CHAPTER II

REVIEW OF THE RELATED LITERATURE

This part presents a related study, the definition of vocabulary, kinds of vocabulary, the importance of vocabulary, vocabulary size, the teaching of vocabulary, the definition of games, the advantages, and disadvantages of games, the definition of hyponymy games, using hyponymy games in teaching vocabulary.

A. Previous of Study

There are many related theses belong to this research. Firstly a research by Marek Rei and Ted Briscoe, a pattern-based approach to hyponymy relation acquisition hyponym generation has a wide range of possible applications in NLP, such as query expansion, entailment detection, and language model smoothing. Pattern-based hyponym acquisition can be used to find relevant hyponyms, but these approaches rely on both words being mentioned together in a specific context, leading to the very low recall. Vector similarity methods are interesting. Created a dataset for evaluating hyponym generation systems and experimented with a range of vector space models and similarity measures. Symmetric similarity measures, especially cosine similarity, performed surprisingly well on this task. This can be attributed to an unbalanced distribution of hyponyms, compared to high-similarity works. The choice of vector space
can be highly dependent on the specific task, and we have made available our vector datasets created from the same source using three different methods.\textsuperscript{12}

Second the research by Verginica Barbu Mititelu, “A Pattern-Based Approach to Hyponymy Relation Acquisition”. Many of the tasks in computational linguistics, such as information retrieval, document classification, automatic summaries, word sense disambiguation, and resolving prepositional phrase attachment, for a presentation on the uses of various ontologies in solving different tasks in Natural Language Processing, need good ontologies for their success. A prerequisite in such an experiment is the inventory of patterns which allow for the instantiation in the text of the taxonomic relation organizing the ontology. An experiment in which identify such patterns in corpora and classify them from a lexical point of view. Another resource on which relies is WordNet, whose already encoded hyponymy relations help us to identify the patterns in which they occur in the corpus.\textsuperscript{13}

Third the research Sonia Agnesti, “Teaching Writing Descriptive Text Through Hyponymy games”. Describe a method for the automatic acquisition of the hyponymy lexical relation from unrestricted text. Two goals motivate the approach—avoidance of the need for pre-encoded knowledge and applicability across a wide range of text. A method discovering these patterns and suggest that order lexical relations will also be acquirable in this way.\textsuperscript{14}

\textsuperscript{12}Marek Rei and Ted Briscoe: Looking for Hyponmy in vector space, University of Cambridge
\textsuperscript{14}Sonia Agnesti: Teaching Writing Descriptive Text Through Hyponymy games, A Thesis of English Education study program, Sriwijaya, University, 2014, p1
The first journal used qualitative, and this research focus on vector space looking hyponymy in the form of a vector space, in the form of a computer such as a window. The second journal use focuses on hyponymy pattern Romanian in linguistics. Third the research method for the automatic acquisition of the hyponymy lexical relation from unrestricted text. This study will be focused on students’ vocabulary by using hyponymy games.

B. Vocabulary

1. The definition of Vocabulary

Vocabulary is central language and critical impotant to typical language learner. Without a sufficiet vocabulary, one cannot comunicate effective or express his idea in both oral and writen form. Having a limited vocabulary is also a barier that preclude, learner from learning a foreign language. When they do not know how to enrich their vocabulary. For example they often gradually lose interesting learning.\(^\text{15}\)

Hocket argued that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers has also argued, vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.\(^\text{16}\) Vocabulary is a basic and a foundation to learn English. According David Wilkins in Norbert’s book, he summed up the important of vocabulary learning, “without

\(^{15}\)Endang Fauzi, Teaching Of English As A Foreign Language, Surakarta, Pabelan,2002, p.15

grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

Based on the explanation above, the writer concludes that vocabulary is a part of language component. Vocabulary has a complex function in human being’s life. Vocabulary is the form at all words that human being use to communicate each other. Through vocabulary, people convey what they one to say and receive what they want to hear.

There are various definitions of “vocabulary”, they are: A.S. Hornby in Santoso said that vocabulary is the total number of words which make up a language. So, language is arranged by so many words or phrases in the language. It means that vocabulary is a language term.

Moreover, there is another definition of vocabulary, it is: according to Shepherd in Santoso he said that vocabulary is one of the most significant aspects of language development. It means that vocabulary is the one that must be taken into consideration in language development. Monolingual dictionary specifies it more properly. It says that vocabulary means.

a. All the words that a person knows or uses.

b. All the words in a particular language.

c. All the words that people use when they are talking about a particular subject.

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d. A list words with their meanings, especially in a book for learning a foreign language.

In some literature, found the meaning of vocabulary. Vocabulary is a list of words, with definitions or translations, used in a language, a particular book, a special branch of study.

2. Kinds of vocabulary

According to Thorburny in Santoso, there are two kinds of vocabulary. They are function words and content words.¹⁹

a. Functions words (Grammatical Words)

Function words are words that have little lexical meaning or have ambiguous meaning but instead serve to express grammatical relationships with other words within a sentence or specify the attitude or mood of the speaker.

1. Prepositions: Prepositions are words or group of words that are used to show the way in which other words are connected. Example, for, of, in, etc.

2. Conjunctions: Conjunctions are words that connect sentences, phrases or clauses. Example, and, so, but, etc.

3. Determiners: Determiners definite article, the, indefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.

¹⁹Ibid, Heri Santoso, p17.
4. Pronoun: Pronoun is a word that used in place of a noun or noun phrases. Example, her, she, they, etc.

**b. Content Words (Lexical words)**

Content words lexical words, are words that carry the content or the meaning of a sentence and are open-class words.

1. Nouns: Nouns are words or group of words that are the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb, example, Eleanor, and book.

2. Verbs: Verbs are words or group of words which is used in describing an action, experience or state, example, write, and ride.

3. Adjectives: Adjectives are words that give more information about noun or pronoun, example, kind, better, etc.

4. Adverbs: Adverbs are words or group of words that describe or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example, carefully, at home, etc.

Based on the explanation above the writer generally, focuses on the content word. But, especially focuses on the noun, verb, and adjective. So the kind of vocabulary should be related to the material of school.

**3. The Importance of Vocabulary**

Vocabulary is important in case it could help the students to enjoy their classes. One who masters enough vocabulary will find fewer difficulties than
those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the others hand, those who lack vocabulary will face alot of problems. Mastery of vocabulary will be useful for the process of achieving language – teaching objectives. That is the mastery of language skills (listening, speaking, reading, and writing). If want to communicate with others in certain language, must master the language they belong to. Especially to know enough vocabulary of that language. These are the reasons why vocabulary is important: An extensive vocabulary aids expressions and communication. A person may be judged by others based on his or her vocabulary.

4. Vocabulary Size

Vocabulary size is a kind of measurement test, just like TOEFL. Since vocabulary test is which cover all kinds of vocabulary known by someone. The test of vocabulary size of this study will conclude with the content words. A total number of the test is 100 items which consist of 50 verbs and 50 noun words. The goal of this research is to measure how many vocabularies that students know before and after the treatment to find any differences. Vocabulary Size a convenient proxy for a whole range of educational attainments and abilities. In this study, vocabulary size as a students’ standard which how many students’ vocabulary size, it’s mean that the vocabulary size is anoun, verb, and adjective.

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Test is a way of getting feedback on teaching learning process. Without testing, there is no reliable means of knowing how effective a teaching sequence has been. In this study, the test used hyponymy which consist of 50 Vocabularys.

6. How Many Words Foreign Language Learners Have to Know

People use language to communicate, and so naturally one key issue in vocabulary studies is how much is necessary to enable this communication. Nation states that readers need at least 5,000 words to read texts pleasurably. This is in line with Laufer who has estimated that vocabulary size of 5,000 words indicates that a students knows a relatively high proportion (about 95%) of the running words in a text to read it independently.

English native speakers will add roughly 1,000 word families a year to their vocabulary size. This means a (L1) five years old beginning school will have a vocabulary of around 4,000 to 5,000 word families.

Thornbury clasify the scale of the words for different level as follow:

<table>
<thead>
<tr>
<th>Table 2.1</th>
<th>Vocabulary Size of Foreign Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy Stars</td>
<td>200 words</td>
</tr>
<tr>
<td>Level One Beginner</td>
<td>300 words</td>
</tr>
</tbody>
</table>

23 Ibid, Scott Thornbury, 2002. p 140
Based on the table 2.1 about English vocabulary size of foreign learners, it can conclude that easystars students of Indonesia at least have 100 of vocabulary size. Because of the students who would be sample of this study are the eight grade students so the writer give 100 words in testing vocabulary size of the students.

5. Teaching of Vocabulary

Teaching vocabulary is a process of way to students to learn about vocabulary. there are various ways to teaching vocabulary but there is no single best way for teaching vocabulary. it is because every way or technique used in teaching vocabulary has its own specific strong point. And than, it is also has a

weakness. Therefore, it is teacher’s to find or choose a better technique that is suitable to students’ condition.

Like Finocchiaro, Wallece in Nurapeni also give some suggestions concern to teaching vocabulary principle. There are:

1. The teacher has to decide the aim of teaching and she/he has to many items she/he expects all the students to able to understand.
2. The teacher has to decide the quantity of vocabulary that the teacher wants to teach after the teacher decide what kind of vocabulary is involved vocabulary learning.
3. Course book or syllabus should be a basis in making the choice of vocabulary item.
4. There has to be a certain amount of repetition of the new words.
5. The presentation of vocabulary should be meaningful.
6. The presentation should be created in which the students can learn the word in the where are appropriate.

Nation stated that good vocabulary teaching technique should do the following things:

c. It should interest the learners.
d. It takes the learners give to the form meaning or use of word,
e. It gives a chance for a certain amount of repetition.

He also proposes the way of presenting new vocabulary as follow:

1. Demonstrating. For example: showing the object, having gesture or performing an action.
2. Picture. For example: photograph, blackboard drawing, illustration or picture from the book.

3. Explanation. For example: giving description, synonym, and antonym, putting the word in definition context in by using translation.26

Teaching vocabulary is an important role in language because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen the belief that English can be used to express the same ideas or feeling they express in their native language. Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds another vocabulary which is relevant to the students. The teacher needs a good knowledge of their teaching material. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written27

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C. Games

1. The Definition of Games

A game is an activity with rules, a goal, and element of fun. A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. Games are used to make the children easier to understand and remember vocabularies in some topics. By using games, the children do not feel that they learn something through that activity. Through games, the students become active learners. Vocabulary should be mastered by the young learners so that they will be easy to understand the language. The way to make them easy in learning vocabulary is by giving a good method in teaching. The teacher should have a creative way in giving the materials to the students’ one of the ways is by doing some fun activities.

2. The advantages of Games

The first advantage of applying some games in teaching learning process was the students could be more interested in learning the material. When the students were interested in learning the material, they would give more attention to the lesson was given. That condition gave a good chance for both the teacher and the students. On the occasion, the teacher could deliver the material very well and the students could understand what they had learned on that day.

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28 Luu Trong Tuan, Vocabulary Recollection Through Games, (Vietnam: Acedemy Publisher, 2012), p259
The second advantage of applying some games in teaching learning process was the teacher didn’t need to explain too many materials. The teacher just explained the materials needed by the students because they can understand the material on that day by doing the games. The games could give the students more chance to understand the materials given because through playing they learned something without realized that.  

3. The disadvantages of Games

The first disadvantage of applying games in teaching learning process was attracting student’s interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult control them.

The second advantage of applying some games in teaching learning process was by doing games the teacher only had a little time to explain thematerial and gave some new vocabularies. So there was no longer time for the teacher to explain more and help them to memorize all the new vocabularies.

D. The Hyponymy

1. Definition of Hyponymy

Hyponymy is a word or phrase whose semantic field is more specific than its hypernym. The semantic field of a hypernym, also known as a superordinate, is broader than that of a hyponymy. An approach to the relationship between

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30 Ibid, Virginia French Allen, p54
hyponyms and hypernyms is to view a hypernym as consisting of hyponyms. As discuss in the previous part, hyponymy is included in semantic relations besides synonym and antonym that can be used to present meaning. “The meaning of one form is included in the meaning of another, the relationships described as hyponymy.

Figure 2.1 example hyponymy

Looking at the diagram, “horse” is a hyponym of “animal” or “cockroach” is a hyponym of “insect”. In these two examples, animal and insect are called the superordinate (= higher level) terms. Two or more words that share the same superordinate term are co-hyponyms. So, dog and horse are co-hyponyms and the superordinate term is an animal.

Another linguist said that “Hyponymy is a relationship whereby one word includes others a hierarchy, so have superordinate words and subordinate words.

[32] George Yule, ibid, p107
[33] George Yule, ibid, p.108
So, ‘flower’, ‘carnation’, and ‘rose’ are in hyponyms’ relationship, ‘carnation’ and ‘rose’ being subordinate hyponyms of ‘flower’ and co-hyponyms of each other.\(^{34}\)

Give another opinion about hyponymy. “Hyponymy is the relation between a subordinate term (e.g. cow) and a superordinate term (e.g. mammal). Harmer said that” Another relationship which defines the meaning of words to each other is that of hyponymy, where words like banana, apple, orange, lemon, etc. are all hyponyms of the superordinate fruit, and fruit itself is a hyponym of other items which are members of the food family.

**Figure 2.2 Hyponymy**

![Hyponymy Diagram](image)

Figure 2.3: Hyponyms and superordinates (adapted from *The Practice of English Language Teaching*)

Nation argued that “The relationship between items in a hierarchy is called hyponymy (the tree is the hyponym, the beach is the hyponym). Hypo-means ‘under’ as in hypodermic—an injection under the skin.”\(^{35}\)

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\(^{34}\) Tricia Hedge, *ibid*, p. 116

Thornbury in Lilis that gave his opinion that “Hyponym is another –nym word that is useful when talking about the way word meanings are related. A hyponym relationship is a kind of relationship, as in a hammer is a kind of tool or a kiwi is a kind of bird (and a kind of fruit).  

2. Using Hyponymy Games in Teaching Vocabulary

The experiment suggests that in teaching “new vocabulary”, it begins with giving example or connecting one word with another word that have relation. It is suitable with Marianne Celce Murcia in Lilis that said a common way for a teacher to elucidate the meaning of a target word is to relate it to another word that the students already know. Another useful word relation is that of the lexical set. One can facilitate the identification of an item by showing to what superordinate class of items belongs. Another relationship which defines the meaning of words to each other is that of hyponymy, where words like head, hand, nose, foot, etc. are all hyponyms of the superordinate my body. And my body itself is a hyponym of other items which are members of the describing people.

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36 Ibid Lilis Sulistyowati, p20
This activity is mainly for revising words the class already knows, but new ones may be introduced, by the teacher or by the students. Although there are no sentences or paragraphs, the circle of associated items is in itself a meaningful context for the learning of new vocabulary. The learners should write known words, not look up unknown words. After set time, a learner passes their paper to the next learner who then tries to add words not already listed. Then the paper is passed on until each learner regains their original sheet of paper. The learner will check the spelling with a dictionary and then these sheets become a class dictionary that is added to as new words are met.

3. Advantages and disadvantages of Hyponymy games.

The advantages and disadvantages of using hyponymy games in teaching vocabulary. The first advantage of applying some games in teaching learning process was the students could be more interested in learning the material and the second advantage of applying some games in teaching learning process was the
teacher did not need to explain too many materials. The teacher just explained the materials needed by the students because they could understand the material on that day by doing the games. Whereas the first disadvantage of applying games in teaching learning process was the noisy condition make the teacher difficult to control the students. The second disadvantage was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.  

4. Steps of teaching vocabulary by using hyponymy games

1. The teacher explains about describing people
2. The students read vocabulary describing people
3. The teacher said common words such as describing people
4. Student guess the word special as the eyes, nose, head, etc.

E. Vocabulary test

The Synonyms Vocabulary Test consists of 10 multiple-choice items, with five response alternatives for each item. Participants are instructed to circle the word that is most nearly the same in meaning to the target word, and the score is the total number of items answered correctly. The Antonyms Vocabulary Test is identical, except that participants are instructed to circle the word most nearly
opposite in meaning to the target word. For both tests, content was selected to be broadly representative of a number of sources.

There are many different types of tests to see how much vocabulary a learner knows, from matching words to pictures to completing gaps. This section will introduce you to the main types of vocabulary tests and will give you advice and practice exercises so you will get top marks in your next test. The vocabulary test devide into 11 examples as follow:

**Examples 1 : Multiple-choice**

Multiple-choice questions are tricky and time-consuming to compose, but, if the answers are clear, very quick and easy to mark. Note that a test who does not know the answer has a 25 per cent chance of being right by guessing! The second example allows for more careful and subtle distinctions in meaning.

The following tips can help to create multiple choice items to most effectivelly measure students learning.

1. Write the stem first, then the correct answer, then the distractors to match the correct answer in terms of length, complexity, phrasing, and style.
2. Base each item on a learning outcome for the course.
3. Ask a peer to review items if possible.
4. Allow time for editing and revising.
5. Minimize the amount of reading required for each item.
6. Keep vocabulary consistent with student level of understanding.
7. Avoid convoluted stem and options.
8. Avoid language in the options and stems that clues the correct answer.\textsuperscript{39}

Example 2: Matching

As in the previous examples, only meaning is tested; and is knowledge of an opposite a proof that the test knows the meaning of the original word? Matching items are quicker and easier to compose than multiple-choice; but note that the last option - if the learner has all the others right - becomes obvious. This problem can be corrected by the provision of more items in Column B than in A.

Example 3: Odd one out

Again, only meaning is being tested, and you have no way of being sure that all the items are known. But this is at least more interesting to do, and usually easy to mark.

Example 4: Writing sentences

Spelling and pronunciation of the items are not tested, but most other aspects are. This is a bit boring to do, and difficult to mark objectively, but does check the test knowledge fairly well.

Example 5: Dictation

Dictation tests aural recognition and spelling only. However, if learners can recognize and spell an item correctly they probably also know what it means: it is extremely difficult to perceive, let alone spell, words you do not know. A relatively easy test to administer and check.

\textsuperscript{39}https://facultyinovate.utexas.edu/teaching/check-learning/question-types/multiple-choice-фswas
Example 6: Dictation-translation

This checks if students know meaning and spelling only. There is the problem that the mother-tongue translation may be inexact or misleading; but if it is a reasonable equivalent, then this is a very quick, easy and convenient test to administer and check.

Example 7: Gap-filling

This tests meaning, spelling, to some extent grammar and collocation. But test may write down possibly acceptable items that are not in fact the originals, or what you intended; will you accept them?

Example 8: Gap-filling with a 'pool' of answers

Meaning is tested here, also to some extent grammar and collocation. This version is easier to do and mark than Example 9.

Example 9: Translation

Translation can test all aspects of an item. But there are better ways of testing.

Example 10: Sentence competition

This tests meaning only; but is “personalized” and interesting to do and read!

Example 11: Words and phrases

Words in context. To make it a bit more challenging for the student’s the words on the right might be listed in a different order.
In this study, the writer chose the multiple choice test consisting of 50 items. The test was using hyponymous games in general into specification. The reasons for using multiple choice in vocabulary tests to measure students’ ability because practically, efficiently, and easy. Not only the teacher but also the student’s like the multiple choice because the advantage of multiple choice was easy to check more accurately and faster.