

CHAPTER IV

THE RESULT AND DISCUSSION

A. Description of Data

In this chapter, the researcher will describe the description of data as outcomes of research that has hold in the first grade of MTS Al-Islam Serang. In this research, researcher divided students into two classes, 25 students as experimental class, it is from VII A, and 25 students as control class, It is from VII B. The goal of this research is to find out the accurate data according to this researcher title.

To find out it, the researcher identified some result, they are: the differences of students' condition between the students who are taught by using Hyponymy Game in teaching speaking by using students' and teachers' observation, the scores of students before treatment (pre-test), the scores of students after treatment (post-test), and the differences between pre-test and post-test scores of students.

To find out the condition or the impact of teaching speaking using hyponymy game it can be shows at the students' and teachers' observation as follow:

1. Observation of Teaching Learning Hyponymy Game in Speaking Skill

a. Teaching learning speaking using hyponymy game in the first meeting.

Teaching learning speaking skill using hyponymy game described: introduction, main activity, and closing.

1) Introduction

Teaching learning introduction using hyponymy in teaching speaking in the first meeting included: orientation, apperception, motivation, giving reference, and pre-test.

a. Orientation

Teaching learning introduction activity of speaking skill using hyponymy game part orientation by student observation sheet at table 4.1 below:

Table 4.1
Orientation of Introduction Activity Teaching Learning
(Student's Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
1.	Teacher starts the learning process with greeting and praying.	0 0.0	1 4	1 4	7 28	16 64	4,52 90,4	Good High
2.	Teacher checking students' attendance as a discipline	0 0.0	1 4	2 8	3 12	19 76	4,6 92.00	Good High
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process	0 0.0	0 0.0	4 16	5 20	16 64	4,48 89,6	Good High
							4,53 90.66	Good High

Table 4.1 shows orientation of introduction activity teaching learning (Students' Observation). Teacher starts the learning process with greeting and praying at score 2 frequencies 1, percentage 4%. At score 3 frequencies 1,

percentage 4%. At score 4 frequencies 7, percentage 28%. At score 5 frequencies 16, percentage 64%. The whole mean is 4,52, good categories. Percentage all 90,4%, high categories.

Teacher checking students' attendance as a discipline at score 2 frequencies 1, percentage 4%. At score 3 frequencies 2, percentage 8%. At score 4 frequencies 3, percentage 12%. At score 5 frequencies 19, percentage 76%. The whole mean is 4,6, good categories. Percentage all 92%, high categories.

Teacher preparing the students' physical and psychological to start teaching in the learning process at score 3 frequencies 4, percentage 16%, at score 4 frequencies 5, percentage 20%, at score 5 frequencies 16, percentage 64%. The mean is 4,48, good categories. And the percentage is 89,6%, high categories.

All orientation teaching and learning activities, mean 4,53, good categories. Average percentage 90,66%, high categories. Summary activity teaching learning speaking skill using hyponymy games is good.

Teaching-learning introduction activity of speaking skill using hyponymy game by teacher observation shows at table 4.2 below:

Table 4.2
Orientation of Introduction Activity Teaching Learning
(Teacher's Observation)

No	Statement	score and percent	Interpretation
1.	Teacher starts the learning process with greeting and praying.	4 80	Good High
2.	Teacher checking students' attendance as a discipline	4 80	Good High
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process	4 80	Good High
		4 80	Good High

Table 4.2 shows orientation of introduction activity teaching-learning (teachers' observation). Teacher starts the learning process with greeting and praying: score 4, good categories. Percentage 80%, high categories. Teacher checking students' attendance as a discipline; score 4, good categories. Percentage 80%, high categories. Teacher preparing the students' physical and psychological to start teaching in the learning process; score 4, good categories. Percentage 80%, high categories. All orientation of introduction activity teaching-learning (teachers' observation); mean 4, good categories. Percentage 80%, high categories.

b. Apperception

Teaching-learning introduction activity of speaking skill using hyponymy game part apperception by students' observation shows at table 4.3 below:

Table 4.3
Apperception Activity Teaching Learning Introduction
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
4.	Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before.	0 0.0	0 0.0	2 8	7 28	16 64	4,56 91,2	Good High
5.	Teacher remember the students essential material with asking	0 0.0	2 8	4 16	4 16	15 60	4,28 85,6	Good High
6.	Teacher asks question	0	0	4	9	12	4,32	Good

	that are related to the lessons	0.0	0.0	16	36	48	86,4	High
							4,38 87,7	Good High

Table 4.3 shows the apperception of teaching and learning activity (students' observation). Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before score 3 frequencies 2, percentage 8%. Score 4 frequencies 7, percentage 28%. Score 5 frequencies 16, percentage 64%. The mean is 4,56 good categories. Percentage all 91,2%, high categories.

Teacher remember the students essential material with asking score 2 frequencies 2, percentage 8%. Score 3 frequencies 4, percentage 16%. Score 4 frequencies 4, percentage 16%. Score 5 frequencies 15, percentage 60%. Mean is 4,28, good categories. Percentage all 85,6%, high categories.

Teacher asks question that are related to the lessons score 3 frequencies 4, percentage 16%. Score 4 frequencies 9, percentage 36%. Score 5 frequencies 12, percentage 48%. Mean is 4,32, good categories. And percentage all 86,4%, high categories.

All apperception activity teaching and learning, mean 4,38, good categories. Average percentage 87,7%, high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning introduction activity of speaking skill using hyponymy game part apperception by teacher observation shows at table 4.4 below:

Table 4.4
Apperception of Introduction Activity Teaching Learning
(Teacher's Observation)

No	Statement	score and percent	Interpretation
4.	Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before.	3 60	Good High
5.	Teacher remember the students essential material with asking	4 80	Good High
6.	Teacher asks question that are related to the lessons	4 80	Good High
		3,67 73,33	Good High

Table 4.4 shows apperception activity teaching-learning introduction (teachers' observation). Teacher associates material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before; score 3, good categories. Percentage 60%; high categories. Teacher remember the students essential material with asking; Score 4, good categories. Percentage 80%; High categories. Teacher asks question that are related to the lessons; score 4, good categories. Percentage 80%; high categories. The mean is 3,67, good categories. Percentage all 73,33; high categories.

c. Motivation

Teaching learning introduction activity of speaking skill using hyponymy game part motivation by students observation shows at table 4.5 below:

Table 4.5
Motivation Activity Teaching Learning Introduction
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	0 0.0	0 0.0	2 8	6 24	17 68	4,6 92.00	Good High
8.	Teacher delivers the learning objectives at the meeting	0 0.0	2 8	2 8	8 32	13 52	4,28 85,6	Good High
9.	Teacher asks questions	0 0.0	3 12	7 28	6 24	9 36	3,84 76,8	Good High
							4,24 84,8	Good High

Table 4.5 shows the motivation of teaching and learning activity (students' observation). Teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 3 frequencies 2, percentage 8%. Score 4 frequencies 6, percentage 24%, score 5 frequencies 17, percentage 68%. The mean is 4,6 good categories. Percentage all 92,00% high categories.

Teacher delivers the learning objectives at the meeting score 2 frequencies 2, percentage 8%, score 3 frequencies 2, percentage 8%. Score 4 frequencies 8, percentage 32%. Score 5 frequencies 13, percentage 52%. The mean is 4,28 good categories. Percentage all 85,6% high categories

Teacher asks questions score 2 frequencies 3, percentage 12%. Score 3 frequencies 7, percentage 28%. Score 4 frequencies 6, percentage 24%. Score

5 frequencies 9, percentage 36%. The mean is 3,84 good categories. And percentage all 76,8% high categories.

All motivation activity teaching and learning, mean 4,24 categories good. Average percentage 84,8% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning introduction activity of speaking skill using hyponymy game part motivation by teachers' observation shows at table 4.6 below:

Table 4.6
Motivation Activity Teaching Learning Introduction
(Teachers' Observation)

No	Statement	score and percent	Interpretation
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	4 80	Good High
8.	Teacher delivers the learning objectives at the meeting	5 100	Good High
9.	Teacher asks questions	4 80	Good High
		4,33 86,66	Good High

Table 4.6 shows the motivation of teaching and learning activity (teachers' observation). Teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 4, percentage 80%. Teacher delivers the learning objectives at the meeting score 5, percentage 100%. Teacher asks questions score 4, percentage 80%. The mean all motivation 4,33 good categories. The average percentage 86,66% high categories.

d. Giving Reference

Teaching-learning introduction activity of speaking skill using hyponymy game part giving reference by student observation shows at table 4.7 below:

Table 4.7
Giving Reference Activity Teaching Learning Introduction
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
10.	Teacher delivers the material subject that will be discussed at the meeting	0 0.0	0 0.0	1 4	6 24	18 72	4,68 93,6	Good High
11.	Teacher shows KI, KD, Indicator and KKM in the meeting	0 0.0	0 0.0	6 24	8 32	11 44	4,2 84.00	Good High
12.	Teacher distributes group of study	0 0.0	2 8	5 20	3 12	15 60	4,24 84,8	Good High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	0 0.0	0 0.0	2 8	11 44	12 48	4,4 88.00	Good High
							4,38 87,6	Good High

Table 4.7 shows the giving reference of teaching and learning activity (students' observation). Teacher delivers the material subject that will be discussed at the meeting score 3 frequencies 1, percentage 4%. Score 4 frequencies 6, percentage 24%. Score 5 frequencies 18, percentage 72%. The mean 4,68 good categories. Percentage all 93,6% high categories.

Teacher shows KI, KD, Indicator and KKM in the meeting score 3 frequencies 6, percentage 24%. Score 4 frequencies 8. Percentage 32%. Score 5 frequencies 11. Percentage 44%. The mean 4,2 good categories. Percentage all 84.00% high categories.

Teacher distributes group of study score 2 frequencies 2, percentage 8%. Score 3 frequencies 5. Percentage 20%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 15, percentage 60%. The mean 4,24 good categories. Percentage all 84,8% high categories.

Teacher explains the mechanism for applying the learning experience according to the learning steps score 3 frequencies 2, percentage 8%. Score 4 frequencies 11, percentage 44%. Score 5 frequencies 12. Percentage 48%. The mean is 4,4 good categories. Percentage all 87,6 high categories.

All giving reference activity teaching and learning, mean 4,38 categories good. Average percentage 87,6% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning introduction activity of speaking skill using hyponymy game part giving reference by teachers' observation shows at table 4.8 below:

Table 4.8
Giving reference Activity Teaching Learning Introduction
(Teachers' Observation)

No	Statement	score and percent	Interpretation
10.	Teacher delivers the material subject that will be discussed at the meeting	3 60	Good High
11.	Teacher shows KI, KD, Indicator and KKM in the meeting	3 60	Good High
12.	Teacher distributes group of study	4 80	Good High

13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	4 80	Good High
		3,5 70	Good High

Table 4.8 shows giving reference activity teaching-learning introduction (teachers' observation). Teacher delivers the material subject that will be discussed at the meeting score 3, good categories. Percentage 60% high categories. Teacher shows KI, KD, Indicator and KKM in the meeting score 3, good categories. Percentage 60% high categories. Teacher distributes group of study score 4, good categories. Percentage 80% high categories. Teacher explains the mechanism for applying the learning experience according to the learning steps score 4, good categories. Percentage 80% high categories. The mean is 3,5, good categories. The mean percentage 70%, high categories.

e. Pre-Test

Teaching-learning introduction activity of speaking skill using hyponymy game part pre-test by student observation shows at table 4.9 below:

Table 4.9
Pre-test Activity Teaching Learning Introduction
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
14.	Teacher notifies students to do pre-test	0 0.0	0 0.0	0 0.0	6 24	19 76	4,76 95,2	Good High
15.	Teacher gives the	0	0	4	2	19	4,6	Good

	related topic	0.0	0.0	16	8	76	92,00	High
16.	Teacher delivers the number of words that will be made by	0 0.0	0 0.0	3 12	8 32	14 56	4,44 88,8	Good High
17.	Teacher delivers the test-taking technique	0 0.0	0 0.0	3 12	5 20	17 68	4,56 91,2	Good High
18.	Teacher asks students to do pre-test	0 0.0	0 0.0	1 4	1 4	23 92	4,88 97,6	Good High
							4,64 92,96	Good High

Table 4.9 shows the pre-test of teaching and learning activity (students' observation). Teacher notifies students to do pre-test score 4 frequencies 6, percentage 21%. Score 5 frequencies 19. Percentage 76%. The mean 4,76; good categories. The percentage 95,2%; high categories.

Teacher gives the related topic score 3 frequencies 4, Percentage 16%. Score 4 frequencies 2, Percentage 8%. Score 5 frequencies 19, percentage 76%. The mean 4,6; has good categories. Percentage 92,00%; has high categories.

Teacher delivers the number of words that will be made by score 3 frequencies 3, percentage 12%. Score 4 frequencies 8, percentage 32%. Score 5 frequencies 14, percentage 56%. The mean 4,44; good categories. The percentage 88,8%; high categories.

Teacher delivers the test-taking technique score 3 frequencies 3, percentage 12%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 17, percentage 68%. The mean 4,56; has good categories. Percentage 91,2%; has high categories.

Teacher asks students to do pre-test score 3 frequencies 1, percentage 4%. Score 4 frequencies 1, percentage 4%. Score 5 frequencies 23, percentage 92%. The mean 4,88; has good categories. Percentage 97,6%; has high categories.

All giving reference activity teaching and learning, mean 4,64 categories good. Average percentage 92,96% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning introduction activity of speaking skill using hyponymy game part pre-test by teachers' observation shows at table 4.10 below:

Table 4.10
Pre-test Activity Teaching Learning Introduction
(Teachers' Observation)

No	Statement	score and percent	Interpretation
14.	Teacher notifies students to do pre-test	4 80	Good High
15.	Teacher gives the related topic	4 80	Good High
16.	Teacher delivers the number of words that will be made by	3 60	Good High
17.	Teacher delivers the test-taking technique	3 60	Good High
18.	Teacher asks students to do pre-test	4 80	Good High
		3,6 72,00	Good High

Table 4.10 shows pre-test activity teaching-learning introduction (teachers' observation). Teacher notifies students to do pre-test score 4, good categories. Percentage 80%; high categories. Teacher gives the related topic score 4, good categories. Percentage 80%; high categories. Teacher delivers the number of words that will be made by score 3, good categories. Percentage 60%; high categories. Teacher delivers the test-taking technique score 3, good categories. Percentage 60%; high categories. Teacher asks students to do pre-test score 4, good categories. Percentage 80%; high

categories. The mean of all giving reference activity teaching-learning is 3,6; good categories. The mean percentage 72,00%; high categories.

2) Teaching-Learning Main Activity of Speaking Skill using Hyponymy Game in the first meeting

Teaching learning main activity using hyponymy in teaching speaking in the first meeting included: observing, questioning, data collection/ exploring, Associating, communicating.

a. Teaching-Learning Main Activity of Speaking Skill Using Hyponymy Game included: Observing

Teaching-learning main activity of speaking skill using hyponymy game part observing by students' observation shows at Table 4.11 below:

Table 4.11
Observing of Main Activity Teaching-Learning
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
19.	Teacher give the students stimuli to focus on the topic	0 0.0	1 4	3 12	4 16	17 68	4,48 89,6	Good High
20.	Teacher gives the superordinate core words about a park and students mention various words such as animal, plants, and people as subordinate	0 0.0	0 0.0	1 4	3 12	21 84	4,8 96,00	Good High
21.	Teacher explain about Superordinate and Subordinate (Hyponymy)	0 0.0	0 0.0	2 8	1 4	22 88	4,8 96,00	Good High
22.	Teacher shows pictures	0	0	1	5	19	4,72	Good

	of animals, things and the nature of people. Students determine superordinate and subordinate.	0.0	0.0	4	20	76	94,4	High
23.	The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people	0 0.0	0 0.0	3 12	5 20	17 68	4,56 91,2	Good High
24.	Teacher explained the work sheet that will be done by students	0 0.0	0 0.0	1 4	2 8	22 88	4,84 96,8	Good High
							4,7 94,00	Good High

Table 4.11 shows the main activities of teaching and learning (students' observation). Teacher give the students stimuli to focus on the topic score 2 frequencies 1, percentage 4%. Score 3 frequencies 3, percentage 12%. Score 4 frequencies 4, percentage 16%. Score 5 frequencies 17, percentage 68%. The mean is 4,48, good categories. Percentage 89,6%, high categories.

Teacher gives the superordinate core words about a park and students mention various words such as animal, plants, and people as subordinate score 3 frequencies 1, percentage 4%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 21, percentage 84%. The mean is 4,8 with good categories and the mean of percentage is 96,00% with high categories.

Teacher explain about Superordinate and Subordinate (Hyponymy) score 3 frequencies 2, percentage 8%. Score 4 frequencies 1, percentage 4%. Score 5 frequencies 22, percentage 88%. The mean is 4,8 with good categories and the mean of percentage is 96,00% with high categories.

Teacher shows pictures of animals, things and the nature of people. Students determine superordinate and subordinate score 3 frequencies 1, percentage 4%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies

19, percentage 76%. The mean is 4,72 with good categories and the mean of percentage is 94,4% with high categories.

The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people score 3 frequencies 3, percentage 12%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 17, percentage 68%. The mean is 4,56 with good categories and the mean of percentage is 91,2% with high categories.

Teacher explained the work sheet that will be done by students score 3 frequencies 1, percentage 4%. Score 4 frequencies 2, percentage 8%. Score 5 frequencies 22, percentage 88%. The mean is 4,84 with good categories and the mean of percentage is 96,8% with high categories.

All main activity teaching and learning, mean 4,7 categories good. Average percentage 94,00% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning main activity of speaking skill using hyponymy game part observing by teachers' observation shows at table 4.12 below:

Table 4.12
Observing of Main Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Interpretation
19.	Teacher give the students stimuli to focus on the topic	3 60	Medium High
20.	Teacher gives the superordinate core words about a park and students mention various words such as animal, plants, and people as subordinate	4 80	Good High
21.	Teacher explain about Superordinate and Subordinate (Hyponymy)	4 80	Good High
22.	Teacher shows pictures of animals, things and the nature of people. Students determine	4 80	Good High

	superordinate and subordinate.		
23.	The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people	3 60	Medium High
24.	Teacher explained the work sheet that will be done by students	4 80	Good High
		3,66 73,33	Good High

Table 4.12 shows the main activities of teaching and learning (teachers' observation). Teacher give the students stimuli to focus on the topic score 3 medium categories, percentage 60% medium categories. Teacher gives the superordinate core words about a park and students mention various words such as animal, plants, and people as subordinate score 4 good categories, percentage 80% high categories. Teacher explain about Superordinate and Subordinate (Hyponymy) score 4 good categories, percentage 80% high categories. Teacher shows pictures of animals, things and the nature of people. Students determine superordinate and subordinate score 4 good categories, percentage 80% high categories. The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people score 3 medium categories, percentage 60% medium categories. Teacher explained the work sheet that will be done by students score 4 good categories, percentage 80% high categories. The mean main activities of teaching and learning is 3,66 with medium categories and the mean of percentage is 73,33% with medium categories.

b. Teaching-Learning Main Activity of Speaking Skill Using Hyponymy Game through questioning

Teaching-learning main activity of speaking skill using hyponymy game part questioning by students' observation shows at Table 4.13below:

Table 4.13
Questioning of Main Activity Teaching-Learning
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
25.	The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities	0 0.0	0 0.0	2 8	8 32	15 60	4,52 90,4	Good High

Table 4.13 shows the main activities of teaching and learning (students' observation). The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities score 3 frequencies 2, percentage 8%. Score 4 frequencies 8, percentage 32%. Score 5 frequencies 15, percentage 60%. The mean is 4,52 good categories, and percentage all is 90,4% high categories. Summary activity teaching learning speaking skill using hyponymy games is good.

Teaching-learning main activity of speaking skill using hyponymy game by teacher observation shows at table 4.14 below:

Table 4.14
Questioning of Main Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Interpretation
25.	The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities	4 80	Good High

Table 4.14 shows the main activities of teaching and learning (teachers' observation). The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

c. Teaching-Learning Main Activity of Speaking Skill Using Hyponymy Game through collecting data/ exploring

Teaching-learning main activity of speaking skill using hyponymy game part collecting data/ exploring by students' observation shows at Table 4.15 below:

Table 4.15

Collecting Data/ Exploring of Main Activity Teaching-Learning

(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
26.	Teacher gives work sheet to student	0 0.0	0 0.0	0 0.0	3 12	22 88	4,88 97,6	Good High

	regarding the learning material being discussed							
27.	Students arrange vocabularies about the nature of people, animals, and objects that are appropriate to the superordinate and subordinate context	0 0.0	2 8	3 12	8 32	12 48	4,2 84,00	Good High
							4,54 90,8	Good High

Table 4.15 shows the main activities of teaching and learning (students' observation). Teacher gives work sheet to student regarding the learning material being discussed score 4 frequencies 3, percentage 12%. Score 5 frequencies 22, percentage 88%. The mean is 4,88 good categories, and percentage all is 97,6% high categories.

Students arrange vocabularies about the nature of people, animals, and objects that are appropriate to the superordinate and subordinate context score 2 frequencies 2, percentage 8%. Score 3 frequencies 3, percentage 12%. Score 4 frequencies 8, percentage 32%. Score 5 frequencies 12, percentage 48%. The mean is 4,2 good categories, and percentage all is 84,00% high categories.

All main activity teaching and learning, mean 4,54 categories good. Average percentage 90,8% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning main activity of speaking skill using hyponymy game part collecting data by teachers' observation shows at table 4.16 below:

Table 4.16
Collecting Data/ Exploring of Main Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Interpretation
26.	Teacher gives work sheet to student regarding the learning material being discussed	4 80	Good High
27.	Students arrange vocabularies about the nature of people, animals, and objects that are appropriate to the superordinate and subordinate context	4 80	Good High
		4 80,00	Good High

Table 4.16 shows the main activities of teaching and learning (teachers' observation). Teacher gives work sheet to student regarding the learning material being discussed score 4, percentage 80%. Students arrange vocabularies about the nature of people, animals, and objects that are appropriate to the superordinate and subordinate context score 4, percentage 80%. The mean main activities of teaching and learning is 4 with good categories, and the mean of percentage is 80,00% with high categories.

d. Teaching-Learning Main Activity of Speaking Skill Using Hyponymy Game through associating

Teaching-learning main activity of speaking skill using hyponymy game part associating by students' observation shows at Table 4.17 below:

Table 4.17
Associating of Main Activity Teaching-Learning
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
28.	Students analyze social functions and structure of text as well as elements of language in the task they have made	0 0.0	1 4	5 20	11 44	8 32	4,04 80,8	Good High

Table 4.17 shows the main activities of teaching and learning (students' observation). Students analyze social functions and structure of text as well as elements of language in the task they have made score 2 frequencies 1, percentage 4%. Score 3 frequencies 5, percentage 20%. Score 4 frequencies 11, percentage 44%. Score 5 frequencies 8, percentage 32%. The mean is 4,04 good categories, and percentage all is 80,8% high categories.

All main activity teaching and learning, mean 4,04 categories good. Average percentage 80,8% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning main activity of speaking skill using hyponymy game part associating data by teachers' observation shows at table 4.18 below:

Table 4.18
Associating of Main Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Interpretation
28.	Students analyze social functions and structure of text as well as elements of language in the task they have made	4 80	Good High

Table 4.18 shows the main activities of teaching and learning (teachers' observation). Students analyze social functions and structure of text as well as elements of language in the task they have made score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

e. Teaching-Learning Main Activity of Speaking Skill Using Hyponymy Game through communicating

Teaching-learning main activity of speaking skill using hyponymy game part communicating by students' observation shows at Table 4.19 below:

Table 4.19
Communicating of Main Activity Teaching-Learning
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
29.	Students present their work and read the descriptive writing in front of the class	0 0.0	1 4	4 16	5 20	15 60	4,36 87,2	Good High

Table 4.19 shows the main activities of teaching and learning (students' observation). Students present their work and read the descriptive writing in front of the class score 2 frequencies 1, percentage 4%. Score 3 frequencies 4, percentage 16%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 15 percentage 60%. The mean is 4,36 good categories, and percentage all is 87,2% high categories.

All main activity teaching and learning, mean 4,36 categories good. Average percentage 87,2% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning main activity of speaking skill using hyponymy game part communicating by teachers' observation shows at table 4.20 below:

Table 4.20
Communicating of Main Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Inter pretation
29.	Students present their work and read the descriptive writing in front of the class	4 80	Good High

Table 4.20 shows the main activities of teaching and learning (teachers' observation). Students present their work and read the descriptive writing in front of the class score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

3) Teaching Learning Last Part of Speaking Using Hyponymy Game In The First Meeting.

Teaching learning last part activity of speaking skill using hyponymy game in the first meeting by student observation showed at table 4.21 below:

Table 4.21
Last Part Activity Teaching-Learning
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
30.	Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students	0 0.0	0 0.0	5 20	14 56	6 24	4,04 80,8	Good High
31.	Teacher asks several questions verbally to test students' insight into the material that has been delivered	0 0.0	1 4	5 20	4 16	15 60	4,32 86,4	Good High
32.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well.	1 4	1 4	2 8	7 28	14 16	4,28 85,6	Good High
							4,21 84,26	Good High

Table 4.21 shows the last part activity of teaching and learning (students' observation). Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students score 3 frequencies 5, percentage 20%. Score 4 frequencies 14%, percentage

56%. Score 5 frequencies 6, percentage 24%. The mean is 4,04 good categories, and percentage all is 80,8% high categories.

Teacher asks several questions verbally to test students' insight into the material that has been delivered score 2 frequencies 1, percentage 4%. Score 3 frequencies 5, percentage 20%. Score 4 frequencies 4, percentage 16%. Score 5 frequencies 15, percentage 60%. The mean is 4,32 good categories, and percentage all is 86,4% high categories.

Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 1 frequencies 1, percentage 4%. Score 2 frequencies 1, percentage 4%. Score 3 frequencies 2, percentage 8%. Score 4 frequencies 7, percentage 28%. Score 5 frequencies 14, percentage 16%. The mean is 4,28 good categories, and percentage all is 85,6% high categories.

All last part activity teaching and learning, mean 4,21 categories good. Average percentage 84,26% high categories. Summary activity teaching learning speaking skill using hyponymy game is good

Teaching-learning last part activity of speaking skill using hyponymy game by teacher observation shows at table 4.22 below:

Table 4.22
Last Part Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Interpretation
30.	Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students	4 80	Good High
31.	Teacher asks several questions verbally to test students' insight into the material that has been delivered	3 60	Good High
32.	Increase students to be grateful for the	4	Good

	power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well	80	High
		3,66 73,33	Good High

Table 4.22 shows the last part activity of teaching and learning (teachers' observation). Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students score 4, percentage 80%. Teacher asks several questions verbally to test students' insight into the material that has been delivered score 3, percentage 60%. Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 4, percentage 80%. The mean is 3,66 good categories, the percentage is 73,33% high categories.

4) All of The Teaching Learning Activity Speaking Skill Using Hyponymy Game in The First Meeting

All of the teaching learning activity speaking skill using hyponymy game in the first meeting by students' observation showed at table 4.23 below:

Table 4.23

All of the teaching learning activity in the first meeting

(Students' Observation)

No	Element	Ideal score	Average of score result	Percentage	Categories
I.	Introduction				

1.	Orientation	5	4,53	90,66	High
2.	Apperception	5	4,38	87,7	High
3.	motivation	5	4,24	84,8	High
4.	Giving reference	5	4,38	87,6	High
5.	Pre-test	5	4,64	92,96	High
II. Main					
6.	Observing	5	4,7	94,00	High
7.	Questioning	5	4,52	90,4	High
8.	Data collection	5	4,54	90,8	High
9.	Associating	5	4,04	80,8	High
10.	Communicating	5	4,36	87,2	High
III. Last Part					
11.	Closing	5	4,21	84,26	High
Mean			4,41	88,28	High

Table 4.23 showed activity teaching learning speaking skill using hyponymy game in the first meeting showed: part introduction; orientation score average 4,53; percentage 90,66%; high categories. Apperception score average 4,38; percentage 87,7%; high categories. Motivation score average 4,24; percentage 84,8%; high categories. Giving reference score average 4,38; percentage 87,6%; high categories. Pre-test score average 4,64; percentage 92,96%; high categories.

Table 4.23 showed activity teaching learning speaking skill using hyponymy game in the first meeting showed: part main: observing score average 4,7; percentage 94,00%. Questioning score average 4,52; percentage 90,4%; high categories. Data collection score average 4,54; percentage 90,8%; high categories. Associating score average 4,04; percentage 80,8%; high categories. Communicating score average 4,36; percentage 87,2%; high categories.

Table 4.23 showed activity teaching learning speaking skill using hyponymy game in the first meeting showed: last part closing score 4,21; percentage 84,26%; high categories. All activity teaching learning speaking

skill using hyponymy games first meeting score average 4,41; percentage 84,26%; high categories.

All of the teaching learning activity speaking skill using hyponymy game in the first meeting by teachers' observation showed at table 4.24 below:

Table 4.24

**All of the teaching learning activity in the first meeting
(Teachers' Observation)**

No	Element	Average of score result	Percentage	Categories
I. Introduction				
1.	Orientation	4	80	High
2.	Apperception	3,67	73,33	High
3.	motivation	4,33	86,66	High
4.	Giving reference	3,5	70	High
5.	Pre-test	3,6	72,00	High
II. Main				
6.	Observing	3,66	73,33	High
7.	Questioning	4	80	High
8.	Data collection	4	80	High
9.	Associating	4	80	High
10.	Communicating	4	80	High
III. Last Part				
11.	Closing	3,66	73,33	High
Mean		3,85	77,15	High

Table 4.24 showed activity teaching learning speaking skill using hyponymy game in the first meeting showed: part introduction; orientation score average 4; percentage 80,00%; high categories. Apperception score average 3,67; percentage 73,33%; high categories. Motivation score average 4,33; percentage 86,66%; high categories. Giving reference score average

3,5; percentage 70%; high categories. Pre-test score average 3,6; percentage 72,00%; high categories.

Table 4.24 showed activity teaching learning speaking skill using hyponymy game in the first meeting showed: part main: observing score average 3,66; percentage 73,33%. Questioning score average 4; percentage 80%; high categories. Data collection score average 4; percentage 80%; high categories. Associating score average 4; percentage 80%; high categories. Communicating score average 4; percentage 80%; high categories.

Table 4.24 showed activity teaching learning speaking skill using hyponymy game in the first meeting showed: last part closing score 3,66; percentage 73,33%; high categories. All activity teaching learning speaking skill using hyponymy games first meeting score average 3,85; percentage 77,15%; high categories.

b. Teaching learning speaking using hyponymy game in the second meeting.

Teaching learning speaking skill using hyponymy game described: introduction, main activity, and closing.

1. Introduction

Teaching learning introduction using hyponymy in teaching speaking in the second meeting included: orientation, apperception, motivation, giving reference, and pre-test.

a. Orientation

Teaching learning introduction activity of speaking skill using hyponymy game part orientation by student observation sheet at table 4.25 below:

Table 4.25
Orientation of Introduction Activity Teaching Learning
(Student's Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
1.	Teacher starts the learning process with greeting and praying.	0 0.0	0 0.0	0 0.0	1 4	24 96	4,96 99,2	Good High
2.	Teacher checking students' attendance as a discipline	0 0.0	0 0.0	0 0.0	6 24	19 76	4,76 95,2	Good High
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process	0 0.0	0 0.0	2 8	6 24	17 68	4,6 92	Good High
							4,77 95,46	Good High

Table 4.25 shows orientation of introduction activity teaching learning (Students' Observation). Teacher starts the learning process with greeting and praying at score 4 frequencies 1, percentage 4%. At score 5 frequencies 24, percentage 96%. The whole mean is 4,96, good categories. Percentage all 99,2%, high categories.

Teacher checking students' attendance as a discipline at score 4 frequencies 6, percentage 24%. At score 5 frequencies 19, percentage 76%. The whole mean is 4,76, good categories. Percentage all 95,2%, high categories.

Teacher preparing the students' physical and psychological to start teaching in the learning process at score 3 frequencies 2, percentage 8%, at score 4 frequencies 6, percentage 24%, at score 5 frequencies 17, percentage

68%. The mean is 4,6, good categories. And the percentage is 92%, high categories.

All orientation teaching and learning activities, mean 4,77, good categories. Average percentage 95,46%, high categories. Summary activity teaching learning speaking skill using hyponymy games is good.

Teaching-learning introduction activity of speaking skill using hyponymy game by teacher observation shows at table 4.26 below:

Table 4.26
Orientation of Introduction Activity Teaching Learning
(Teacher's Observation)

No	Statement	score and percent	Interpretation
1.	Teacher starts the learning process with greeting and praying.	5 100	Good Very High
2.	Teacher checking students' attendance as a discipline	5 100	Good Very High
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process	4 80	Good High
		4,6 93,33	Good High

Table 4.26 shows orientation of introduction activity teaching-learning (teachers' observation). Teacher starts the learning process with greeting and praying: score 5, good categories. Percentage 100%, very high categories. Teacher checking students' attendance as a discipline; score 5, good categories. Percentage 100%, very high categories. Teacher preparing the students' physical and psychological to start teaching in the learning process; score 4, good categories. Percentage 80%, high categories. All orientation of introduction activity teaching-learning (teachers' observation); mean 4,6 good categories. Percentage 93,33%, high categories.

b. Apperception

Teaching-learning introduction activity of speaking skill using hyponymy game part apperception by students' observation shows at table 4.27 below:

Table 4.27
Apperception Activity Teaching Learning Introduction
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
4.	Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before.	0 0.0	0 0.0	3 12	2 8	20 80	4,68 93,6	Good High
5.	Teacher remember the students essential material with asking	0 0.0	0 0.0	1 4	5 20	19 76	4,72 94,4	Good High
6.	Teacher asks question that are related to the lessons	0 0.0	0 0.0	1 4	6 24	18 72	4,68 93,6	Good High
							4,69 93,86	Good High

Table 4.27 shows the apperception of teaching and learning activity (students observation). Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before score 3 frequencies 3, percentage 12%. Score 4 frequencies 2, percentage 8%. Score 5 frequencies 20, percentage 80%. The mean is 4,68 good categories. Percentage all 93,6%, high categories.

Teacher remember the students essential material with asking score 3 frequencies 1, percentage 4%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 19, percentage 76%. Mean is 4,72, good categories. Percentage all 94,4%, high categories.

Teacher asks question that are related to the lessons score 3 frequencies 1, percentage 4%. Score 4 frequencies 6, percentage 24%. Score 5 frequencies 18, percentage 72%. Mean is 4,68, good categories. And percentage all 93,6%, high categories.

All apperception activity teaching and learning, mean 4,69, good categories. Average percentage 93,86%, high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning introduction activity of speaking skill using hyponymy game part apperception by teacher observation shows at table 4.28 below:

Table 4.28
Apperception Activity Teaching Learning Introduction
(Teacher's Observation)

No	Statement	score and percent	Interpretation
4.	Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before.	4 80	Good High
5.	Teacher remember the students essential material with asking	4 80	Good High
6.	Teacher asks question that are related to the lessons	5 100	Good Very High
		4,33 86,66	Good High

Table 4.28 shows apperception activity teaching-learning introduction (teachers' observation). Teacher associates material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before; score 4, good categories. Percentage 80%; high categories. Teacher remember the students essential material with asking; Score 4, good categories. Percentage 80%; High categories. Teacher asks question that are related to the lessons; score 5, good categories. Percentage 100%; very high categories. The mean is 4,33, good categories. Percentage all 86,66; high categories.

c. Motivation

Teaching learning introduction activity of speaking skill using hyponymy games part motivation by students' observation shows at table 4.29 below:

Table 4.29
Motivation Activity Teaching Learning Introduction
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	0 0.0	0 0.0	0 0.0	5 20	20 80	4,8 96	Good High
8.	Teacher delivers the learning objectives at the meeting	0 0.0	0 0.0	2 8	5 20	18 72	4,64 92,8	Good High
9.	Teacher asks questions	0 0.0	1 4	4 16	3 12	17 68	4,44 88,8	Good High
							4,62 92,53	Good High

Table 4.29 shows the motivation of teaching and learning activity (students' observation). Teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 4 frequencies 5, percentage 20%, score 5 frequencies 20, percentage 80%. The mean is 4,8 good categories. Percentage all 96% high categories.

Teacher delivers the learning objectives at the meeting score 3 frequencies 2, percentage 8%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 18, percentage 72%. The mean is 4,64 good categories. Percentage all 92,8% high categories

Teacher asks questions score 2 frequencies 1, percentage 4%. Score 3 frequencies 4, percentage 16%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 17, percentage 68%. The mean is 4,44 good categories. And percentage all 88,8% high categories.

All motivation activity teaching and learning, mean 4,62 categories good. Average percentage 92,53% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning introduction activity of speaking skill using hyponymy game part motivation by teacher observation shows at table 4.30 below:

Table 4.30
Motivation Activity Teaching Learning Introduction
(Teachers' Observation)

No	Statement	score and percent	Interpretation
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	4 80	Good High
8.	Teacher delivers the learning objectives at the meeting	5 100	Good High
9.	Teacher asks questions	4	Good

	80	High
	4,33	Good
	86,66	High

Table 4.30 shows the motivation of teaching and learning activity (teachers' observation). Teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 4, percentage 80%. Teacher delivers the learning objectives at the meeting score 5, percentage 100%. Teacher asks questions score 4, percentage 80%. The mean all motivation 4,33 good categories. The average percentage 86,66% high categories.

d. Giving Reference

Teaching-learning introduction activity of speaking skill using hyponymy game part giving reference by student observation shows at table 4.31 below:

Table 4.31
Giving Reference Activity Teaching Learning Introduction
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
10.	Teacher delivers the material subject that will be discussed at the meeting	0 0.0	0 0.0	0 0.0	3 12	22 88	4,88 97,6	Good High
11.	Teacher shows KI, KD, Indicator and KKM in the meeting	0 0.0	0 0.0	2 8	8 32	15 60	4,52 90,4	Good High
12.	Teacher distributes group of study	0 0.0	0 0.0	1 4	3 12	21 84	4,8 96	Good High
13.	Teacher explains the mechanism for applying the learning	0 0.0	0 0.0	2 8	3 12	20 80	4,72 94,4	Good High

experience according to the learning steps								
							4,73 94,6	Good High

Table 4.31 shows the giving reference of teaching and learning activity (students' observation). Teacher delivers the material subject that will be discussed at the meeting score 4 frequencies 3, percentage 12%. Score 5 frequencies 22, percentage 88%. The mean 4,88 good categories. Percentage all 97,6% high categories.

Teacher shows KI, KD, Indicator and KKM in the meeting score 3 frequencies 2, percentage 8%. Score 4 frequencies 8. Percentage 32%. Score 5 frequencies 15. Percentage 60%. The mean 4,52 good categories. Percentage all 90.4% high categories.

Teacher distributes group of study score 3 frequencies 1. Percentage 4%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 21, percentage 84%. The mean 4,8 good categories. Percentage all 96% high categories.

Teacher explains the mechanism for applying the learning experience according to the learning steps score 3 frequencies 2, percentage 8%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 20. Percentage 80%. The mean is 4,72 good categories. Percentage all 94,4 high categories.

All giving reference activity teaching and learning, mean 4,73 categories good. Average percentage 94,6% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning introduction activity of speaking skill using hyponymy game part giving reference by teachers' observation shows at table 4.32 below:

Table 4.32
Giving reference Activity Teaching Learning Introduction
(Teachers' Observation)

No	Statement	score and percent	Interpretation
10.	Teacher delivers the material subject that will be discussed at the meeting	4 80	Good High
11.	Teacher shows KI, KD, Indicator and KKM in the meeting	4 80	Good High
12.	Teacher distributes group of study	4 80	Good High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	4 80	Good High
		4 80	Good High

Table 4.32 shows giving reference activity teaching-learning introduction (teachers' observation). Teacher delivers the material subject that will be discussed at the meeting score 4, good categories. Percentage 80% high categories. Teacher shows KI, KD, Indicator and KKM in the meeting score 4, good categories. Percentage 80% high categories. Teacher distributes group of study score 4, good categories. Percentage 80% high categories. Teacher explains the mechanism for applying the learning experience according to the learning steps score 4, good categories. Percentage 80% high categories. The mean is 4, good categories. The mean percentage 80%, high categories.

2. Teaching-Learning Main Activity of Speaking Skill using Hyponymy Game in the second meeting

Teaching learning main activity using hyponymy in teaching speaking in the second meeting included: observing, questioning, data collection/ exploring, Associating, communicating.

a. Teaching-Learning Main Activity of Speaking Skill Using Hyponymy Game included: Observing

Teaching-learning main activity of speaking skill using hyponymy game part observing by students' observation shows at Table 4.33 below:

Table 4.33
Observing of Main Activity Teaching-Learning
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
14.	Teacher give the students stimuli to focus on the topic	0 0.0	0 0.0	2 8	5 20	18 72	4,64 92,8	Good High
15.	Teacher shows pictures of animals, things and the nature of people. Students determine superordinate and subordinate.	0 0.0	0 0.0	0 0.0	8 32	17 68	4,68 93,6	Good High
16.	The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people	0 0.0	0 0.0	4 16	10 40	11 44	4,28 85,6	Good High
17.	Teacher explained the work sheet that will be	0 0.0	0 0.0	1 4	3 12	21 84	4,8 96	Good High

done by students								
							4,6 92	Good High

Table 4.33 shows the main activities of teaching and learning (students' observation). Teacher give the students stimuli to focus on the topic score 3 frequencies 2, percentage 8%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 18, percentage 72%. The mean is 4,64, good categories. Percentage 92,8%, high categories.

Teacher shows pictures of animals, things and the nature of people. Students determine superordinate and subordinate score 4 frequencies 8, percentage 32%. Score 5 frequencies 17, percentage 68%. The mean is 4,68 with good categories and the mean of percentage is 93,6% with high categories.

The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people score 3 frequencies 4, percentage 16%. Score 4 frequencies 10, percentage 40%. Score 5 frequencies 11, percentage 44%. The mean is 4,28 with good categories and the mean of percentage is 85,6% with high categories.

Teacher explained the work sheet that will be done by students score 3 frequencies 1, percentage 4%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 21, percentage 84%. The mean is 4,8 with good categories and the mean of percentage is 96% with high categories.

All main activity teaching and learning, mean 4,6 categories good. Average percentage 92% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning main activity of speaking skill using hyponymy game part observing by teachers' observation shows at table 4.34 below:

Table 4.34
Observing of Main Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Interpretation
14.	Teacher give the students stimuli to focus on the topic	3 60	Medium High
15.	Teacher shows pictures of animals, things and the nature of people. Students determine superordinate and subordinate.	4 80	Good High
16.	The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people	4 80	Good High
17.	Teacher explained the work sheet that will be done by students	4 80	Good High
		3,75 75	Good High

Table 4.34 shows the main activities of teaching and learning (teachers' observation). Teacher give the students stimuli to focus on the topic score 3 good categories, percentage 60% good categories. Teacher shows pictures of animals, things and the nature of people. Students determine superordinate and subordinate score 4 good categories, percentage 80% high categories. The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people score 4 good categories, percentage 80% high categories. Teacher explained the work sheet that will be done by students score 4 good categories, percentage 80% high categories. The mean main activities of teaching and learning is 3,75 with good categories and the mean of percentage is 75% with good categories.

b. Teaching-Learning Main Activity of Speaking Skill Using Hyponymy Game through questioning

Teaching-learning main activity of speaking skill using hyponymy game part questioning by students' observation shows at Table 4.35 below:

Table 4.35
Questioning of Main Activity Teaching-Learning
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
18.	The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities	0 0.0	0 0.0	1 4	6 24	18 72	4,68 93.6	Good High

Table 4.35 shows the main activities of teaching and learning (students' observation). The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities score 3 frequencies 1, percentage 4%. Score 4 frequencies 6, percentage 24%. Score 5 frequencies 18, percentage 72%. The mean is 4,68 good categories, and percentage all is 93,6% high categories. Summary activity teaching learning speaking skill using hyponymy games is good.

Teaching-learning main activity of speaking skill using hyponymy game part questioning by teachers' observation shows at table 4.36 below:

Table 4.36
Questioning of Main Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Interpretation
25.	The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities	4 80	Good High

Table 4.36 shows the main activities of teaching and learning (teachers' observation). The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

c. Teaching-Learning Main Activity of Speaking Skill Using Hyponymy Game through collecting data/ exploring

Teaching-learning main activity of speaking skill using hyponymy game part collecting data/ exploring by students' observation shows at Table 4.37 below:

Table 4.37

Collecting Data/ Exploring of Main Activity Teaching-Learning

(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
19.	Teacher divides students into work	0 0.0	0 0.0	1 4	6 24	18 72	4,68 93,6	Good High

	partners							
20.	Students are divided into 8 groups each group is divided into 3 and 3 and 4 people	0 0.0	0 0.0	2 8	8 32	15 60	4,52 90,4	Good High
21.	Playing game, with each group to identify the act of giving and asking for information related to the nature of people, animals, and object in an adjective context.	0 0.0	0 0.0	1 4	9 36	15 60	4,56 91,2	Good High
22.	Each group was given work sheet and each discussed it	0 0.0	0 0.0	2 8	3 12	20 80	4,72 94,4	Good High
							4,62 92,4	Good High

Table 4.37 shows the main activities of teaching and learning (students' observation). Teacher divides students into work partners score 3 frequencies 1, percentage 4%. Score 4 frequencies 6, percentage 24%. Score 5 frequencies 18, percentage 72%. The mean is 4,68 good categories, the percentage is 93,6% high categories.

Students are divided into 8 groups each group is divided into 3 and 3 and 4 people score 3 frequencies 2, percentage 8%. Score 4 frequencies 8, percentage 32%. Score 5 frequencies 15, percentage 60%. The mean is 4,52 good categories, the percentage is 90,4% high categories.

Playing game, with each group to identify the act of giving and asking for information related to the nature of people, animals, and object in an adjective context score 3 frequencies 1, percentage 4%. Score 4 frequencies 9, percentage 36%. Score 5 frequencies 15, percentage 60%. The mean is 4,56 good categories, the percentage is 91,2% high categories.

Each group was given work sheet and each discussed it score 3 frequencies 2, percentage 8%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 20, percentage 80%. The mean is 4,72 good categories, the percentage is 94,4% high categories.

All main activity teaching and learning, mean 4,62 categories good. Average percentage 92,4% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning main activity of speaking skill using hyponymy game part collecting data by teachers' observation shows at table 4.38 below:

Table 4.38
Collecting Data/ Exploring of Main Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Interpretation
19.	Teacher divides students into work partners	4 80	Good High
20.	Students are divided into 8 groups each group is divided into 3 and 3 and 4 people	4 80	Good High
21.	Playing game, with each group to identify the act of giving and asking for information related to the nature of people, animals, and object in an adjective context	4 80	Good High
22.	Each group was given work sheet and each discussed it	4 80	Good High
		4 80	Good High

Table 4.38 shows the main activities of teaching and learning (teachers' observation). Teacher divides students into work partners score 4, percentage 80%. Students are divided into 8 groups each group is divided into 3 and 3 and 4 people score 4, percentage 80%. Playing game, with each group to identify the act of giving and asking for information related to the nature of people, animals, and object in an adjective context score 4, percentage 80%.

Each group was given work sheet and each discussed it score 4, percentage 80%. The mean is 4 good categories, the percentage is 80% high categories.

d. Teaching-Learning Main Activity of Speaking Skill Using Hyponymy Game through associating

Teaching-learning main activity of speaking skill using hyponymy game part associating by students' observation shows at Table 4.39 below:

Table 4.39
Associating of Main Activity Teaching-Learning
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
23.	Students analyze social functions and structure of text as well as elements of language in the task they have made	0 0.0	1 4	0 0.0	5 20	19 76	4,68 93,6	Good High

Table 4.39 shows the main activities of teaching and learning (students' observation). Students analyze social functions and structure of text as well as elements of language in the task they have made score 2 frequencies 1, percentage 4%. Score 3 frequencies 0, percentage 0%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 19, percentage 76%. The mean is 4,68 good categories, and percentage all is 93,6% high categories.

All main activity teaching and learning, mean 4,68 categories good. Average percentage 93,6% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning main activity of speaking skill using hyponymy game part associating by teachers' observation shows at table 4.40 below:

Table 4.40
Associating of Main Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Interpretation
28.	Students analyze social functions and structure of text as well as elements of language in the task they have made	3 60	Good High

Table 4.40 shows the main activities of teaching and learning (teachers' observation). Students analyze social functions and structure of text as well as elements of language in the task they have made score 3 good categories, percentage 60% high categories. The mean is 3 good categories, the percentage is 60% high categories.

e. Teaching-Learning Main Activity of Speaking Skill Using Hyponymy Game through communicating

Teaching-learning main activity of speaking skill using hyponymy game part communicating by students' observation shows at Table 4.41 below:

Table 4.41
Communicating of Main Activity Teaching-Learning
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
24.	Students present their work and read the descriptive writing in front of the class	0 0.0	0 0.0	0 0.0	6 24	19 76	4,76 95,2	Good High

Table 4.41 shows the main activities of teaching and learning (students' observation). Students present their work and read the descriptive writing in front of the class score 4 frequencies 6, percentage 24%. Score 5 frequencies 19 percentage 76%. The mean is 4,76 good categories, and percentage all is 95,2% high categories.

All main activity teaching and learning, mean 4,76 categories good. Average percentage 95,2 % high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning main activity of speaking skill using hyponymy game part communicating by teachers' observation shows at table 4.42 below:

Table 4.42
Communicating of Main Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Interpretation
24.	Students present their work and read the descriptive writing in front of the class	4 80	Good High

Table 4.42 shows the main activities of teaching and learning (teachers' observation). Students present their work and read the descriptive writing in front of the class score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

3. Teaching Learning Last Part of Speaking Using Hyponymy Game In The Second Meeting.

Teaching learning last part activity of speaking skill using hyponymy game in the second meeting by student observation showed at table 4.43 below:

Table 4.43

**Closing Last Part Activity Teaching-Learning
(Students' Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
25.	Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students	0 0.0	0 0.0	1 4	8 32	16 64	4,6 92	Good High
26.	Teacher asks several questions verbally to test students' insight into the material that has been delivered	0 0.0	1 4	2 8	8 32	14 56	4,4 88	Good High
27.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well.	0 0.0	0 0.0	2 8	5 20	18 72	4,64 92,8	Good High
							4,54 90,93	Good High

Table 4.43 shows the last part activity of teaching and learning (students' observation). Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students score 3 frequencies 1, percentage 4%. Score 4 frequencies 8%, percentage

32%. Score 5 frequencies 16, percentage 64%. The mean is 4,6 good categories, and percentage all is 92% high categories.

Teacher asks several questions verbally to test students' insight into the material that has been delivered score 2 frequencies 1, percentage 4%. Score 3 frequencies 2, percentage 8%. Score 4 frequencies 8, percentage 32%. Score 5 frequencies 14, percentage 56%. The mean is 4,4 good categories, and percentage all is 8,8% high categories.

Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 3 frequencies 2, percentage 8%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 18, percentage 72%. The mean is 4,64 good categories, and percentage all is 92,8% high categories.

All last part activity teaching and learning, mean 4,54 categories good. Average percentage 90,93% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning last part activity of speaking skill using hyponymy game by teachers' observation shows at table 4.44 below:

Table 4.44
Closing Last Part Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Interpretation
25.	Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students	4 80	Good High
26.	Teacher asks several questions verbally to test students' insight into the material that has been delivered	3 60	Good High
27.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards	4 80	Good High

	(praise in oral and written) to groups or individuals who perform well		
		3,66 73,33	Good High

Table 4.44 shows the last part activity of teaching and learning (teachers' observation). Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students score 4, percentage 80%. Teacher asks several questions verbally to test students' insight into the material that has been delivered score 3, percentage 60%. Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 4, percentage 80%. The mean is 3,66 good categories, the percentage is 73,33% high categories.

4. Post-test

Teaching-learning activity of speaking skill using hyponymy game post-test by students' observation showed at table 4.45 below:

Table 4.45
Post-test Activity Teaching Learning
(Students' Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
28.	Teacher notifies students to do post-test	0 0.0	0 0.0	1 4	2 8	22 88	4,84 96,8	Good High
29.	Teacher delivers the test-taking technique	0 0.0	0 0.0	2 8	4 16	19 76	4,68 93,6	Good High

30.	Teacher delivers the time to do test	0 0.0	2 8	4 16	9 36	10 40	4,48 89,6	Good High
31.	Teacher asks students to do post-test	0 0.0	0 0.0	1 4	4 16	20 80	4,76 95,2	Good High
							4,69 93,8	Good High

Table 4.45 showed the post-test of teaching and learning activity. Teacher notifies students to do post-test score 3 frequencies 1, percentage 4%. Score 4 frequencies 2, percentage 8%. Score 5 frequencies 22, percentage 88%. The mean is 4,84 good categories and the average of percentage is 96,8%, high categories.

Teacher delivers the test-taking technique score 3 frequencies 2, percentage 8%. Score 4 frequencies 4, percentage 16%. Score 5 frequencies 19, percentage 76%. The mean is 4,68 good categories and the average of percentage is 93,6%, high categories.

Teacher delivers the time to do test score 2 frequencies 2, percentage 8%, score 3 frequencies 4, percentage 16%. Score 4 frequencies 9, percentage 36%. Score 5 frequencies 10, percentage 40%. The mean is 4,48 good categories and the average of percentage is 89,6%, high categories.

Teacher asks students to do post-test score 3 frequencies 1, percentage 4%. Score 4 frequencies 4, percentage 16%, score 5 frequencies 20, percentage 80%. The mean is 4,76 good categories and the average of percentage is 95,2%, high categories.

All giving reference activity teaching and learning, mean 4,69 categories good. Average percentage 93,8% high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning activity of speaking skill using hyponymy game part post-test by teachers' observation shows at table 4.46 below:

Table 4.46
Post-test Activity Teaching Learning
(Teachers' Observation)

No	Statement	score and percent	Interpretation
28.	Teacher notifies students to do post-test	4 80	Good High
29.	Teacher delivers the test-taking technique	4 80	Good High
30.	Teacher delivers the time to do test	5 100	Very Good Very High
31.	Teacher asks students to do post-test	3 60	Good High
		4 80	Good High

Table 4.46 showed the post-test of teaching and learning activity. Teacher notifies students to do post-test score 4 good categories, percentage 80% high categories. Teacher delivers the test-taking technique score 4 good categories, percentage 80% high categories. Teacher delivers the time to do test score 5 very good categories, percentage 100% very high categories. Teacher asks students to do post-test score 3 good categories, percentage 60% high categories. The mean is 4 good categories, the percentage is 80% high categories.

5. All of The Teaching Learning Activity Speaking Skill Using Hyponymy Game in The Second Meeting

All of the teaching learning activity speaking skill using hyponymy game in the second meeting by students' observation showed at table 4.47 below:

Table 4.47

**All of the teaching learning activity in the second meeting
(Students' Observation)**

No	Element	Ideal score	Average of score result	Percentage	Categories
IV. Introduction					
1.	Orientation	5	4,77	95,46	High
2.	Apperception	5	4,69	93,86	High
3.	motivation	5	4,62	92,53	High
4.	Giving reference	5	4,73	94,6	High
V. Main					
5.	Observing	5	4,6	92	High
6.	Questioning	5	4,68	93,6	High
7.	Data collection	5	4,62	92,4	High
8.	Associating	5	4,68	93,6	High
9.	Communicating	5	4,76	95,2	High
VI. Last Part					
10.	Closing	5	4,54	90,93	High
11.	Post-test	5	4,69	93,8	High
Mean			4,67	93,45	High

Table 4.47 showed activity teaching learning speaking skill using hyponymy game in the second meeting showed: part introduction; orientation score average 4,77; percentage 95,46%; high categories. Apperception score average 4,69; percentage 93,86%; high categories. Motivation score average 4,62; percentage 92,53%; high categories. Giving reference score average 4,73; percentage 94,6%; high categories.

Table 4.47 showed activity teaching learning speaking skill using hyponymy game in the second meeting showed: part main: observing score average 4,6; percentage 92%. Questioning score average 4,68; percentage 93,6%; high categories. Data collection score average 4,62; percentage 92,4%; high categories. Associating score average 4,68; percentage 93,6%; high categories. Communicating score average 4,76; percentage 95,2%; high categories.

Table 4.47 showed activity teaching learning speaking skill using hyponymy game in the second meeting showed: last part closing score 4,54; percentage 90,93%; high categories. Post-test score average 4,69; percentage 93,8%; high categories. All activity teaching learning speaking skill using hyponymy games in the second meeting score average 4,67; percentage 93,45%; high categories.

All of the teaching learning activity speaking skill using hyponymy game in the first meeting by teachers' observation showed at table 4.48 below:

Table 4.48

**All of the teaching learning activity in the second meeting
(Teachers' Observation)**

No	Element	Average of score result	Percentage	Categories
I. Introduction				
1.	Orientation	4,6	93,33	High
2.	Apperception	4,33	86,66	High
3.	motivation	4,33	86,66	High
4.	Giving reference	4	80	High
II. Main				
5.	Observing	3,75	75	High
6.	Questioning	4	80	High

7.	Data collection	4	80	High
8.	Associating	3	60	High
9.	Communicating	4	80	High
III. Last Part				
10.	Closing	3,66	73,33	High
11.	Post-test	4	80	High
Mean		3,97	79,54	High

Table 4.48 showed activity teaching learning speaking skill using hyponymy game in the second meeting showed: part introduction; orientation score average 4,6; percentage 93,33%; high categories. Apperception score average 4,33; percentage 86,66%; high categories. Motivation score average 4,33; percentage 86,66%; high categories. Giving reference score average 4; percentage 80%; high categories.

Table 4.48 showed activity teaching learning speaking skill using hyponymy game in the second meeting showed: part main: observing score average 3,75; percentage 75%. Questioning score average 4; percentage 80%; high categories. Data collection score average 4; percentage 80%; high categories. Associating score average 3; percentage 60%; high categories. Communicating score average 4; percentage 80%; high categories.

Table 4.48 showed activity teaching learning speaking skill using hyponymy game in the second meeting showed: last part closing score 3,66; percentage 73,33%; high categories. Post-test score average 4; percentage 80%; high categories. All activity teaching learning speaking skill using hyponymy games second meeting score average 3,97; percentage 79,54%; high categories.

2. Speaking Skill Using Hyponymy Game

To find out the effect of hyponymy game in teaching speaking it can be showed at the result of pre-test and post-test. The result of post-test in

experimental class named variable (X_1) and the result of post-test in control class named variable (Y_2). In the pre-test, students answered researcher questions and in the post-test, the students fill in the blank so practice it and make the dialogue then perform it in every group.

On the test, students focused on five components of speaking skill. They are: accent, grammar, vocabulary, fluency and comprehension. Thus are the researcher scored the students based on five components by using the rating scores of conversation English proficiency test the highest total score from all of experimental class and control class was 93 and the lowest score was 28. The researcher describes the data at experimental and control class as bellow:

1. Experimental Class

The researcher described the result of a pre-test at the experimental class by the table as bellow:

Table 4.49

The students' score of the pre-test at the experimental class

No	Name	Criteria					Score
		A	G	V	F	C	
1	AFR	3	18	20	10	19	70
2	AA	2	12	12	10	12	48
3	DY	3	18	16	10	15	62
4	FFR	2	12	12	8	8	42
5	FF	2	6	12	8	12	40
6	HA	2	6	16	8	15	47
7	HI	2	6	8	8	12	36
8	HL	3	18	12	10	12	55
9	LK	2	18	12	10	15	57
10	MA	2	6	12	8	12	40
11	MIN	2	6	4	8	12	32
12	NM	3	12	12	8	12	47
13	NRL	2	12	4	8	12	38
14	PZ	2	6	16	10	12	46
15	RAV	2	12	16	10	12	52

16	RS	3	12	16	10	15	56
17	SR	3	18	16	10	15	62
18	SA	2	18	20	10	15	65
19	STP	2	12	16	10	15	55
20	SN	2	6	16	8	12	44
21	SC	3	18	16	10	15	62
22	TO	2	12	12	10	12	48
23	ZR	3	18	16	10	19	66
24	VR	2	18	12	10	19	61
25	SU	2	12	16	8	15	53
Total Score		1.284					
Average		51,3					

The table above showed the result of students' pre-test scores on the criteria in speaking ability at the experimental class. That the data showed the highest score was 70, and the lowest score was 32. There are one student who got the highest and one student who got the lowest score. So the average score of the pre-test was 51,3 while the result of post-test at the experimental class got better score than pre-test. It can be described as follow:

Table 4.50

The students' score of the post-test at the experimental class

No	Name	Criteria					Score
		A	G	V	F	C	
1	AFR	4	30	24	12	23	93
2	AA	3	24	20	12	19	78
3	DY	4	30	24	12	19	89
4	FFR	3	24	16	10	15	68
5	FF	3	18	20	10	15	66
6	HA	3	12	20	10	19	64
7	HI	3	18	16	12	19	68
8	HL	4	24	16	12	19	75
9	LK	3	24	16	10	19	72
10	MA	3	18	16	10	15	62

11	MIN	3	12	12	10	15	52
12	NM	4	12	20	10	15	61
13	NRL	3	18	12	10	15	58
14	PZ	3	18	24	12	19	76
15	RAV	3	18	24	12	19	76
16	RS	4	24	24	12	19	83
17	SR	4	24	20	12	19	79
18	SA	4	18	24	12	19	77
19	STP	3	18	20	12	19	72
20	SN	3	12	20	10	15	60
21	SC	4	30	20	12	19	85
22	TO	3	18	16	12	15	64
23	ZR	4	24	24	12	23	87
24	VR	3	24	16	12	19	74
25	SU	3	18	20	10	19	70
Total Score		1.809					
Average		72,3					

The table above showed the result of students' post-test scores on the criteria in speaking ability at the experimental class. That the data showed the highest score was 93, and the lowest score was 52. There are one student who got the highest score and one student who got the lowest score. So the average score of the post-test was 72,3.

Based on the explanation above, it showed the result from post-test at experimental class was greatly improved after giving treatment, the result was better than the pre-test (before giving the treatment). It is seen from the average between the post-test and pre-test. Average of post-test was better than the average of pre-test, that's $51.3 < 72,3$.

2. Control Class

The researcher describes the result of pre-test at the control class by the table as below:

Table 4.51
The students' score of the pre-test at the control class

No	Name	Criteria					Score
		A	G	V	F	C	
1	QA	3	18	16	12	8	57
2	RHF	2	6	4	4	12	28
3	IH	2	6	4	6	15	33
4	HMS	3	12	12	6	15	48
5	ASS	2	6	12	4	12	36
6	RJY	3	6	12	6	15	42
7	KHJ	3	12	16	6	15	52
8	YN	2	18	12	8	15	55
9	IZF	2	12	12	8	12	46
10	MM	2	6	4	6	15	33
11	EMJ	3	18	16	8	12	57
12	IF	2	18	12	8	12	52
13	ATMS	3	18	12	8	15	56
14	AZ	3	12	16	8	15	54
15	AK	3	6	12	8	12	41
16	DSA	2	12	12	8	12	46
17	DI	3	12	16	8	12	51
18	FA	2	6	16	6	12	42
19	MAG	2	6	12	8	12	40
20	MD	3	12	12	8	12	47
21	MNA	3	12	12	8	15	50
22	NA	3	6	16	8	12	45
23	NAA	3	12	12	8	15	50
24	SPA	2	12	16	8	15	53
25	RAS	3	18	16	8	15	60
Total Score		1.174					
Average		46,9					

The table above showed the result of students' pre-test scores on the criteria in speaking ability at the control class. That the data showed the highest score was 60, and the lowest score was 28. There are one student who got the highest and one student who got the lowest score. So the average score of the pre-test was 46,9 while the result of post-test at the control class got better score. It can be described as follow:

Table 4.52
The students' score of the post-test at the control class

No	Name	Criteria					Score
		A	G	V	F	C	
1	QA	3	18	16	8	15	60
2	RHF	2	12	12	8	12	46
3	IH	2	12	8	8	15	45
4	HMS	3	12	12	8	15	50
5	ASS	2	12	12	6	15	47
6	RJY	3	12	16	8	12	51
7	KHJ	3	12	16	8	15	54
8	YN	3	18	12	8	15	56
9	IZF	3	12	12	10	12	49
10	MM	2	6	8	8	15	39
11	EMJ	3	18	16	8	15	60
12	IF	3	18	12	8	15	56
13	ATMS	3	18	16	8	15	60
14	AZ	3	12	16	10	15	56
15	AK	3	12	16	10	12	53
16	DSA	2	12	16	8	15	53
17	DI	3	12	16	8	15	54
18	FA	2	6	16	8	12	44
19	MAG	3	18	16	10	19	66
20	MD	3	12	20	10	15	60
21	MNA	3	18	20	10	19	70
22	NA	3	12	16	10	15	56
23	NAA	3	12	16	10	15	56
24	SPA	3	18	20	10	12	63

25	RAS	3	18	20	8	19	68
Total Score		1372					
Average		54,8					

The table above showed the result of students' post-test scores on the criteria in speaking ability at the control class. That the data showed the highest score was 70, and the lowest score was 39. There are one student who got the highest score and one student who got the lowest score. So the average score of the post-test was 54,8.

Based on the explanation above, it showed the result from post-test at control class was greatly improved after giving treatment, the result was better than the pre-test (before giving the treatment). It is seen from the average between the post-test and pre-test. Average of post-test was better than the average of pre-test, that's $46,9 < 54,8$.

B. Data Analysis

Based on the data collected from post-test of experiment class and control class, the researcher got the average scores of test in experimental class was 72,3. While the average scores of control class was 54,8.

1. Experiment class

Based on the data above, The researcher analysis the data by comparing students' score in pre-test and post-test in experiment class from the lower to the higher and explaining by the table as follow:

Table 4.53

The difference score between pre-test and post-test at experiment class

No	Name	Pre-test X_1	Post-test X_2	Deviation ($X=X_2-X_1$)	Squarred Deviation X^2
1	AFR	70	93	23	529

2	AA	48	78	30	900
3	DY	62	89	27	729
4	FFR	42	68	26	676
5	FF	40	66	26	676
6	HA	47	64	17	289
7	HI	36	68	32	1024
8	HL	55	75	20	400
9	LK	57	72	15	225
10	MA	40	62	22	484
11	MIN	32	52	20	400
12	NM	47	61	14	196
13	NRL	38	58	20	400
14	PZ	46	76	30	900
15	RAV	52	76	24	576
16	RS	56	83	27	729
17	SR	62	79	17	289
18	SA	65	77	12	144
19	STP	55	72	17	289
20	SN	44	60	16	256
21	SC	62	85	23	529
22	TO	48	64	16	256
23	ZR	66	87	21	441
24	VR	61	74	13	169
25	SU	53	70	17	289
Total		$\sum X_1 =$ 1.284	$\sum X_2 =$ 1.809	$\sum X =$ 525	$\sum (X)^2 =$ 11.795

Based on the table above showed that the score difference between pre-test and post-test at the experiment class. The difference score was the result from the post-test scores subtract pre-test score. There was significant difference score between pre-test and post-test at the experimental class, the biggest score was 32 and the lowest difference was 12.

2. Control class

The researcher analysis the data by comparing students' score in pre-test and post-test in control class from the lower to the higher and explaining by the table as follow:

Table 4.54

The difference score between pre-test and post-test at control class

No	Name	Pre-test Y_1	Post-test Y_2	Deviation ($Y=Y_2-Y_1$)	Squared Deviation (Y^2)
1	QA	57	60	3	9
2	RHF	28	46	18	324
3	IH	33	45	12	144
4	HMS	48	50	2	4
5	ASS	36	47	11	121
6	RJY	42	51	9	81
7	KHJ	52	54	2	4
8	YN	55	56	1	1
9	IZF	46	49	3	9
10	MM	33	39	6	36
11	EMJ	57	60	3	9
12	IF	52	56	4	16
13	ATMS	56	60	4	16
14	AZ	54	56	2	4
15	AK	41	53	12	144
16	DSA	46	53	7	49
17	DI	51	54	3	9
18	FA	42	44	2	4
19	MAG	40	66	26	676
20	MD	47	60	13	169
21	MNA	50	70	20	400
22	NA	45	56	11	121
23	NAA	50	56	6	36
24	SPA	53	63	10	100
25	RAS	60	68	8	64

Total	$\Sigma Y_1 =$ 1.174	$\Sigma Y_2 =$ 1.372	$\Sigma Y =$ 198	$\Sigma (Y)^2 =$ 2.550
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Based on the table above showed that the score difference between pre-test and post-test at the control class. The difference score was the result from the post-test scores subtract pre-test score. There was significant difference score between pre-test and post-test at the control class, the biggest score was 26 and the lowest difference was 1.

From the data above, the researcher t-test calculated using the steps as follow:

- 1.) Determine mean of score experiment class (MX), with formula as follow:

$$\begin{aligned} MX &= \frac{\Sigma X}{N} \\ &= \frac{525}{25} \\ &= 21 \end{aligned}$$

The result above showed us about the average score (mean) at the experimental class. The researcher got the data from ΣX_1 , ΣX_2 , and ΣX . The researcher calculated the data based on the formula above.

- 2.) Determine mean of control class (MY), with formula as follow:

$$\begin{aligned} MY &= \frac{\Sigma Y}{N} \\ &= \frac{198}{25} \\ &= 7,92 \end{aligned}$$

The result above showed us about the average score (mean) at the control class. The researcher got the data from ΣY_1 , ΣY_2 , and ΣY . The researcher calculated the data based on the formula above.

- 3.) Determine standard deviation score of experiment class (X^2), with formula as follow:

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum X^2}{N}} \\ &= \frac{\sqrt{11.795}}{25} \\ &= \sqrt{471,8} \\ &= 21,72 \end{aligned}$$

The result above showed about standard deviation score at experiment class. The researcher got the data from $\sum X_1$, $\sum X_2$, $\sum X$ and $\sum(X)^2$. Afterword the researcher calculated the data based on the formula above.

- 4.) Determine standard deviation score of control class (Y^2), with formula as follow:

$$\begin{aligned} SD_y &= \sqrt{\frac{\sum Y^2}{N}} \\ &= \sqrt{102} \\ &= 10,0 \end{aligned}$$

The result above showed about standard deviation score at control class. The researcher got the data from $\sum Y_1$, $\sum Y_2$, $\sum Y$ and $\sum(Y)^2$. Afterword the researcher calculated the data based on the formula above.

- 5.) Determine standard error of mean at experiment class (X) using the formula as follow:

$$\begin{aligned} SE_{M_x} &= \frac{SD_x}{\sqrt{N-1}} \\ &= \frac{21,72}{\sqrt{25-1}} \end{aligned}$$

$$\begin{aligned}
 &= \frac{21,72}{\sqrt{24}} \\
 &= \sqrt{4,89} \\
 &= 4,44
 \end{aligned}$$

The result above showed about standard error of mean at experiment class. The researcher got the data from standard deviation of experiment class (X Variable). Afterword the researcher calculated the data based on the formula above.

6.) Determine standard error of mean at control class (Y) using the formula as follow:

$$\begin{aligned}
 SE_{My} &= \frac{SD_y}{N-1} \\
 &= \frac{10,0}{\sqrt{25-1}} \\
 &= \frac{10,0}{\sqrt{24}} \\
 &= \sqrt{4,89} \\
 &= 2,04
 \end{aligned}$$

The result above showed about standard error of mean at control class. The researcher got the data from standard deviation of control class (Y Variable). Afterword the researcher calculated the data based on the formula above.

7.) Determine standard error, difference of mean between variable X and variable Y. with the formula as follow:

$$\begin{aligned}
 SE_{Mx-my} &= \sqrt{SE_{Mx}^2 + SE_{My}^2} \\
 &= \sqrt{4,44^2 + 2,04^2}
 \end{aligned}$$

$$\begin{aligned}
&= \sqrt{19,7 + 4,16} \\
&= \sqrt{23,8} \\
&= 4,87
\end{aligned}$$

The result above showed about the differences standard error of mean between experiment class and control class. The researcher got the data from standard error of mean at experiment class and control class. Afterword the researcher calculated the data based on the formula above.

8.) Determine value of “ t_0 ” with using the formula as follow:

$$\begin{aligned}
t_0 &= \frac{M_x - M_y}{SE_{M_x - M_y}} \\
&= \frac{21 - 7,92}{4,44 - 2,04} \\
&= \frac{13,08}{2,4} \\
&= 5,45
\end{aligned}$$

The t-test value of 13,08 is called the t_{hitung} value. To determine the significant level of difference it should be used the t_{table} value contained in the table t_{table} values must be found first degree of freedom (df) by using formula:

$$\begin{aligned}
DF &= N_1 + N_2 - 2 \\
&= 25 + 25 - 2 \\
&= 50 - 2 \\
&= 48
\end{aligned}$$

Based on $df = 48$ in table t, with 5% significance level found t_{table} 1,67 and with 1% significance level found t_{table} 2,40. So the result is t_t is 5% $< t_o$, or $t_o > t_t$ 1%. It is mean that t_o (t observation) is higher than t_t (t table).

To know whether it is significant or not we have to look at the t table in appendix. The result of t_t on significant 5% = 1,67 and 1% = 2,40. It indicates that $t_o > t_t$ or $5,45 > 1,67$ and $5,45 > 2,40$ so the zero hypothesis are rejected and the alternative hypothesis is accepted. It means. There is a significant the effectiveness of teaching speaking using hyponymy game.

C. Hypothesis testing

Before deciding the result of hypothesis the researcher purpose interpretation toward t_o (t observation) with procedure as follow:

1. H_a (Alternative Hypothesis) : $t_{observation} > t_{table}$ it means there is significant difference between teaching speaking skill using hyponymy game at the first grade at MTs Al-Islam Serang.
2. H_o (Null Hypothesis) : $t_{observation} < t_{table}$ it means there is no significant difference between the effectiveness of teaching speaking skill by using Hyponymy Game at the first grade in MTs Al-Islam Serang.

D. The interpretation of data

The researcher can conclude that using hyponymy game in teaching speaking is better and more effective than without using hyponymy games at the first grade of MTs Al-Islam Serang.

Because the researcher found that from the result of control class is mean of pre-test score 1.174 and post-test 1.372. The result of experiment class is mean of pre-test 1.284 and post-test 1.809. So it means control class is lower than experiment class, and control class calculated with assumption as follow:

If $t_o > t_t$ hypothesis is accepted. It is mean there is significant different between students understanding in learning speaking using hyponymy games.

If $t_o > t_t$ the alternative hypothesis in learning speaking using hyponymy games is rejected. It means there is no significant between using hyponymy games in learning speaking in experiment class and learning speaking in control class.

Based on calculation above is know that t table with level significant 5% = 1,67 and with level significant 1% = 2,40 so $1,67 < 2,40$ it is mean that $t_o > t_t$ and the researcher conclude that the alternative hypothesis is accepted, it is mean there is significant different between learning speaking using hyponymy games in experiment class and without using hyponymy games in control class.