

# 3. SELT UNP FULL PAPER

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## **IMPLEMENTATION OF HYPONIM IN IMPROVING STUDENTS' SPEAKING SKILL**

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### ***Abstract***

Speaking is an oral productive skill which happens face to face between speaker and hearer (Widdowson, 2011). It is an interactive process to build meaning which covers producing, receiving, and processing information (Burns and Joyce, 1997). Lack of vocabulary is the major factor that students get difficulties to speak English at Faculty of Islamic Educational and Teacher Training, State Institute for Islamic Studies Imam Bonjol Padang. This can be seen from the results of students' skills in interacting with one another and in lectures. Their limitations in communicating orally clearly visible on disconnections process interaction, pause (silence), and miscommunications. From the existing literature it is known that the source of the above weaknesses caused by lack of vocabulary (Rivers, 1991). In order to make students able to speak English, the teaching of speaking must cover some components that indicated by mastering pronunciation, grammar, vocabulary, fluency and comprehension (Brown, 1994).

Hyponym can help students have some vocabularies in developing and improving their speaking skills through techniques; clustering, listing, pointing and treeing. They are confident to speak. They also use antonyms as well as a synonym and homonyms. The students are encouraged to describe something or someone in and out class after they have some vocabularies. The lecturer then give feedback and the expansion of the topic for activity.

**Keywords:** *hyponym, improve, teaching speaking*

### **A. INTRODUCTION**

Language is a tool to speak and communicate each other. Language helps people to understand cultures and the other around. Without language, people will get confused with another. Thinking about language, it definitely thinking about vocabulary. whenever we speak, we use many vocabulary.

Speaking is includes productive skill as a communicative competence. Learning speaking also is process of interaction that involves how to acquire language, produce it, comprehend information. Through speaking people produce

words, phrases, expressions, or utterances to express our ideas and feelings as well as to respond.

Limited access and supportive environment to practice English in Indonesia is a major factor why the speech (speaking) person difficult to develop properly. To overcome this, a variety of learning methods and techniques have been developed, particularly in the Department of Tadris / English Education, faculty Tarbiyah IAIN Imam Bonjol Padang. However, so far not obtained encouraging results as seen from the students' ability to interact with foreigners (Tourist Hunting program) and the implementation of *munaqasyah*. Their limitations in communicating orally clearly visible on the discontinuity interaction process, pause (silence), and misscommunication. From the existing literature it is known that the source of the aforementioned weakness caused by lack of vocabulary which is owned by the student. Rivers say:

*The acquisition of an adequate is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and the functions we may have learned for comprehensible communication. (h12)*

The impact of the lack of vocabulary as described above is someone Rivers will not be able to proper functioning of grammar to communicate. Vocabulary has always been an essential element of language teaching, and after a long period of relative neglect, it is now widely recognized as such. In order to understand the best way to help learners acquire vocabulary, one must first know the extent of the vocabulary learning task. This involves knowing how many words need to be learned. A better way of establishing vocabulary learning goals is to ask how much vocabulary is necessary to achieve the types of language activities which learners want to do. The first obvious step is communicating in daily conversation. Somehow, who knew many vocabulary absolutely he was brave in speaking.

Therefore, researchers will use the method of 'hyponim' through lectures speaking I to students of the first semester hyponim method is a method developed to improve speaking skills through techniques listings, clustering, pointing, or treeing and branching. By contextualizing synonyms and antonyms and homonyms, students are encouraged to describe something or someone to classmates. The next lecturer giving feedback and the expansion of the topic for the next activity. This study is conducted to reveal this research question: (1) Is using hyponym effective in improving students' vocabulary? and (2) What are the advantages and disadvantages of hyponym in teaching speaking?.

This study is aimed at: (1) To prove whether the speaking skills of students who trained with hyponim method will be better than not; (2) Finding out whether hyponym method effective in improving students' vocabulary. (3) Finding out the advantages and disadvantages of hyponym method in teaching speaking This study emphasizes on the effectiveness of the use of hyponym method in teaching speaking. The study will be conducted in IAIN Imam Bonjol of Padang, three

classes A, B, and C English Tadris of academic year 2014-2015. Furthermore, this study is hopefully able to give an alternative teaching model in teaching speaking.

The study population was a student TBI first semester of academic year 2014-2015 were distributed in three classes (A, B, and C), each of which number 39, 38, and 33 people. By calculating the score homogeneity and normality of the data, the research team will take two classes in the sample which serves as the control and experimental classes. Treatment (treatment) of the experimental class conducted over 6 times face to face with the method hyponim, while the control class team will use methods of picture series. Speaking skills of students in this study was measured by the indicators of competence as stated by Hughes (2001: 6) that includes action, pronunciation, grammar, fluency and comprehension.

Pre-test is conducted to find out who have similar potensial in speaking. Post test is employed in the last program of this study.

## B. USING HYPONYM IN TEACHING SPEAKING

### THE NATURE OF HYPONYM

Hyponym is another -nym word that is useful when talking about the way word meanings are related. A hyponymous relationship is a kind of relationship, as in A hammer is kind of tool or A kiwi is a kind of of bird (and a kind of fruit). Thus hammer is a hyponym of tool; kiwi a hyponym of bird (and fruit). Co-hyponym share the same ranking in a hierarchy : hammer, saw, screwdriver are all co-hyponyms; tool is the superordinate term. But saw also has a superordinate relation to different kinds of saw; fretsaw, chainsaw, jigsaw, etc. We can illustrate these relations like this:

		<b>Tool</b>		
<b>Hammer</b>	<b>Screwdriver</b>	<b>Saw</b>		
		Fretsaw	Chainsaw	Jigsaw

A similar kind of relationship is a part of: as in a keyboard is part of a computer. Notice that this is quite different from saying a keyboard is a kind of computer. (Scott Thornbury, 2002, How To teach Vocabulary, Pearson Education Limited, England)

Hyponymy is important for describing nouns, but it also figures in the description of verbs and, to a lesser extent, adjectives. It is concerned with the labelling of sub-categories of a word's denotation: what kind of Xs are there and what different kinds of entities count as Ys. For example, a house is one kind of building, and a factory and a church are other kinds of building, building is one kind of structure, dams are another kind of structure.

Hieararchies of hyponyms

House is a hyponym of the superordinate building, but building is, in turn, a hyponym of the superordinate structure; and, in its turn, *structure* is a hyponym of the superordinate *thing*. A superordinate at a given level can

itself be a hyponym at a higher level, as shown in Figure: Superordinates can be hyponyms and vice versa

Thing → superordinate of structure

Structure → hyponym of thing; superordinate of building

Building → hyponym of structure; superordinate of house

House → hyponym of building

The hyponymy relation passes through intermediate levels in the hierarchy, which means that house is not only a hyponym of building, but is also a hyponym of building's immediate superordinate, structure; and, via structure, house is also a hyponym of thing. Thing is a superordinate for all the words on lines that can be traced down from it in the hierarchy, and so on, as shown in Figure: Hyponymy passes through intermediate levels

Thing → superordinate of structure, building and house (and some other words)

structure → hyponym of thing; superordinate of building and house (and some other words)

building → hyponym of thing and structure; superordinate of house (and some other words)

house → hyponym of thing, structure and building; superordinate of some other words

The significance of hyponymy passing through intermediate levels is that a hierarchy of this kind guarantees numerous inferences. Thus if someone who is speaking the truth tells us about a house, we know, with certainty and without having to ask, that the entity in question is a building, that it is a structure and that it is a thing.

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