Article

Hyponym Games in Enriching Students' English Vocabulary: A Case Study in Junior High School

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ABSTRACT

This study aimed to measure the effectiveness of Hyponym Games in improving the vocabulary mastery of 7th graders of SMP Muhammadiyah 01 Sukajaya. It was a quantitative study applying pre-experimental approach with one group of pre-test and post-test design. A total number of 30 students participated in this study. The results of t-test statistical data analysis revealed that in the pre-test, the average score gained by the students was 54, while in the post-test, the students obtained the average score of 74.73. Additionally, the calculation of the data showed that in the significance level of 0.05, t_{cal} was 7.0 with t_{table} of 1.701, or 7.0 > 1.701. Therefore, this study confirms that Hyponym Games are effective to enrich students' vocabulary mastery.

INTRODUCTION

Human beings need language, language is important for life because language is a tool to communicate with each other. Even more, language also functions as a medium of interacting and negotiating. Language is more than a system of communication. It involves the whole person, culture, educational, and developmental communicative process (Septiana, 2018).

Language is a crucial aspect in humans' life. Without language, people cannot make good communication because language is a tool to communicate with others. By using language, people are able to express knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, and feelings.

There are many languages exist in the world such as English, Indonesian, Arabic, French, Spanish, and so forth. However, among those various languages, English is the one considered as international language. Every person from a certain country in the world should master English since most of all aspects in life are related to this language such as technology, science books, art, and other published issues.

Vocabulary is a list of words with their meaning, especially when learning a foreign language. Herdayani (2019) cited from Nunan, pointed out that Vocabulary is more than just a list of words in the target language. Further, she explains that vocabulary is closely related to grammar, and the vocabulary system of most languages can be divided into grammatical words.

There are numerous definitions of vocabulary given by some experts, one of them is Richards in Halimah (2020) says that vocabulary is the core component of language ability. It provides many foundations for learners' speaking, listening, reading and writing skills. Schmitt and Mc. Carthey in Sulistyowati (2010) state that vocabulary is one among the important skills in the

language. People use words and arrange them together to form a sentence.

Similarly, Sahrawi (2013) explains that vocabulary is the foundation of language development. Besides, Sahrawi (2013) claims that vocabulary is the basis of language communication. Therefore, without having enough vocabulary, it is difficult to master English skills. When someone has a conversation with others, he or she will not be interested in continuing the conversation due to a lack of vocabulary and poor communication progress.

In the context of English learning at schools, students who do not master adequate vocabulary will not only be able to express what they mean but also cannot build communication with others well. From those several ideas aforementioned, it can be clearly seen that a total number of words is needed to support the English learners to deliver their thoughts effectively. Besides, enough vocabulary will also support the speakers' self-confidence. Hence, they will improve people's perception about their English competence and performance.

In Indonesia, the latest policy of the Ministry of Education which removes English as one of compulsory subjects taught in Elementary school has been giving big impact to the students in the first year of their Junior High Schools, moreover, if they do not go to English course to get additional knowledge of English. Thus, in relation to this, the writers are interested to propose one of fun and effective ways of enriching the seventh grades students of Junior High School's vocabulary. It is expected that the students will be easier in grasping the lessons in English class if they are supplied with enough words and they are also able to improve their vocabulary mastery.

Therefore, before having further research, the writers firstly decide to do pre-liminary study by doing an observation to 7th grade classes while having their English class, getting these students' English achievement records, and conducting semi-structured interview with one of English teachers for these students. The school of conducting these steps until the end of the research was at Junior High School (JHS) Muhammadiyah 01, Sukajaya. From the observation, the writers assume that the students are mostly demotivated in following the lessons. Most of them do not understand what their teacher explains when using English. Their vocabulary is very limited, that is why the teacher needs to translate his sentences directly after he speaks English. These observation results are in line with the results of the semi-structured interview to Mr. Yahya, their English teacher. He explains that the biggest problem faced by the teacher in teaching English to these students is low-motivation. The students are highly demotivated because English is new for them so

that they need to adjust themselves in receiving English words and struggle to understand the meaning in various contexts of the lessons which are not easy. Additionally, this teacher also informs that in the process of English teaching and learning, teachers only apply conventional ways which are monotonous and lack of teaching and learning media. These conditions make the students bored. From the documentation of students' achievement records, it is found that less than 70% of them are lack of vocabulary, 20% of them are in the average, while the other 10% are excellent. These data show that the most of the students encounter problem in mastering vocabulary of English.

Referring to what has been being found in their pre-liminary study, the writers are interested to propose one of fun and effective ways to be applied in helping these students improve their vocabulary mastery. These students need new atmosphere of the class to encourage them to be motivated and be enjoyed their learning. If the students are enthusiastic, their achievements will also be better and higher. Therefore, a Hyponym game is chosen by the writers to be integrated into the process of teaching and learning. Thus, specifically, the problem of this study is formulated as: "Does Hyponym game improve 7th graders' vocabulary mastery?" As Suparman (2010) argued that playing a game can reduce boredom, sleepy feeling during the learning process, and even more, games will train leadership and togetherness of the students. Further he also describes that interesting activities will bring the students into a good atmosphere and by integrating the materials with the games, students will be enthusiastic.

According to Lee in Bakhsh (2016), Games allow students to relax and to enjoy themselves, which means that they will have better comprehension and retain more information. Moreover, Allen in Sulistyowati (2010) says that games are useful in light of the fact that they can cause language learners to feel that specific words are significant and vital. In this way, the point of prescribing games for Hyponym learning is to make conditions which support Hyponym extension, and very much picked game can assist the learners involved in obtaining English words.

Further, Haryanti (2012) stated that games can be a medium for teaching vocabulary because they are fun and the pleasant relaxed atmosphere fostered by games has proven to be efficient learning. In another opinion, Iva (2012) proposes the ideas that games have many advantages for students and teachers in which they train motoric ability, train the concentration level in every activity, strain the competition ability, and can be used to

train learners' ability in language skills like reading, speaking, and writing.

The reality in which most of the teenagers are interested more in playing handphone than listening to teachers' explanation and or they prefer to watch TV than understand books shows that inserting games in the learning process will provide the students more pleasant of teaching and learning atmosphere.

According to Astuti (2014), Hyponym is a relationship between two words, in which the meaning of one of the words includes the meaning of the other words. For example, in English *flower* and *rose* are related such a way that *rose refers to a type of flower*. The specific term, rose, is called a Hyponym, and the general term, flower, is called a Hypernym. Teaching Hyponym is an effective form of practice because it is easy to apply, to understand, and to remember.

Meanwhile, Yule (2010) affirms that the relationship is portrayed as a hyponym when the significance of one structure is remembered for the importance of another, and some run of the mill model sets are *rose - flower, canine - creature, carrot - vegetable, banyan – tree.* The idea of 'consideration' required here is the possibility that assuming an article is a rose, it is fundamentally a blossom, so the significance of the bloom is remembered for the importance of the rose. Or on the other hand rose is a hyponym of a Flower.

Another linguist, Harmer in Alfian (2017) states that another relationship that defines the meaning of words to each other is that of hyponym, where words like *banana, apple, orange, lemon* are hyponym of the *fruit*. And fruit itself is a hyponym of other items that are members of the food family. We can express this relationship in the following picture:
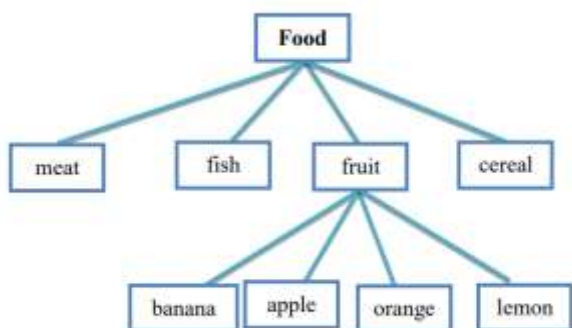

Figure 1. Hyponyms of Food

The purpose of hyponym game is to make students connect new vocabulary to understand the concepts and to display the information in a graphical format. Hyponym can help them establishing connections between new

materials, and can also help them learn new words and deepen their understanding.

There are some ways to enhance students' vocabulary through hyponym games. Woodward in Hidayat (2019) gives an example of a class activity of teaching vocabulary using hyponym. He says that the teacher ought to give a rundown of classifications like food, family, objects, occupations, number, and so on then one another or a gathering of students is given one class. The students at that point need to compose how many words as could be expected under the circumstances under the classification heading on a piece of paper. Therefore, food should contain things like bread, meat, and so forth. The student needs to check the spelling with a word reference and afterward these sheets become a class word reference that is added to as new words are met.

Several techniques of vocabulary teaching that can be applied includes visual, verbal and translation. Visual technique includes visual aids like flashcards, photographs, blackboard drawings, wall charts, and realia. They are very useful for teaching concrete in terms of vocabulary such as places, professions, etc. In visual technique, teachers also use mime and gesture as a supplement for other ways of conveying meaning. The teachers can choose them when they teach students to attract students' attention. The visual technique gives direct meaning for students in recognizing new words. Moreover, verbal technique enables teacher to use the illustrative situation by oral or written, synonymy and definition, contrast and opposite, scale, and example of the type. Lastly, translation can be a very effective technique for conveying meaning. But, on another side, it is also far from valuable learning because the activity does not give the students a learning experience. Among the techniques described, the teachers may select one most appropriate with the needs of their students. Thus, teachers' creativity in applying effective and interesting technique is required. Hence, their teaching would be more meaningful to the students.

METHOD

This study employed quantitative method dealing with pre-experimental design and one group pretest-posttest design. Creswell (2011) states that quantitative method is the one dealt with statistical analysis of the data in the form of scores and numbers. This kind of design compares the students' learning achievement before and after treatment through their results of pre-test and post-test. This pre-experimental design consists of three phases; pre-test, treatment, and post-test to research learners' improvement in terms of their vocabulary knowledge.

According to Sugiono in Naimatul (2014), population is a geographical generalization, namely: the object or subject which has certain qualities and characteristics specified by the researcher to be studied and concluded.

The population of this study covered all 7th-grade students of SMP Muhammadiyah 01 Sukajaya in the academic year of 2020/2021. In this school, there was only one class of 7th graders consisting of 30 students. The population was about 72 students from all the grades. Since 7th grade of the school was only one class, then the writers used this class as the objects to be investigated.

In collecting the data, the writers passed three stages, i.e., administering pre-test before the study, carrying out treatment and giving post-test after the end of the treatment. Thus, both pre- and post-tests were used as the instruments to collect the data.

Since the main objective of this study was to find out whether or not hyponym games were effective in increasing 7th grade students' vocabulary mastery, the pre-test was conducted to measure students' vocabulary mastery before they were being treated by the writers. The vocabulary test comprised 25 multiple choice questions adopted and modified by the writers.

After conducting the pre-test, the writers started their experiment by teaching these students' vocabulary through Hyponym Games. It was a- 6 meetings treatments with various techniques and one of them was by putting the students into 3 groups consisted of 10 students in each and then they were required to make the hyponyms of several subjects. The more words these groups found, the bigger chance they got to get rewards from the writers. In the end, post-test was given in order to measure these students' progress before and after the treatment by comparing the achievements they reached in the pre-test and post-test.

Instruments can be defined as tools or media, such as tests and questionnaires used for measuring or collecting the data in a research process. And as previously described, in this study, the writers used both pre- and post-tests as the instruments.

The following Table 1 presents the indicators the writers referred to in distributing the two tests.

Table 1. Research Instruments

Indicators of Competency Achievement	Instruments	Instruments/ Issues	Score
Answering the questions well based on text	Written Test	25 Multiple Choice Questions	The correct answer is divided by a total number of questions and multiplied by 100.

The individual score of the students' vocabulary mastery test was counted through the following formula:

$$Students' score = \left(\frac{Correct\ answer}{Total\ number\ of\ test\ items} \times 100 \right)$$

Further, the following Table 2 used by the writers in classifying the students based on the scores they achieved in those two tests:

Table 2. The Classification of Students' Qualification

Interval	Qualification
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
0-49	Very poor

Data analysis is a process in which researchers systematically search and organize their data to improve their understanding and ability of the data and enable them to present what they learn to others. In analyzing the data of this study, the writers firstly tabulated the scores the students got both in the pre and post-test. After that, the scores obtained were put into each range of the classification. Then, from this classification, the writers listed the scores into percentages which were also being presented in a pie-bar. This presentation made the results became clearly read.

In order to find out the effect of Hyponym Games to students' vocabulary mastery, the data needed to be analyzed statistically. A formula of t-test was applied in calculating the data. The results confirmed that Hyponym Games were effective in enriching students' vocabulary mastery if t-calculation hit by them was higher than their pre-test.

RESULTS AND DISCUSSION
As it is previously described above, after tabulating the students' tests results, the writers categorize these scores in the classification explained in Table 2. The qualifications of the students are described descriptively after being put into percentages.

The followings figure 2 and 3 show students' achievements in the two tests; pre and post. The

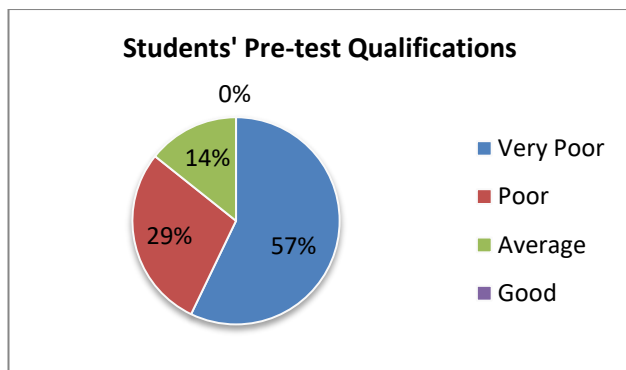differences of the students' qualifications can also be read very clearly.

Figure 2. Diagram of Students' Pre-test Achievements
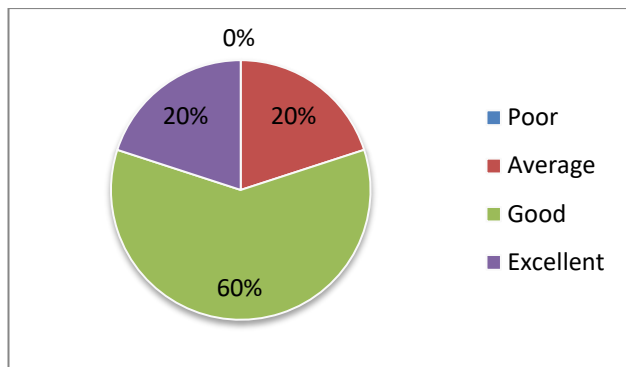

Figure 3. Diagram of Students' Post-test Achievements

In order to present the differences of achievements gained by the students in the two tests, figure 4 below used by the writers to present more detailed data.
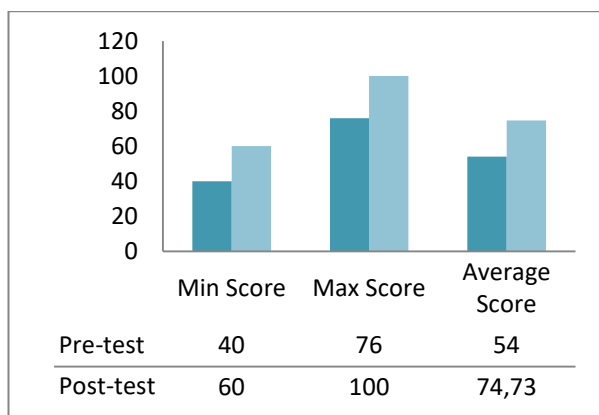

Figure 4. Diagram of The comparison of students' achievements both in pre and post-tests

The diagram shows that there is a significant improvement reached by the students in the post-test. In the average, the mean score of students' post-test (74.73) is higher than the mean score of their pre-test (54).

Statistically, in the significance level of 5% (0.05), the calculation through t-test revealed that t_{cal} reached by the students was higher than t_{table} (7.0 > 1.701) with the value

of df 28 (30-2). Therefore, these results also confirm that Hyponym Games give significant impact to the development of the students' vocabulary mastery.

The findings described above show that the students reach better results after being taught through Hyponym Games. In the pre-test, the average score achieved by the students is 54, while in the post-test, the average score they hit is 74.73. These results are also supported by the findings of statistical analysis in which through t-test, the students reach the value of 7.0 for the t_{cal}. in which this number is higher than t_{table}, namely 1.701, in the significance level of 5% (0.05). These results confirm that vocabulary learning by using Hyponym Games give significant effect to the enhancement of students' vocabulary mastery.

This finding is also in line with what have been found by WangPeng (2016) in her research entitled "The Application of Hyponymy in College English Vocabulary Teaching". The results of her study show that the application of Hyponymy in English vocabulary teaching not only permits students to understand the peripheral meaning of words, but also helps them apply these applications to practice and to improve their vocabulary skills. More importantly, applying these Hyponymy applications to English vocabulary teaching also enriches the students' vocabulary. Most importantly, this is a very good way to expand the vocabulary and to gain deeper meaning, so that the teaching gets to be more effective and meaningful.
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CONCLUSION

Vocabulary is one of the most important facets in determining language learners in learning a target language, as well as in English learning. Therefore, language teachers are demanded to apply effective and appropriate technique(s) in order to improve their students' vocabulary mastery.

There is plethora of vocabulary teaching technique that can be applied and one of them is by inserting games into their teaching. Games are proven by numerous numbers of scholars as pleasant, motivating and interesting media for the students. And in relation with vocabulary, one of appropriate games is Hyponym.

In this study, as the main objective of the study is to measure whether or not Hyponym Games are effective to improve students' vocabulary mastery, the writers use both pre- and post-tests as the instruments to collect the data. The results of the analysis revealed that the students reach better achievement in the post-test in which the average score gained was 74.73, that is higher than the

one in the pre-test (54). Statistically, t-test calculation resulted t-$_{cal}$ of 7.0 in which it is higher than   t-$_{table.}$

The findings of the data above conclude that Hyponym Games are effective in improving students' vocabulary mastery.

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