Improving students vocabulary through hyponym game: A study of English in junior high school

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Abstract

The purpose of this study was to determine the effectiveness Hyponym Game in improving students vocabulary mastery. The research was conducted in SMP Muhammadiyah 01 Sukajaya. The sample of this study was 7th-grade students. This class consisted of 30 students. The method used in this study was quantitative method with pre-experimental design and one group pre-test and post-test design. The result of this research explained that students pre-test score was 54 and after treatments by using Hyponym Game, students post-test score was 74.73. The results of pre-test and post-test were calculated by using a t-test. The writer determined that using Hyponym Game is effective to enrich students vocabulary mastery.

Keywords: Game, Vocabulary, Hyponym Game

1. Introduction

Language is a crucial aspect in human's life. Without language, people cannot make good communication because language is a tool to communicate with others. Through the use of language, people can express knowledge, beliefs, opinions, wishes, threats, commands, gratitude, promises, statements and feelings.

There are many languages that exist in the world such as English, Indonesian, Arabic, French, Spanish, etc. But, there is only a language that is considered as the International one is English. English is a language that can be applied wherever and whenever. Every person from a different country in

the world should be mastered in English. In addition, most of all aspects in life are related to English such as technology, science books, art, and other published issue.

If scholars have enough vocabulary, they will be ready to understand what they are listening to, they will be ready to speak fluently, and they can easily understand the content of the text. On the contrary, if the vocabulary is disproportionate, then scholars will have trouble in speaking, listening, reading, and writing.

As a result, it can be said that it is impossible without mastering vocabulary that students cannot express what they mean and cannot communicate with others in English well. It can be concluded from the above definition that vocabulary is the total number of words needed to convey ideas and express the speaker's way. This is why learning vocabulary is so important.

2. Vocabulary

Language is the most important part of language, and it is also the first thing most applied linguists start to pay attention to. A vocabulary is a list of words with their meaning, especially when learning a foreign language. (Herdayani 2019) cited in Nunan, pointed out that vocabulary is more than just a list of words in the target language. According to the above definition, it can be concluded that vocabulary is closely related to grammar. The vocabulary system of most languages can be divided into grammatical words.

We can find many vocabulary definitions from some experts. The first one is Richards in (Halimah 2018), said that vocabulary is the core component of language ability. It provides many foundations for learners' speaking, listening, reading and writing skills.

In another opinion, Francisca Maria Ivone in (Syahrizal 2020) saying that vocabulary is more than just a list of words. Vocabulary is a system of embedded language. Vocabulary is also part of all languages. Therefore, words and phrases will be arranged in various ways. Understanding language can also be called a collection of words in a language. Vocabulary can also be interpreted as a language element, which can provide explanation and language information.

Similarly, Sahrawi in (Hirai 2013) explains that vocabulary is the foundation of language development. Besides, Sahrawi quoted in (Kim and Kim 2013) claims that vocabulary is the basis of language communication. As a means without enough vocabulary, it is difficult to master English skills. When you have a conversation with others, you are not interested in continuing the conversation due to a lack of vocabulary and poor communication progress.

Therefore, people need some vocabulary to arrange sentences, because it is impossible to successfully learn a language without mastering the vocabulary. (Al Qahtani 2015) stated: "Vocabulary can be defined as the total number of words needed to convey ideas and express the meaning of the speaker". In other words, if people don't have a lot of vocabulary, it will be difficult for them to interact with others.

It can be concluded from the above statement that vocabulary is a collection of English words, which must be learned to help students communicate well. Therefore, learning vocabulary is very important.

3. Hyponym Game

(Yule 2010) said 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.

Figure 1

Hyponyms of Living Thing
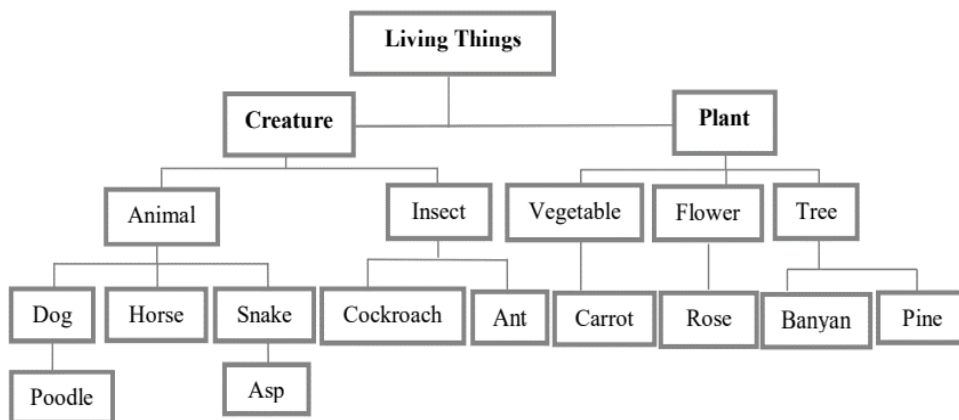
From the diagram above, the horse is a hyponym of animal or the carrot is a hyponym of vegetable. The connection of hyponym catches 'is a sort of', as when you give the significance of a word by saying "a poodle is a sort of canine". The fundamental driver that the solitary thing a few group think about the significance of a word in their language is that it is a hyponym of another term. That is, you may discover nothing more about the significance of poodle other than that it is a sort of dog (Yule, 2010).

        Another linguist Harmer in (Alfian 2017) stated 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 diagram :

Figure 2
Hyponyms of Food
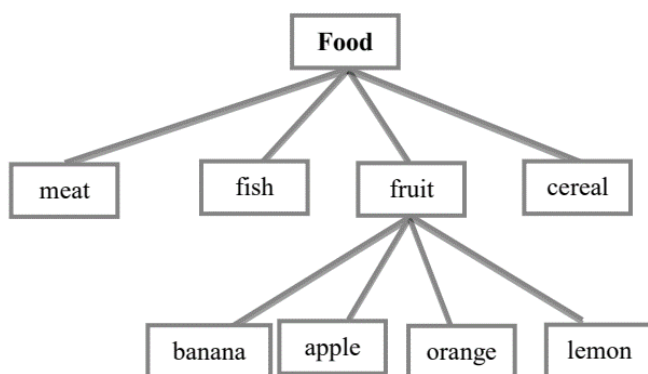
In light of the clarification before, we realize that the instructor's work in this stage is to give the students clear definition about the language that they are learning. We can give novel thoughts regarding new words by relating or associating those with the other word that makes it fun and simple.

4. The Advantages and Disadvantages of Hyponym Game

The advantages and disadvantages of using hyponym games in teaching vocabulary according to Herdayani (2019: 39) are:

Advantages :

1. The students could be more excited in learning the material.
2. The teacher didn't need to explain the whole materials.
3. The teacher just explained the material of the day by doing games.

Whereas the disadvantage :

1. The class is noisier during the learning process. It makes the teacher difficult to control the students.

2. The teacher only has a moment to explain the material and provide some new vocabulary. Therefore, teachers no longer need more time to explain and help them remember all new vocabulary.

5. Method

The writer conducted the research on 7th grades in SMP Muhammadiyah 01 Sukajaya on Kp. Pojok Tengah RT 02 RW 03 Desa Cisarua, Kecamatan Sukajaya, Kabupaten Bogor, Provinsi Jawa Barat in three weeks with one meeting each week.

The method used in this research is a quantitative method that is dealing with pre-experimental design and one group pretest-post-test designs. (Creswell 2012) stated Quantitative method is a method of statistical analysis of data in the form of scores and numbers. These data are expressed in mathematical form and must be evaluated and interpreted through appropriate statistical procedures.

Furthermore, the writer chose a pre-experimental design is to examine whether or not Hyponym Game is effective in teaching vocabulary. In order to recognize the influence of Hyponym games on students' vocabulary performance. As the explanation before that there are three steps in this pre-experimental design can be described as follows:

Figure 3

Pre-experimental Design: One Group Pretest and Posttest Design

$$O_1 \ X \ O_2$$
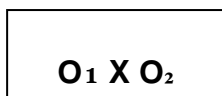
O_1: Pretest

X: Treatment

O_2: Posttest

This kind of plan compares the students studying achievement before and after treatment thru the outcomes of the pre-test and post-test. This pre-experimental design consists of three phases; pre-test, treatment, post-test to research learners' improvement in terms of their vocabulary knowledge.

a. Population and Sample

The population of this research covered all 7th-grade students of SMP Muhammadiyah 01 Sukajaya in the academic year 2020/2021. In this school, there were nine classes of 7th graders consist of 35 students from each class. The population was about 315 students from all of the 7th graders.

Whereas the sample of this research was selected from the population, the writer selects one class for this research that is VII grade class, which consists of 30 students. It is selected based on purposive sampling. Purposive sampling might also be used to observe the effectiveness of some interventions with customers who have specific characteristics.

b. Techniques for Collecting the Data

In collecting the data, the writer planning to conduct a pre-test in the first meeting and a post-test in the last meeting. It is used to measure students' vocabulary mastery.

1. Pre-Test

   Pre-test is a test which to know how far students mastering the vocabulary before the writer conducting the Hyponym game. The test

was given to the students which consists of 25 of multiple choices questions.

2. Treatment

Treatment is a teaching activity using a particular media. In this research, the writer uses the Hyponym game as media in treatment. The treatment conducted six meetings including pre-test and post-test. The writer separated the class into three groups and each group would make the hyponym of several subjects. They should write the vocabulary as many as they can. The group who had the most vocabulary would got the awards from the writer.

3. Post-Test

Post-test is a test which had given after treatment and the purpose of this test is the writers knew about students' development in vocabulary mastery after the writer was given the treatment. Post-test conducted after implementing hyponym game in teaching vocabulary. The test was given to students consist of 25 test items that all questions of multiple choice.

c. Techniques for Analyzing the Data

After the data is collected, the researcher continued to used T-test to proposed research hypothesis.

6. Findings and discussion

The research finding is answering of the problem statements that formulated before. The data are presented based on observation in the classroom and analysis of the document. In this section, the writer will be present the comparison between students pre-test scores and students post-test scores.

Table 1

Students Pre-test Scores

Score	Number of Students	Percentages (%)
0-49	9	30%
50-59	12	40%
60-69	6	20%
70-79	3	10%
80-100	0	0%

From the diagram above before the writer gives treatment to students, it can be concluded that the results of the pre-test are 9 students were very poor with a percentage of 30%, 12 students were poor with a percentage of 40%, 6 students were average with a percentage 20% and 3 students were good with a percentage 10%. No student has the excellent score.

Table 2

Students Post-test Scores

Score	Number of Students	Percentages (%)
0-49	0	0%
50-59	0	0%
60-69	6	20%
70-79	18	60%
80-100	6	20%

From the table above after the writer gave treatment to students, it can be concluded that the results of the post-test are 6 students was average with a percentage of 20%, 18 students were good with a percentage of 60% and 6 students were excellent with a percentage 20%. No student has the very poor score and poor score.

The findings described above confirm that the students' scores after the Hyponym game were applied were better than the students' scores before the Hyponym game was applied in doing the posttest. So it can be seen that there is a enormous difference between students' vocabulary learning outcomes after the usage of the Hyponym game and before using the Hyponym game. Thus it can be proven by the students' scores before and after doing the treatment. Before the treatment was carried out, the students' mean score was 54.

During class treatment, vocabulary is given using Hyponym game. Therefore, the writer uses various ways of using Hyponym game so the students are more active and enjoy participating in class activities. In addition, students can easily understand hyponymy so that they get word variations to enhance their vocabulary. Therefore, by using this media in learning, students' scores increased significantly in the posttest. This can be seen from the mean score was 74.73.

7. Conclusion

This research was conducted to get the empirical evidence about improving students' vocabulary through Hyponym game at the seventh-graders of SMP Muhammadiyah 01 Sukajaya. After doing the experiment in teaching vocabulary before and after using hyponym game, the writer analyzed the data of the experiment, then continues to conclude the study.

It could be seen from the findings above that the lowest score of 30 students in the pre-test was 40 and the highest score was 76. The total scores were 1620 with the mean score was 54. Meanwhile, total score of students' post-test was 2242 with the mean score was 74,73. The lowest score of students' post-test was 60 and the highest score of students' post-test was 100. It means that there was a positive effect of hyponym game on improving students' vocabulary mastery. It can be concluded that the answer of the problem of the study is proven that hyponym game is success to enrich students' vocabulary mastery at the seventh grade students of SMP Muhammadiyah 01 Sukajaya.

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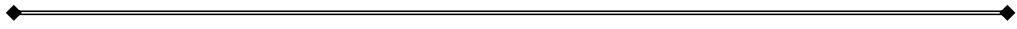
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