CHAPTER II

REVIEW OF THE RELATED LITERATURE

This part presentsarelated study, the definition of vocabulary, kinds of vocabulary, the importance of vocabulary, vocabulary size,theteaching of vocabulary, the definition of games, the advantages, and disadvantages of games,thedefinition of hyponymy games, using hyponymy games in teaching vocabulary.

A. Previous of Study

There are many related theses belong to this research. Firstly a researchbyMarekRei 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 tothevery 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 Toth high-similarityworks.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.[12]

Second the research byVerginicaBarbuMititelu, "APattern-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 inthetext 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 inthecorpus.[13]

Thirdthe 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.[14]

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[12]Marek Rei and Ted Briscoe: Looking for Hyponmy in vector space,University of Cambridge
[13]Verginica Barbu Mititelu: A Pattern-Based Approach to Hyponymy Relation Acquistion,Proceedings of International Symposium on Agricultural Ontology Service,2012.
[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.[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.[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

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[15]Endang Fauzi, *Teaching Of English As A Foreign Language*, Surakarta, Pabelan,2002, p.15

[16] David Nunan. *Language Teaching Methodology*. Prentice Hall International. 1998. p. 117.

grammar very little can be conveyed, without vocabulary nothing can be conveyed".[17]

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. Trough 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 inthelanguage. 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.[18]

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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[17] Norbert Schmitt. *Researching Vocabulary: A Vocabulary Research Manual*, University of Nottingham: Palgrave Macmillan, 2010, p. 3.
[18] Heri Santoso, The Effectiveness of jumled letters game on the vocabulary,unpublist thesis :STAIN Palangka Raya, 2014,p15-16

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 Thormbury 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 whichother 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,theindefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.

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[19]Ibid, 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 ontheexplanation above the writergenerally, focuses onthecontent word. But, especiallyfocuses onthenoun, 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 toknow enough vocabulary of that language.[20]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.[21]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.[22]

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[20]David L.Stepherd. *vocabulary meaning and word Analysis, Comprehension High school Reading Methods.*(USA: Bell and Howel Company, Co,1973)p.39.

[21]Scott Thornbury, *How to Teach Vocabulary,* England :Pearson Education Limited, 2002. P.139.

[22]Scott Thornbury, *How to Teach Vocabulary,* England :Pearson Education Limited, 2002. p.139.

Test is a way of getting feedback on teaching learning process.[23] 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 Vocabularies.

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.[24]

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

Table.2.1

Vocabulary Size of Foreign Learners

Easy Stars	200 words
Level One Beginner	300 words

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[23] Ibid, Scott Thornbury,2002. p140
[24] Norbert Schmitt. *Researching Vocabulary: A Vocabulary Research Manual*, University of Nottingham: Palgrave Macmillan, 2010, p. 3.

Level Two Elementary	600 words
Level Three Pre- Intermediate	1200 words
Level Four Intermediate	1700 words
Level Five Upper- Intermediate	2.300 words
Level Six Advanced	3.000 words

Source,[25]

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

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[25] Scott Thornbury, *How to Teach Vocabulary* England :Pearson Education Limited, 2002. P.59

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 studnets can learn the word in the where are appropiate.

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 cetain 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 exmple: photograph, blackboard draiwing, illustration or picture frome 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 strengthenthebelief 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 written[27]

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[26] Nation, *Language teaching technique*, Willington, Victoria University Press.2001,P.144.

[27]Adrian Doff, *Teach English Fourth Printing*, (Cambridge: Teacher Training and Development, 1990),p11.

C. Games

1. The Definition of Games

A game is an activity with rules, a goal, and element of fun.[28] 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 thelanguage.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 tounderstand the language. The way to make them easy in learning vocabulary is bygiving a good method in teaching. The teacher should have a creative way in givingthe 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 thestudents were interested in learning the material, they would give more attentionto the lesson was given. That condition gave a good chance for both the teacher andthe students. On the occasion, the teacher could deliver the material very well andthe 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 learningprocess was the teacher didn't need to explain too many materials. The teacherjust 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 studentsmore chance to understand the materials given because through playing they learned something without realized that[29].

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 learningprocess 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 forthe teacher to explain more and help them to memorize all the new vocabularies.[30]

D. TheHyponymy

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
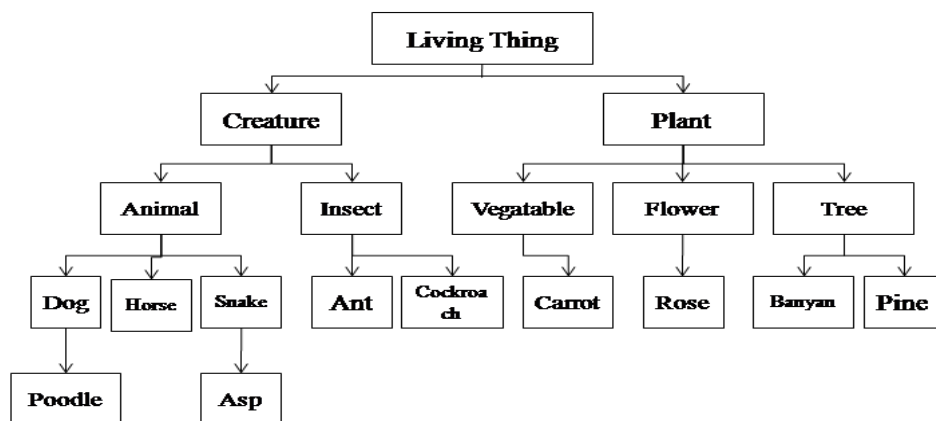
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[29]Virginia French Allen.Techniques in Teaching Vocabulary.University Press.1983.p52
[30]Ibid,Virginia French Allen,p54

hyponymys and hypernyms is to view a hypernmy as consisting of hyponyms.[31]As discuss intheprevious part, hyponymy is includedin 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.[32]

Figure 2.1 example hyponymy

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                        ┌──────────────┐
                        │ Living Thing │
                        └──────┬───────┘
              ┌────────────────┴────────────────┐
         ┌─────────┐                        ┌───────┐
         │ Creature│                        │ Plant │
         └────┬────┘                        └───┬───┘
       ┌──────┴──────┐            ┌──────────────┼──────────────┐
   ┌────────┐   ┌────────┐   ┌──────────┐   ┌────────┐   ┌──────┐
   │ Animal │   │ Insect │   │ Vegatable│   │ Flower │   │ Tree │
   └───┬────┘   └───┬────┘   └────┬─────┘   └───┬────┘   └──┬───┘
   ┌───┼───┐    ┌───┴────┐        │             │       ┌───┴───┐
 ┌────┐┌─────┐┌──────┐┌────┐┌────────┐┌──────┐┌──────┐┌──────┐┌──────┐
 │Dog ││Horse││Snake ││Ant ││Cockroa ││Carrot││ Rose ││Banyan││ Pine │
 └──┬─┘└─────┘└──┬───┘└────┘│  ch    │└──────┘└──────┘└──────┘└──────┘
    │            │          └────────┘
 ┌────────┐  ┌─────┐
 │ Poodle │  │ Asp │
 └────────┘  └─────┘
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Looking atthediagram, "horse" isa 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 morewords that share the same superordinate termare co-hyponyms. So, dog and horse are co-hyponyms and the superordinate term isananimal.[33]

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

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[31]George Yule, The Study of Language–Third Edition, (New York: Cambrigde University Press, 2006),p.105
[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 superordinatefruit, Andfruititself is a hyponym of other items which are members of the food family.
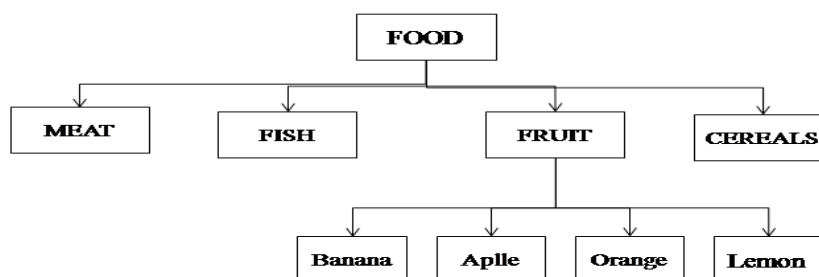
Figure 2.2 Hyponymy

Figure 2.3: Hyponyms and superordinates (adapted fromThe Practice of English Language Teaching)

Nation argued that "The relationshipbetween items in a hierarchy is called hyponymy (thetree is the hyponymy, thebeach is the hyponym). Hypo-means 'under' as in hypodermic–an injection underthe skin.[35]

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[34]Tricia Hedge,ibid,p. 116
[35].S.P. Nation, Learning Vocabulary in Another Language,(Cambridge: Cambridge University Press, 2001),p.53

ThornburyinLilis that gave his opinion that "Hyponym is another –nym word that is useful when talking about the way word meanings are related. Ahyponymrelationship is a kind ofrelationship, as in a hammer is a kind of tool or a kiwi is a kind of bird (and a kind of fruit).[36]

2. Using Hyponymy Games in Teaching Vocabulary

The experiment suggests that in teaching "new vocabulary", itbegins with giving example or connecting one word with another word that haverelation. 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 thethelexical set. One can facilitate the identification of an item by showing to what superordinate class of items belongs.[37]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.
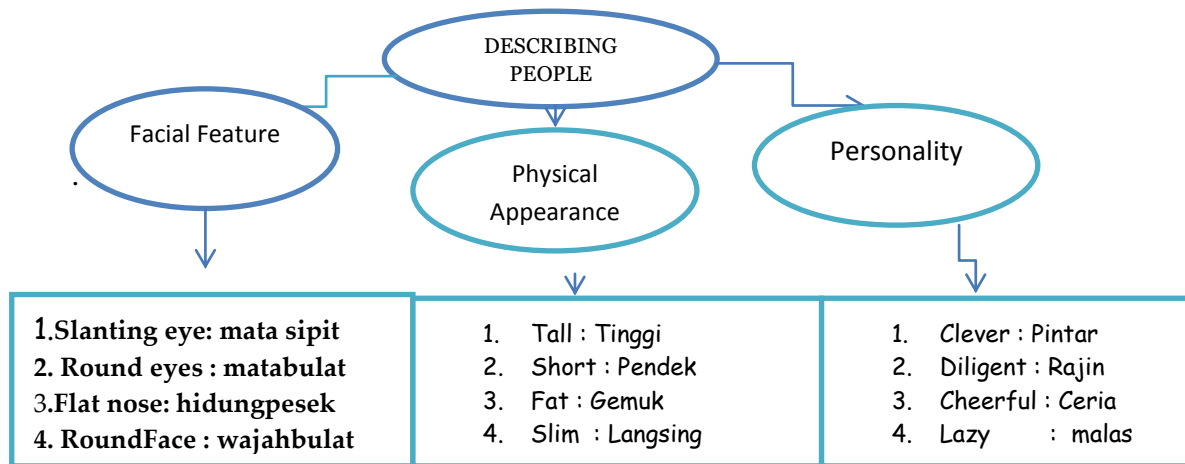
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[36]Ibid Lilis Sulistyowati,p20
[37]Marianne Celce Murcia, Teaching English as a Second Language or Foreign Language, Second Edition,1991,p60.

Figure 2. 3 using hyponymy games teaching

1.Slanting eye: mata sipit	1. Tall : Tinggi	1. Clever : Pintar
2. Round eyes : matabulat	2. Short : Pendek	2. Diligent : Rajin
3.Flat nose: hidungpesek	3. Fat : Gemuk	3. Cheerful : Ceria
4. RoundFace : wajahbulat	4. Slim : Langsing	4. Lazy : malas

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 becomea class dictionarythat is added to as new words are met.

3. **Advantages and disadvantages of Hyphonymy games.**

The advantages and disadvantages of using hyphonymy 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.[38]

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

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[38]UNSPECIFIED, Language and Literature English literature, thesishttps://eprints.uns.ac.id/id/eprint/336,acces on sabtu, 29 Oktober 2016 09:30

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 tht clues the correct answer.[39]

Example 2: Matching

As in the previous examples, only meaning is tested; and is knowledge of an opposite a proof that the testknows 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.

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[39]https://facultyinonovate.utexas.edu/teaching/check-learning/queation-types/multiple-choicefswas

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 choice the multiple choice test consist of 50 items. The test was using hyponyny games in general into specification. The reasons using multiple choice in vocabulary test to meansure students' ability because practically, efficiency 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 acuratelly and faster.