

IMPLEMENTATION OF HYPONIM IN IMPROVING STUDENTS' SPEAKING SKILL.

Dra. Luli Sari Yustina, M. Pd.

Faculty of Islamic Educational and Teacher Training
State Institute for Islamic Studies Imam Bonjol Padang
lulyregari@gmail.com

Abstract

In mastering English, Speaking is one of four basic skill that given to the students. As an oral productive skill, speaking which happens face to face between speaker and hearer (Widdowson, 2011). It is a kind an interactive process to build meaning which covers producing, receiving, and processing information (Burns and Joyce, 1997). Lack vocabulary is the major factor that students got 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

Introduction

For communication and interaction and get information, language is an effective tool to be used to know about other people, society and other group. Thinking about language, people usually think of mastering vocabulary. Mastering vocabulary means that they know all the words in the language which they use. Language helped people in understanding each other, studying about cultures and the world around them. Without language, people will get confused with another. In other hand, whenever they speak, of course they use vocabulary. It means they usually think about mastering vocabulary to have sentence to be delivered.

As an oral productive skill, speaking which happens face to face between speaker and hearer (Widdowson, 2011: 57). Speaking is an interactive process to get meaning which covers producing, receiving, and processing information (Burns and Joyce, 1997 : 26). In learning English as a compulsory subject, speaking as one of the four basic skill in all levels of education. They asked to speak with regard speaking skill measurement of knowing a language. They should define in fluency as the ability to speak with others. The students know the way to express opinions, emotions, feelings and ideas meaningfully in learning English process.

Limited access and supportive environment in Indonesia is also major factor why people or students got difficulty to speak English. This can be seen from the results of students' speaking skills (N=37) with the score (Mean=63.39). It happened in Speaking class and 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 which is owned by the student. Rivers said to get a successful in speaking, we should have many vocabulary. The impact of the lack of vocabulary as described, someone will not be able to proper functioning of grammar to communicate. Without words to express, communication can't happen in meaningful ways while they are successfully the sounds of foreign language is mastered. We knew that the standard for the students in first grade of junior high school should have 500 words for speaking whereas for university students are bigger than it (Depdiknas 2004: 5).

In language teaching the ability to speak can be indicated by mastering pronunciation, grammar, vocabulary, fluency and comprehension (Brown, 1994). In order to make students able to speak English, the

teaching of speaking must cover those components. The ability to speak can be developed through some activities in learning process. Those activities are dialogues, plays, free discussions, role-play, story-telling, interviews, reporting, playing cards, picture narrating and describing and also find the difference. According to the problem faced by the students in speaking such as lack vocabulary, pronunciation, heave and little practice, the writer use hyponym with some strategies in teaching speaking.

Many teachers got difficulty and faced some problems in teaching English especially in teaching and learning speaking (Musthafa : 2001). Lack vocabulary makes students felt difficulty to follow the English lesson. In mastering vocabulary, means we use language automatically we use the words of the language. So, it is important to mastered them. We can enlarge our opinions, ideas, about today, at past, and for future in oral communication.

Hyponym is used by teachers to solve the problems in speaking class. It also developed to improve speaking skills through techniques listings, clustering, pointing, or treeing and branching. By contextualizing synonyms and antonyms and homonyms. It improve such concise definition (as in dictionary; often super ordinate with qualifications, for example, a cat is an animal which.....), detailed description (of appearance, qualities.....), examples (Hyponym), illustration (picture, objects), demonstration (acting, mime), context (story of sentences in which item occurs), synonym, opposite (antonym), translation, associated ideas, and collocation (Penny Ur, 1996). Using hyponym is the aim of the researched to find out whether an improving in Speaking.

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.

The writer, as a lecturer, is involved in a research, entitled an Implementation of Hyponym in Improving Students' Speaking Skill. The focus of the research is to know the effectiveness of using hyponym in teaching and learning speaking English. Many vocabulary made them confident to speak.

Brief Review of Related Theories

Speaking is the oral skill that consists of producing systematic verbal utterance to convey meaning related to Nunan (2004). It is very important thing for communication. The goal of teaching speaking is communicate orally. Students are expected to be able to understand and communicate in English in daily communication.

Brown and Nation (1997) said the goal of teaching speaking skill is to communicate in target language. So the teacher has to emphasize on the efficiency of oral communication.

Function as interaction refers to daily conversation in daily life environment. The main aims of conversation are to build social relationship and to create satisfying interaction with other people (Richards, 2008: 22)

Learners feel that many of their difficulties on both and productive language use result from an adequate vocabulary because when people use language automatically use the words. It needs to have large vocabulary (Likewise, Nation, 1990).

Vocabulary is one of important skill in language (Schmitt and Mc Carthey : 1997). We need words, use and arrange them together to make sentence, to have a conversation, and have a discourse for all things. We can not express our ideas if we don't have them and we should master it.

Harmer (2001) said an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used.

Hyponym is another -nym word that is useful when talking about the way word meanings are related. 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. (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 (Scott Thornbury, 2002).

Sulistiyowaty (2010), using hyponym with games, students got a proven successfully significant in developing of vocabulary at State Islamic Junior High School (MTsN), Daarul Hikmah.

Taslim (2004), found in teaching vocabulary with hyponym as a various games. He found a significant improving vocabulary at Islamic Junior High School Syech Ibrahim Payakumbuh.

Rajab (2014), use a strategy in studying to mastered vocabulary in experimental research.

Data Analysis and Discussion

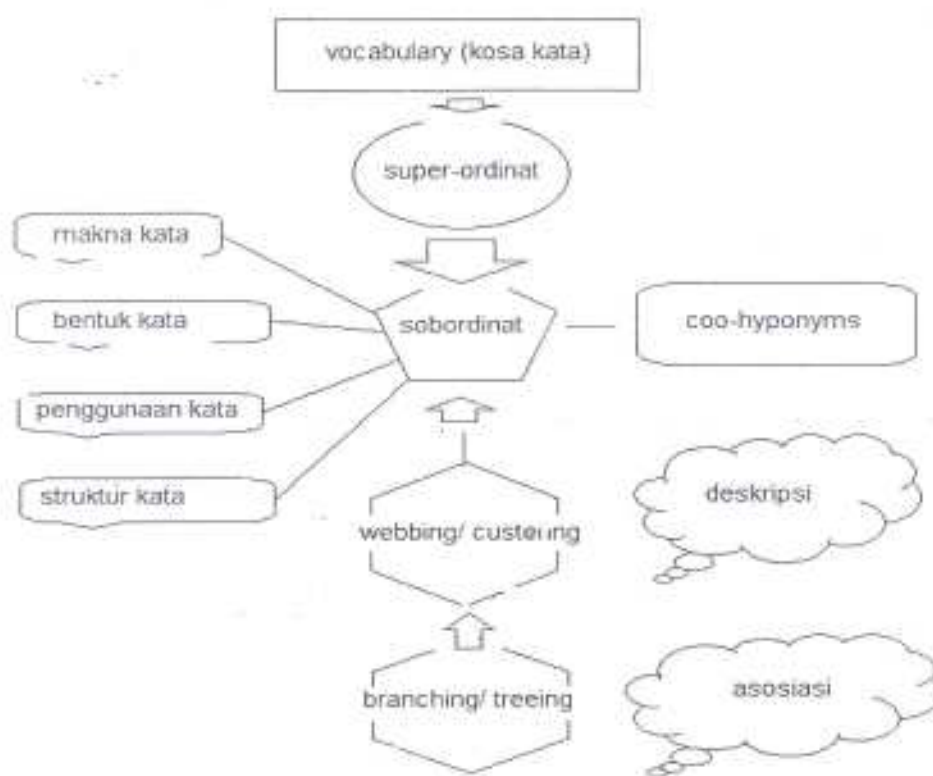
Every single teaching and learning should have a preparation. It starts by a preparation. First, prepares some topics such as work, school, holidays, food, college, home, sports, hobbies, animals and seasons. Then, write the topic. Students are to be asked to rewrite the words and add three more words at least. The words should be related each others. Lecture can justify whether the words has a correlation. Students showed the words to group and guess what is the topic had been discussed. Others can show theirs. In collecting data, writer used experimental method with pre test and post test. The sample is the student who took Speaking Class (intensive class) with number 37 students at Faculty of Islamic Education and Teacher Training, State Institute for Islamic Studies Imam Bonjol Padang. To measure the ability of students speaking can be used by indicator of pronunciation, grammar, vocabulary, fluency and comprehension.

In collecting the data, there are two steps, such :

Teaching and Learning Speaking

In teaching learning speaking by using hyponym with collaborate with presentation and quiz. There are 5 meetings to practice and the at last gave a test; post test.

Tabel 1. Hierarchies of Hyponyms



Tabel 2. Process of teaching and learning

No/Time	Student Activity	Lecture's Role	Resource
1: 5'	Read the words on the white-board	Give the core words (superordinat)	
2: 7'	Write at least three words in each topic on the white-board.	Asked the student to write the sobordinat words	Pictures/ vocabulary
3: 10'	Read more about all words whether they are integrated in general or personal.	Asked the students to practice, correct the students pronunciation and monitored them.	

4: 15'	Students read their own words	Checking, Monitoring, and asking to the students and describing the type of words they wrote.	
5: 10'	Read the words which displayed.	Write the core words and mention the model of the correct spelling and pronunciation	
6: 10'	Identify the meaning of the words and its spelling.	Students allowed to use dictionary	Dictionary
7: 10'	Write all the words with their meanings in their note book.	Asked students to practice more in more pronunciation	Note-book
8: 33'	Play a game with group members by guessing the superordinat which has been delivered.	Supported, Facilitated, Gave opinion, and Monitored.	

Test

Test is done to know about : (1) Improving Students' Vocabulary (2) Students' Speaking Skill. There are 5 type items test. It included synonym, antonym, and description. Test with oral test to measure in improving their vocabulary. Meanwhile, for communication, we used interview. It focused about their personal experince (recount) with their knowledge and superordinat's words.

Table 3. Blue Print of Speaking Test

No	Components	Indicator	Score
1	<i>Pronunciation</i>	Students can pronounce the word correctly	0-5
2	<i>Grammar</i>	Students describe their ideas with the correct structure	0-5
3	<i>Vocabulary</i>	Students used many vocabulary in their spoken based on the characters.	0-5
4	<i>Fluency</i>	Students expressed their ideas fluently.	0-5
5	<i>Comprehension</i>	Students can answer the questions and gave a good respond/ feedback correctly	0-5

This test sets interaction-based, pragmatic language task. The language presented is naturalistic or used in casual conversation with both verbal and extra linguistic context appropriate to given task. The authenticity of real life and interactive language appeared a long with the way in which language is used. Here are examples:

Short Answer

Answer general questions on each following questions:

Tell about yourself, your homes/families, your jobs/studies, your interest, and a range of similar familiar topic areas.

This part of the test lasts between four and five minutes

Describe a Photo

A photo of a scene on Muara Lasak Beach's view will appear on the wall

What can you tell me about the photo? Describe it.

Personal History

Explain why you decided to pursue a graduate at Tarbiyah Faculty

Respond to a Student with a Problem

You receive the following email from a student in your class
An information gap activity

This kind of test consists of task which require the productions of pieces of oral interactions. These are assessed directly by the researcher, by reference of skill criteria for the particular level at which the candidate has entered.

Conclusion and Suggestion

After calculated the data from pre test and post test, gave a score, we know that hyponym helped students to enrich their vocabularies. They can speak a lot to describe people, places and things. Many vocabulary that they had made them confident to speak. It can be said that there significant influence of using hyponym in teaching and learning speaking.

It suggested to all learners of english eventhough in mastering english conducted to the four basic skill, included speaking, vocabulary is very important to study.

People use language automatically use the words. It needs to have large vocabulary. Hyponym helped you.

References

- Brown, H Douglas. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education Company: New York
- Burn, A & Joyce, H. (1997). *Focus on Speaking*, Sydney: National Center for English Language Teaching and Research
- Depdiknas, 2004. *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah*. Jakarta.
- Griffiths, Patrick. 2006. *An Introduction to English Semantics and Pragmatics*. Edinburgh University Press: Edinburgh
- Harmer, Jeremy, 2001. *The Practice of Language Teaching*. England, Longman
- Hervina. 2014. *Grammatical Errors in Speaking Made by The Third Year English Department Students STIKIP Abdi Pendidikan Payakumbuh*
- Marianne Celce, Marcia. 2001. *Teaching English as a Second or Foreign Language*, third edition. Boston: Heinle & Heinle
- Musthafa B. 2001. *Communicative Language Teaching in Indonesia*
- Nation, and Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: Roudledge
- PennyUr, *A Course in Language Teaching: Practice and Theory* (New York: Cambridge University Press. 1996), p. 63
- Schmitt, Norbert. 2000. *Vocabulary in Language Teaching*. Cambridge University Press: New York
- Norbert Schmitt, *Vocabulary in Language Teaching*. (Cambridge: Cambridge University Press. 2000), p. 142
- Nunan, D. 2004. *Task-Based Language Teaching*. UK: University Press Cambridge
- Radjab, Desmawati. 2014. *Developing EFL Learners' Vocabulary through Strategic Vocabulary Learning*. Rivers. 1991.
- Schmitt, Norbert. 1997. *Vocabulary in Language Teaching*. Cambridge University Press: New York
- Sulistiyowati, Lili. 2010. *The Effectiveness of Teaching Vocabulary Using Hyponym Game*.
- Taslim, Fadilla. 2014. *Jurnal Al-Ta'lim*. An experimental study of teaching vocabulary by using hyponymy games on the seventh grader F Mts Syech Ibrahim Payakumbuh. Padang
- Thornbury, Scott. 2002. *How To teach Vocabulary*. Pearson Education Limited: England
- Wahdini, Lili. 2014. *Integrating Multicultural Values in Teaching Speaking*
- Widdowson, H. G. 2011. *Teaching Language as a Communication*, Oxford: Oxford University Press