CHAPTER I

INTRODUCTION

A. The Background of Research

English language as one of the international languages in the world should be mastered by people from many countries in the world to communicate each other. Most of people in the world try to master English because they think by mastering English their opportunity to get the better life became wider. Because in fact today English as the international languages.

In basic, there are four basic skills involved in mastering the language. Namely listening, reading, writing and speaking. And also they have to learn the language aspects, such as pronunciation, grammar and vocabulary in communicating with people properly.

Language is a means of communication in human life. Because by language we can express our emotion, feelings, and idea. Language used by the people to make an easy in communication, when someone talk about something with another people.

In Indonesia, English language has been learned from the last grade of elementary school up to university. The aim is to make the students understand and can speak English for themselves or with the foreign people. For those reasons Indonesia does not want to be left behind with another countries that have already used English as their second language. Then Speaking is one of important skills have to master as well as possible.

Even though English has been given to the students but there are some students is the lack of confident to speak English. Such as the students at the seventh grade of MTs Al-Islam Serang who has the problem in speaking skill.

Based on the researcher there are some factors problem in speaking skill. They are lack of practice in speaking skill and they are lack of vocabulary to support their speaking and they have no confident to speak English because the

teacher usually uses the English class by doing exercise then the student not interesting in joining to the activity.

To solve the problem above, teachers should implement a meaningful learning process and create an interesting learning environment in the classroom. Then they have to be active, enjoy and understand in the learning process, to help the students to build the confident in speaking English and help the students to rich their vocabulary to support their speaking English.

So, based on the cases above to get the interesting and fun teaching in class the researcher use one of method that taken from part of semantic field to teach speaking skill by using Hyponymy to rich the vocabulary to support the students' speaking. Fadilla stated that "Semantic links play an important role in production. This suggests the use of semantic field based on presentation method …".[1] Using part of semantic field it is likes synonym and antonym. Based on Nick, Steven and Shravan "synonymy is two words are synonymous if they have the same meaning. And antonym is of being "opposite" in some sense, but there turn out to be several ways a pair of words can be opposites".[2] Using words relation to explain the meaning of the target word. Fadilla state that "Hyponymy is one way to make a hierarchy link by giving a word as a *superordinate* or *general* and some word as subordinate or *specific*, such as, "flower" as a superordinate and "rose", "jasmine", "orchid", etc. as a subordinate. It hope can helping the teacher to explain vocabulary item easier by giving examples in the relation of word with the other word".[3] By using this method it hope can helping the students to enrich vocabularies to support their speaking and build their confident in speaking English.

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[1] Fadilla Taslim, "an Experimental Study of Teaching Vocabulary by Using Hyphonymy games". *Journal of reading,* Vol. 21, No. 3, (November 2014), 190.

[2] Cipollone, *et al*. *Language files*. (Columbus: Ohio State University Press, 1998), 225.

[3] Taslim, "an Experimental Study", 191.

Then, based on explanation above, the researcher interesting in taking the title of research about "***THE EFFECTIVENESS OF TEACHING SPEAKING USING HYPONYMY GAME***".

B. Identification of the Problem

Based on background above, the researcher identifies the problem as follow:

1. Teaching speaking is as important partial component in the teaching and learning of English.
2. The student can't develop their speaking.
3. The student found difficulties in speaking English.

C. Limitations of the problem

To make this study more focused, the researcher intends to formulate the limitations of the problem as follow:

1. The researcher focused on the effectiveness of using Hyponymy game in teaching speaking.
2. The object of research is the students of the seventh grade of MTs AL-ISLAM.
3. The research methodology is used Experiment Research.

D. The Statements of the Problem

Based on background of the research above, the statement of the problem formulated as follow:

1. How is the students' speaking ability?
2. How is hyponymy game applied in teaching speaking at seventh grade students of MTs AL-ISLAM Serang?
3. How is the effect of Hyponymy game in teaching speaking at seventh grade students of MTs AL-ISLAM Serang?

E. The Objectives of Research

Based on the statement of the problem, the objectives of this study can be stated as follow:

1. To know the students' speaking ability.

2. To know the impact of hyponymy game when it is applied in teaching speaking at seventh grade students of MTs AL-ISLAM Serang.

3. To know the effect of hyponymy game in teaching speaking at seventh grade students of MTs AL-ISLAM Serang.

F. Significant of the Research

Based on the objectives above, the main purpose of this research is to prove and get the overview related to the impact of the use Hyponymy game in teaching speaking.

The result of these research is Hyponymy game give solution to solve some problems faced by teacher in improving students' speaking.

While in practically, the result of these research is helps the teacher to motivate them to find new strategies which are appropriate in teaching speaking. And to make the students more creative and conduct other activities in teaching learning process.

G. Previous Research

There are some previous study that I found use hyponymy in English students' skills. A study was done by Istikamah Salsabila (2016) at an article, Tanjungpura University, Pontianak. The title is "The Use of Categories Game To Teach Students' Vocabularies On Writing Descriptive Text" with a result of research showed that the students achievement on vocabularies, particular vocabularies on writing descriptive text significantly improved by using

category games.[4] The other study was done by Fadilla Taslim (2014) at journal, Department of English STKIP Abdi Pendidikan, Payakumbuh, Indonesia. The title is "an Experimental Study of teaching Vocabulary by using Hyponymy game" with a result Hyponymy game are highly effective in developing students' level of vocabulary in the experimental group compared to control groups'. The other study was done by Lilis Sulistyowati (2009/2010) at her paper, Departement of English Syarif Hidayatullah State Islamic University, Jakarta, Indonesia. The title is "The Effectiveness of Teaching Vocabulary using Hyponymy Games" with a result hyponymy games is effective, so it can be used as an alternative method in teaching vocabulary based on the result of gained post-test students' achievement.[5]

Based on previous study above, the writer introduce hyponymy games in teaching speaking to get a confident of students in speaking skill. The differences from those previous study above are "skill" the first previous study used Descriptive Text for teaching writing skill but in that previous study using the same method, they are Using Hyponymy as the method. The second and the third previous study used teaching Vocabulary as skill that want to be used to enrich students' vocabulary. But, this research the researcher used Speaking skill to teach English. And the title is "The Effectiveness of Teaching Speaking Using Hyponymy Games" (An Experimental Research at the Seventh Grade of MTs AL-ISLAM Serang in Academic Year of 2018/2019).

H. Hypothesis

The hypothesis of this research are:

1. H_o : There was no effect between teaching speaking using hyponymy game to improving students' speaking at MTs AL-ISLAM Serang.

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[4] https://media/publications/217216. Istikamah Salsabila, "The Use of Categories Game to Teach Students' Vocabularies on Writing Descriptive Text", an Article (2016).
[5] Lilis Sulistyowati, "The Effectiveness of Teaching Vocabulary using Hyponymy Games", Jakarta (2010). ii

2. H_1　　: There was an effect between teaching speaking using hyponymy game to improving students' speaking at MTs AL-ISLAM Serang.

I.　The Organization of Writing

To make this research easy to comprehend, the writer will divide this research into five chapters:

Chapter I is introduction. In this chapter the researcher puts some points: background of the research, Identification of the problem, Limitation of the problem, the statement of the problem, the objective of the research, the significant of the research, previous study, Hypothesis and the organization of writing.

Chapter II is theoretical frameworks. This chapter consists of definition of speaking, the important of speaking, teaching speaking, the types of speaking activity, speaking assessment, definition of game, definition of hyponymy and how to teach speaking using hyponymy game.

Chapter III is research methodology which consists of research methodology, research variable, place and time of research, population and sample, technique of data collecting, technique of data analyzing.

Chapter IV is the result of the research that consists of description of data, data analysis, hypothesis testing, interpretation of data,

Chapter V is closing that consist of conclusions and suggestions.