ___ to school every day.
 - a. Go
 - b. Book
 - c. Watch
 - d. Table
5. She ___ a new dress.
 - a. Have
 - b. Wear
 - c. Run
 - d. Cry
6. Rara's shoe is broken. Rara is really ___ now.
 - a. Happy
 - b. Mad
 - c. Tired
 - d. Sad
 - e. Hungry
7. My Brother always reads ___ every morning.
 - a. Newspaper
 - b. Radio
 - c. Television
 - d. Computer
8. Zahra is a writer. She makes _____.
 - a. Bag
 - b. Novel

- c. Television
 - d. Cake
9. Abdul is student at Mtss Ma'arif 05 Bumi Nabung. He bring
- a. Pillow
 - b. Rice
 - c. Book
 - d. Candy
10. The Synonim of "Angry" is?
- a. Mad
 - b. Happy
 - c. Sad
 - d. Tired

B. Match the following words to their correct categories!

a. Car	1. Food
b. Banana	2. Job
c. Shirt	3. Kitchen tool
d. Spoon	4. Vehicle
e. Doctor	5. Clothing

C. Please checklist one of the table below!

NO	Name	Correct	Incorrect
1.	Ugly	✓	
2.	Breve		✓
3.	Shitr	✓	
4.	Weak	✓	
5.	Sed		✓

SOAL POST-TEST

64

Name : LULUK Sintawati
Class : VIII - B (BK)

A. Choose a, b, c, d for the correct answer!

1. Rara and Rika are ___ television.
a. Cook
b. Run
 c. Watch
d. Go
2. What is the synonym of "happy"?
a. Joyful
 b. Sad
c. Angry
d. Tired
3. I like to eat ____.
 a. Apple
b. Book
c. Run
d. Happy
4. We ___ to school every day.
 a. Go
b. Book
c. Watch
d. Table
5. She ___ a new dress.
 a. Have
b. Wear
c. Run
d. Cry
6. Rara's shoe is broken. Rara is really ___ now.
a. Happy
b. Mad
c. Tired
 d. Sad
e. Hungry
7. My Brother always reads ___ every morning.
 a. Newspaper
b. Radio
c. Television
d. Computer
8. Zahra is a writer. She makes ____
a. Bag
 b. Novel

- c. Television
 - d. Cake
9. Abdul is student at Mtss Ma'arif 05 Bumi Nabung. He bring___
- a. Pillow
 - b. Rice
 - c. Book
 - d. Candy
10. The Synonim of "Angry" is?
- a. Mad
 - b. Happy
 - c. Sad
 - d. Tired

B. Match the following words to their correct categories!

a. Car 5	1. Food b
b. Banana 1.	2. Job e
c. Shirt 4	3. Kitchen tool d
d. Spoon 3.	4. Vehicle c
e. Doctor 2	5. Clothing a

C. Please checklist one of the table below!

NO	Name	Correct	Incorrect
1.	Ugly	✓	
2.	Breve	✓	
3.	Shitr		✓
4.	Weak		✓
5.	Sed		✓

Answer Key of Post-Test

Meaning Test

11. c
12. a
13. a
14. a
15. b
16. c
17. a
18. b
19. c
20. a

Matching Hyponym and Hypernym

6. b
7. e
8. d
9. a
10. c

Pronunciation

6. Correct
7. Incorrect
8. Incorrect
9. Correct
10. Incorrect

Orientasi Penilaian

- Setiap jawaban yang benar bernilai 5
- Jumlah Soal 20
- Total Nilai Maksimal 100

DOCUMENTATION PRE-TEST

1. Pre-Test Experimental Class and Control Class
 - a. Experimental Class



b. Control Class



2. Treatment Experimental Class



3. Post-Test Experimental Class and Control Class
a. Experimental Class





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 3681/In.28/J/TL.01/07/2024
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala MTS MA`ARIF 05 BUMI
NABUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala MTS MA`ARIF 05 BUMI NABUNG berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **AMALIA KHUSNUL KHOTIMA**
NPM : 2101050002
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF USING HYPONYMY GAMES
TOWARDS STUDENTS` VOCABULARY MASTERY

untuk melakukan prasurvey di MTS MA`ARIF 05 BUMI NABUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala MTS MA`ARIF 05 BUMI NABUNG untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Juli 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



BADAN PELAKSANA PENYELENGGARA PENDIDIKAN
LEMBAGA PENDIDIKAN MA'ARIF NU LAMPUNG TENGAH
MTs MA'ARIF 05 BUMI NABUNG
STATUS : TERAKREDITASI B NSM : 121218020077 NPSN : 10816561



Nomor : 207/MTS.05/KP.06.05/8/2024

Lampiran : -

Prihal : Surat Balasan Izin Prasurvey

Kepada Yth,
Ketua Jurusan Kelembagaan IAIN Metro
Di -
Tempat

Assalamu'alaikum Wr.Wb

Berdasarkan Surat Izin Prasurvey nomor :3681/In.28/J/TL.01/07/2024 ,Bahwasanya Mahasiswa tersebut

Nama : AMALIA KHUSNUL KHOTIMA
NPM : 2101050002
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Telah diterima untuk melaksanakan Prasurvey Di MTs Ma'arif 05 Bumi Nabung Kecamatan Bumi Nabung Kabupaten Lampung Tengah ,Dalam rangka Untuk menyelesaikan Tugas Akhir/Skripsi dengan Judul : “**THE INFLUENCE OF USING HYPONYMY GAMES TOWARDS STUDENTS VOCABULARY MASTERY**”, Sampai dengan Selesai.

Demikian Surat balasan ini kami buat untuk dapat dipergunakan sebagaimana Mestinya.

Wassalamu'Alaikum Wr.Wb

Bumi Nabung, 03 Agustus 2024.

Kepala Madrasah


DEDI SETIAWAN, S.Pd.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.ian@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4428/In 28/D 1/TL 01/10/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : AMALIA KHUSNUL KHOTIMA
NPM : 2101050002
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS MA'ARIF 05 BUMI NABUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING HYPONYMY GAMES ON THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADERS OF MTS MA'ARIF 05 BUMI NABUNG IN CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 04 Oktober 2024

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4429/In.28/D.1/TL.00/10/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MA`ARIF 05 BUMI
NABUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4428/In.28/D.1/TL.01/10/2024, tanggal 04 Oktober 2024 atas nama saudara:

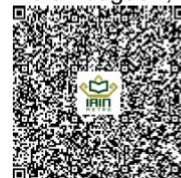
Nama : **AMALIA KHUSNUL KHOTIMA**
NPM : 2101050002
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTS MA`ARIF 05 BUMI NABUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MA`ARIF 05 BUMI NABUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING HYPONYMY GAMES ON THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADERS OF MTS MA`ARIF 05 BUMI NABUNG IN CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Oktober 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**BADAN PELAKSANA PENYELENGGARA PENDIDIKAN
LEMBAGA PENDIDIKAN MA'ARIF NU LAMPUNG TENGAH
MTs MA'ARIF 05 BUMI NABUNG
STATUS : TERAKREDITASI B NSM : 121218020077 NPSN : 10816561**



Nomor : 214/MTS.05/KP.06.05/10/2024

Lampiran : -

Prihal : **Surat Balasan Izin Research**

Kepada Yth,
Ketua Jurusan Kelembagaan IAIN Metro
Di -
Tempat

Assalamu'alaikum Wr.Wb

Berdasarkan Surat Izin Prasurvey nomor : B-4429/In.28/D.1/TL.00/10/2024 ,Bahwasanya Mahasiswa tersebut

Nama : AMALIA KHUSNUL KHOTIMA
NPM : 2101050002
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Telah diterima untuk melaksanakan Izin Research Di MTs Ma'arif 05 Bumi Nabung Kecamatan Bumi Nabung Kabupaten Lampung Tengah ,Dalam rangka Untuk menyelesaikan Tugas Akhir/Skripsi dengan Judul : **"THE INFLUENCE OF USING HYPONYMY GAMES ON THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADER OF MTS MA'ARIF 05 BUMI NABUNG IN CENTRAL LAMPUNG"**, Sampai dengan Selesai.

Demikian Surat balasan ini kami buat untuk dapat dipergunakan sebagaimana Mestinya.

Wassalamu'Alaikum Wr.Wb

Bumi Nabung, 07 Oktober 2024.

Kepala Madrasah



DEDI SETIAWAN, S.Pd.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1132/In.28/S/U.1/OT.01/10/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : AMALIA KHUSNUL KHOTIMA
NPM : 2101050002
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101050002

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 Oktober 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Amalia Khusnul Khotima
NPM : 2101050002
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 28 Oktober 2024
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

CURRICULUM VITAE



The researcher name is Amalia Khusnul Khotima. She was born in Bumi Pratama Mandira, on February 12, 2003. She is the third child of a happy couple and lives in Banjit, Way Kanan District, Lampung Province. She started her studies at SD 1 Rantau Temiang in 2009 and graduated in 2015. She continued her studies at SMP 1 Banjit in 2015 and graduated in 2018. She continued her studies at SMA 1 Banjit in 2018 and graduated in 2021. In the year 2024, she was enrolled as an undergraduate student of English Education Department of State Institute for Islamic Studies of Metro.