

The Effect Of Hyponym On Students' Vocabulary Viewed From Motivation

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ABSTRACT

Rumusan masalah penelitian ini adalah hiponim efektif terhadap kosakata mahasiswa semester I Jurusan Bahasa Inggris FBMB. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan hiponim dalam pengajaran kosakata semester pertama Jurusan Bahasa Inggris FBMB. Penelitian ini menggunakan penelitian kuantitatif dengan desain eksperimen. Penelitian ini dilaksanakan pada bulan September sampai November 2021. Jumlah mahasiswa sebanyak 120 mahasiswa. Peneliti memilih dua kelas sebagai sampel penelitian, yaitu kelompok kontrol dan eksperimen. Pada kelompok eksperimen diberi perlakuan menggunakan hiponim dan kontrol menggunakan penguasaan kosakata dan motivasi. Kedua kelompok telah diberikan pre-test dan post-test. Sampel dipilih dengan menggunakan teknik simple random sampling. Motivasi sebagai penunjang belajar siswa khususnya dalam meningkatkan kosakata siswa. Hasil penelitian ini, terdapat perbedaan hasil antara post eksperimen dan post kontrol (82,40 > 61,87). Jadi, penggunaan teknik hiponim dapat meningkatkan hasil belajar siswa sedangkan nilai rata-rata siswa yang memiliki motivasi lebih tinggi adalah 78,284 > 62,525 lebih rendah. Dapat disimpulkan bahwa siswa yang memiliki motivasi tinggi memiliki kosakata yang lebih baik daripada siswa yang memiliki motivasi lebih rendah.

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Abstract

The problem statement of this research is hyponym effective towards students' vocabulary at the first semester of English Department of FBMB. The aim of the research is to find out the effect of using hyponym in teaching vocabulary of first semester of English Department of FBMB. This research used quantitative research with experimental design. This research was conducted on September to November 2021. The total of students were 120 students. The researcher chose two classes as the sample of the research, namely control and experimental groups. In experimental group treated by hyponym and control group treated by vocabulary mastery and motivation. Both of the groups had been given pre-test and post-test. The sample was selected by using simple random sampling technique. This research motivation as support students' learning especially in enhance students' vocabulary. The result of this study, there are differences in result between post experiment and post control (82.40 > 61.87). So, the use of hyponym technique can enhance students' learning outcome while, the mean score of students' having higher motivation is 78.284 > 62.525 is lower. It can be concluded that the students' having higher motivation have better vocabulary than students' having lower motivation.

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1. INTRODUCTION

Vocabulary is one of the language components with are essential to learn. Thornburry (2002:13) states that without grammar very little can be conveyed, but without vocabulary

nothing can be conveyed. Since grammar relates to the word's arrangements, students' need to master much vocabulary. If they have no vocabulary, they have nothing to arrange. And also, even though we have good grammar skills, we are still lacking vocabulary so it will be useless. Because grammar is not enough to express our feeling or opinions in learning process, students' need motivation to increase their vocabulary because motivation is an important contributing factor in language learning and also learning will be more effective and efficient if it is pushed by motivation. It is supported by Santrock (2008:451) who stated that motivation involves the process that energize, direct and sustain behavior. According to Brown (2000:152) motivation plays important role in language learning because it pushes human being to do something. Motivation related with objectives. The aims of students' who studies hard is for passing the exam. It can be said that motivation influenced someone to act. Motivation is a change in energy within a person which is characterized by encouragement that comes from a person to achieve goals. In this research, the researcher has new technique to enrich students' vocabulary and to increase students' motivation in learning vocabulary that has connection with the area of semantic field. The technique is hyponym; the students' vocabulary mastery still needs to be improved. Hyponym is one of technique from semantic way to learn about word meaning with teaching use subordinate word. For example, jasmine is flower, it means that jasmine is a kind of flower.

The aims of this study are 1) to find out whether hyponym is effective in teaching vocabulary at the first semester of English Department of FBMB; 2) to find out whether students' having higher motivation have better vocabulary mastery than those having lower motivation; 3) to find out whether there is an interaction between teaching technique and motivation towards students' vocabulary mastery.

2. REVIEW OF LITERATURE

Finnochiaro (2010) states that vocabulary is the content and function words of language which is learned so thoroughly that they can be used in the performance of any communication act. Moreover, Cameron (2002) states that vocabulary is one of the language aspects which should be learned. Learning vocabulary is very important because if we want to able to speak, write and listen nicely we have to know vocabulary first. vocabulary is all about word that have meaning and communication with other people. Without having enough vocabularies, communication will end up in unpleasant situation and cause difficulties to students continue their sentence or idea.

Motivation is a complex part of human psychology and behavior that influence how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist at the task. As we know, learning is the process of people acquiring various skills, knowledge and attitudes. Learn bring about behavior change. Moreover, Hikmat (2009) says motivation is the impetus or stimulus given to a person in order to have the will to act. Motivation is very important in determining the activity of learning, because a motivation group will be more successful than those who do not have motivation (Hamalik: 2002). The Indicators of Motivation those are 1) there is desire to success; 2) the existence of encouragements and need in learning; 3) the existence of hopes and dreams for the future; 4) there is an appreciation in learning; 5) there are activities that increase in learning; and 6) the existence of a conducive, making it possible students can study well.

Hyponym is the relation of one meaning to another because it has the same scope. As an example of a rose is a hyponym of a flower and a flower is a hyponym of a plant. Another example is black, black is a hyponym of color and eyes are a hyponym of a part of the body. Thus, the hyponym is included in the meaning which classifies it with the same basic form units in the meaning only it gives an explanation of the type part of the word itself. According to Al-Shemmary & Alshemmary (2017) hyponym has a form of meaning that is related to each other that forms a sequence based on the arranged meaning. In language learning, hyponym is included into semantic relations besides: Antonym, are part of the semantic meaning which

gives the opposite meaning, reversed, contradictory and not the same in meaning. Based on Riemer (2010) antonym are words that have meaning in different dimensions such as good – bad, high – short, and large – small. Synonyms are part that are opposite antonym. If an antonym is the opposite of word, synonym is a synonym. Elhaj & Gawi (2015) stated that several words with the same meaning are said to be synonym. Different words with different application but have the same basic meaning.

3. RESEARCH METHOD

This research applied experimental design, while the total sample of this study are 60 students of the first semester of English Department of FBMB are 30 students in each class. The total number of populations is 120 students. However, the sample of this study are A and B class. The experimental design of the study was figured out in the following table

Table 1. Factorial Design

Motivation	Teaching Strategy	
	Hyponym (A1)	PBL (A2)
High B1	A1B1	A2B1
Low B2	A1B2	A2B2

In this research, researcher used descriptive statistic and two ways ANOVA to calculates all of data. First, the researcher used descriptive statistic to analyze of data with description or illustrate the data that had been collected without made general conclusion. In this study the data were analyzed with mean, mode, median, and standard deviation. Second, researchers used two ways ANOVA to examined the influence of two different categories variable on one continuous variable.

In this research, there are three variables: hyponym, students’ vocabulary and motivation. Hyponym as independent variables and then students’ vocabulary and motivation as dependent variables. Data was obtained by giving test to know students’ vocabulary and distributing motivation test to gain data of students’ motivation. Descriptive analysis of the data performed to determine the range of the data, mean, median, mode, and standard deviation. These data were taken from the post test result of students in each group. A statistical calculation and test performed through SPSS 19. software as well as analysis and interpretation shown in the following table 2.

Table 2. Descriptive Statistics

N	PE*	PC*	ME*	MC*
Valid	30	30	30	30
Missing	0	0	0	0
Mean	82.40	61.87	77.73	77.23
Median	83.00	64.00	79.00	76.50
Mode	88	68	81	84
SD*	5.811	8.725	6.903	6.301

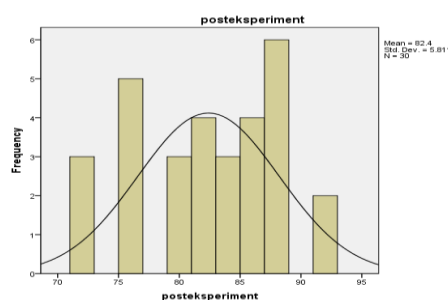
*PE: Post experimental, PC: Post control, ME: Motivation Experimental, MC: Motivation Control, SD: Standard Deviation

N show the number of students’ is 30 people. Missing means that all data is valid or there is no missing at the time of input. Mean of vocabulary test and motivation. There are differences in result between post experiment and post control (82.40 >61.87). So, the use of hyponym technique can improve students’ learning outcome. In other words, hyponym learning technique can affect students’ learning outcomes. In addition to descriptive statistics data (N, missing, mean, median, mode, standard deviation) the frequency table data is shown as follow:

Table 3. Students' Vocabulary in Experimental Class Taught by Using Hyponym Technique

		F*	P*	VP*	CP*
Valid	72	3	10.0	10.0	10.0
	76	5	16.7	16.7	26.7
	80	3	10.0	10.0	36.7
	82	4	13.3	13.3	50.0
	84	3	10.0	10.0	60.0
	86	4	13.3	13.3	73.3
	88	6	20.0	20.0	93.3
	92	2	6.7	6.7	100.0
					0
Total		30	100.0	100.0	

*F: Frequency; P: Percent; VP: Valid Percent; CP: cumulative percent



Graphic 1. Histogram Post-Test Experimental

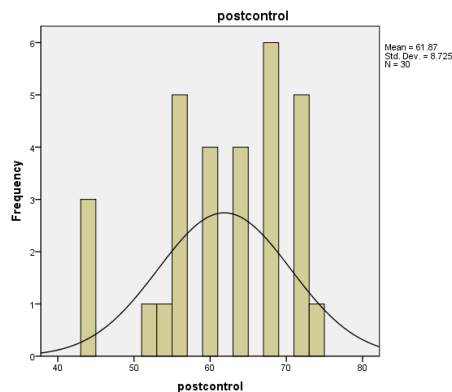
Table 3 proves, there are 3 respondents who have a score of 72, if the percent is 10.0 percent, for the cumulative percent 10.0. Then 6 respondents who have a value of 88, if its percent become 20.0 for cumulative percent it become 93.3 percent. And we can see here in total there are 30 respondents, for the percent is 100.0. it means that all the data analyzed are correct. While, percent show the percentage of the amount of data that has a certain value.

Graphic 1. proves, mean of the post experiment is 82.40, standard deviation is 5.811, N (number of students) and based on histogram above, starting from a score of 70 -92. So, there is no score less than 70 and there is no score more than 92. Which is number of students' who got a score of 70 was 3 people and the score of 75 was 5 people. Meanwhile, for the graph, it looks symmetrical which depicts a bar chart. Because symmetrical and centered in the middle, it means the data distribution is normal.

Table 4. Students' Vocabulary in control class taught by PBL

		F*	P*	VP*	CP*
Valid	72	3	10.0	10.0	10.0
	76	5	16.7	16.7	26.7
	80	3	10.0	10.0	36.7
	82	4	13.3	13.3	50.0
	84	3	10.0	10.0	60.0
	86	4	13.3	13.3	73.3
	88	6	20.0	20.0	93.3
	92	2	6.7	6.7	100.0
					0
Total		30	100.0	100.0	

*F: Frequency; P: Percent; VP: Valid Percent; CP: cumulative percent



Graphic 2. Post-Test Control

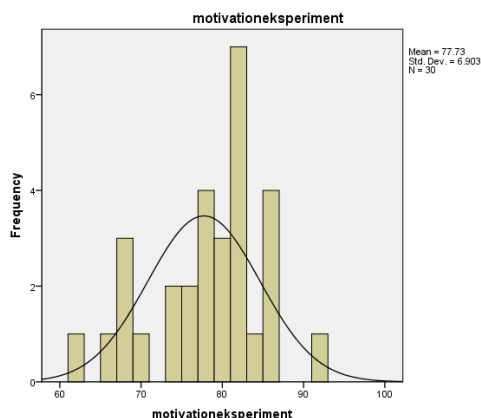
Table 4 proves, there are 3 respondents who have a score of 44, if the percent is 10.0 percent, for the cumulative percent 10.0. Then 5 respondents who have a value of 72, if its percent become 16.7 for cumulative percent it become 96.7 percent. And in total there are 30 respondents, for the percent is 100.0. it means that all the data analyzed are correct. While, percent show the percentage of the amount of data that has a certain value.

Graphic 2. proves, mean of the post experiment is 61.87, indicated that the average score for the students' relative not good. standard deviation is 8.725, indicated that the answers given by students using PBL technique is relatively not same. And based on histogram above, starting from a score of 40 -80. So, there is no score less than 40 and there is no score more than 74. Which is number of students who got a score of 44 was 3 people and the score of 52 was 1 people

Table 5. Score of Motivation in Experimental Class Taught by Hyponym

		F*	P*	VP*	CP*
Valid	62	1	3.3	3.3	3.3
	66	1	3.3	3.3	6.7
	67	3	10.0	10.0	16.7
	70	1	3.3	3.3	20.0
	73	1	3.3	3.3	23.3
	74	1	3.3	3.3	26.7
	76	2	6.7	6.7	33.3
	77	1	3.3	3.3	36.7
	78	3	10.0	10.0	46.7
	79	3	10.0	10.0	56.7
	81	4	13.3	13.3	70.0
	82	3	10.0	10.0	80.0
	83	1	3.3	3.3	83.3
	85	2	6.7	6.7	90.0
	86	2	6.7	6.7	96.7
	91	1	3.3	3.3	100.0
					0
Tota	30	100.0	100.0		

*F: Frequency; P: Percent; VP: Valid Percent; CP: cumulative percent



Graphic 3. Histogram Motivation Experimental Class

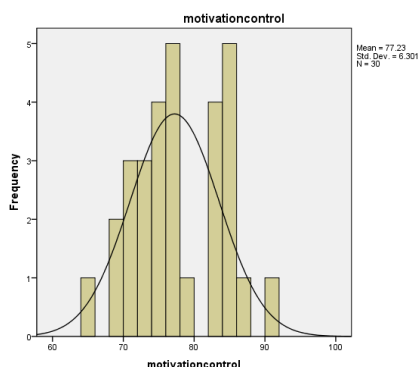
Table 5 proves, there 1 are respondents who have a score of 62, if the percent is 3.3 percent, for the cumulative percent 3.3. Then 3 respondents who have a value of 67, if its percent become 10.0 for cumulative percent it become 16.7 percent. And in total there are 30 respondents, for the percent is 100.0. it means that all the data analyzed are correct. While, percent show the percentage of the amount of data that has a certain value.

Graphic 3 proves, mean of the motivation experiment is 77.73, indicated that the average score for the students' relative good. standard deviation is 6. 903, indicated that the students' motivation is relatively same. And based on histogram above, starting from a score of 62 -91. So, there is no score less than 62 and there is no score more than 91. Which is number of students' who got a score of 62 was 1 people and the score of 66 was 1 people.

Table 6. Score of Motivation in Control Class taught by PBL

	F*	P*	VP*	CP*
Vali	65	1	3.3	3.3
d	69	2	6.7	10.0
	70	3	10.0	20.0
	72	2	6.7	26.7
	73	1	3.3	30.0
	74	2	6.7	36.7
	75	2	6.7	43.3
	76	2	6.7	50.0
	77	3	10.0	60.0
	79	1	3.3	63.3
	82	2	6.7	70.0
	83	2	6.7	76.7
	84	5	16.7	93.3
	87	1	3.3	96.7
	90	1	3.3	100.0
				0
Tota	30	100.0	100.0	
l				

*F: Frequency; P: Percent; VP: Valid Percent; CP: cumulative percent



Graphic 4. Motivation Control Class

Table 6 proves, there 1 are respondents who have a score of 65, if the percent is 3.3 percent, for the cumulative percent 3.3. Then 2 respondents who have a value of 69, if it's percent become 6.7 for cumulative percent it become 10.0 percent. And we can see here in total there are 30 respondents, for the percent is 100.0. it means that all the data analyzed are correct. While, percent show the percentage of the amount of data that has a certain value.

Graphic 4 proves, mean of the motivation control is 77.23, indicated that the average score for the students' relative good. standard deviation is 6. 301, indicated that the students' motivation is relatively same. And based on histogram above, starting from a score of 65 -90. So, there is no score less than 65 and there is no score more than 90. Which is number of students who got a score of 65 was 1 people and the score of 69 was 2 people.

Normality test was applied to the representative research sample. This test was done as hypotheses test which was require that the sample must be normal. The next one was homogeneity test, which was assume that the score of dependent variables (Y) was categorized based on the equation of independent variable scores (X1 and X2). The result of the test is presented below:

Table 7. Normality Test

One-Sample Kolmogorov-Smirnov Test					
		PE*	PC*	ME*	MC*
N	30	30	30	30	
Normal Parameters ^a	Mean	82.40	61.87	77.73	77.23
	SD ^b	5.811	8.725	6.903	6.301
Most Extreme Differences	Absolute	.132	.159	.149	.142
	Positive	.131	.089	.107	.115
	Negative	-.132	-.159	-.149	-.142
Kolmogorov-Smirnov Z		.724	.871	.815	.778
Asymp. Sig. (2-tailed)		.671	.434	.520	.581

a. Test distribution is Normal.

b. Calculated from data.

*PE: Post experimental, PC: Post control, ME: Motivation Experimental, MC: Motivation Control, SD: Standard Deviation

Table 7 proves, the value in the sig column using the Kolmogorov – smirnov strategy for each group are listed sequentially: 0.671, 0.434, 0.520, 0.581. which means all the p value for each group are bigger than 0.05. Therefore, Ho is accepted and Ha is rejected. In other words, it may be concluded that all data from the sample of this research is normally distributed.

Table 8. Homogeneity test

Levane statistics	df1	df2	Sig.
.551	2	57	.579

If the Sig value (Levene’s test) > 0.05 means that Ho is accepted and Ha is automatically rejected. On the contrary, the Sig value (Levene’s test) < 0.05 means that Ha is accepted and Ho is automatically rejected.

Hypothesis testing was intended to determine the proposed null hypotheses (Ho) tested at a certain significance level. Two way ANOVA analysis was performed and how much influence that occurs between the two independent variables and the dependent variable. teaching technique and the level of motivation. The calculation of data analysis by using ANOVA test can be seen on the Table below:

Table 9. Tests of Between-Subjects Effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	8627.527 ^a	4	2156.882	63.383	.000
Intercept	268772.209	1	268772.209	7898.305	.000
motivation	1674.965	1	1674.965	49.222	.000
technique	684.697	2	342.349	10.060	.000
motivation *	3.411	1	3.411	.100	.752
technique					
Error	2892.473	85	34.029		
Total	504360.000	90			
Corrected Total	11520.000	89			

a. R Squared = .749 (Adjusted R Squared = .737)

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