

AN ANALYSIS OF THE ABILITY OF THE STUDENTS IN MAKING HYPONyms IN INCREASING THEIR VOCABULARIES

SRI UTAMI

Dosen Universitas Kutai Kartanegara

MIKA FRANSISKA

Mahasiswa Universitas Kutai Kartanegara

Abstract: *This research is aimed to analyze the students' ability in making hyponyms. As we know, one of the most significant aspects in language development is vocabulary, because it is a key to all language expressions, either oral or written. There are many ways to increase vocabulary, one of the ways is by making hyponyms of various super ordinates (super ordinates are general concept that cover items). So, by making hyponyms of super ordinates could help develop vocabularies. This study used descriptive qualitative design focused on the analysis of the students' works on hyponyms. This study assigned 10 students as the subject of the study. Data of this study were the students' answers in vocabulary test about making hyponyms of six super ordinates, including: vegetables, animals, fruits, flowers, things in the kitchen, and parts of human's body. Data were analyzed according to the focus of analyses, they were: (1) the number of hyponyms made by the students; (2) the spelling forms of hyponyms made by the students; (3) whether or not the students can give the Indonesian meanings of hyponyms that they made. The results of this research are as follows: (1) The total hyponyms made by the students were 455 hyponyms; (2) The spelling forms of hyponyms made by the students were two kinds, they were correct and incorrect spelling forms: the correct spellings were 402 words and the incorrect spellings were 53 words of 455 hyponyms; (3) All students could give Indonesian meanings for the hyponyms they wrote, but some meanings given were not appropriate, the total appropriate meanings were 421 meanings and the total not appropriate meanings were 33 meanings. Generally, they could write correct spelling of hyponyms and could give appropriate Indonesian meanings of the hyponyms that they made. Even though some students were weak in giving hyponyms of particular super ordinates tested and also the hyponyms that they wrote were mostly general and commonly known and used words, those words were have been familiar in their daily vocabularies, in conclusion, the second semester students of English Department under study were able in increasing their vocabularies by giving hyponyms of some super ordinates tested.*

Keywords: *analysis, hyponyms, super ordinates, spelling forms.*

VOCABULAY plays a very important role in developing the four skills of language: listening, speaking, reading and writing. By having vocabulary the students can obtain knowledge and information. According to Wilkins in Budiharso (2006:18) that vocabulary is important not only for learning the language itself but

also for the language for communication.

Vocabulary always concerns with word. The existence of words is usually takes for granted by the speakers of a language. To speak and understand the language meaning among many other things knowing words of that language. The average speaker knows thousands of words, and new word enters into the students' minds and the students' language on a daily communications.

One of the most significant aspects in language development is vocabulary, because it is a key to all language expression, either oral or written. One expresses his or her idea to other by using words. On the other hand, one understands other people by using words, too. So, mastering vocabulary is an important thing in learning English.

Jacobs et. al. in Utami (2013:3) say "vocabulary consists of range of words, idiom choice and usage, word forming and register. In this approach, words are made up of parts of expression associated with some meaning are called morpheme." Hornby (1995:461) defines "vocabulary is defined as: 1) The total number of words that make up a language; 2) Words known to a person or used in a particular book, subject, etc; 3) List of words with their meanings, especially one which accompanies a textbook in a foreign language."

Zhihong (2006:18) in Utami (2013:1) says without vocabulary, one cannot communicate effectively or express idea. He also states that having a limited vocabulary is also a barrier. Wilkins in Budiharso (2004:93) explains that vocabulary is important not only for learning the language itself but also for the language for communication. Without grammar very little can be conveyed, but without vocabulary, nothing can be conveyed.

The summary of Ur's idea (1996:60) of some aspects of vocabulary cover five aspects, they are: form, grammar, collocations, meanings, and word formation. When we talk about aspect of meaning which is considered to the relationship, it will include about synonyms, antonyms, hyponyms, co-hyponyms, super ordinates, and translation.

There are many ways to increase vocabulary, one of the ways is by making hyponyms of various superordinates (super ordinates are general concepts that cover items; animal is the superordinate of dog, lion, and mouse, etc). So, by making hyponyms of superordinates can help develop more vocabularies. For example, the superordinate is animal; cat, bird, fly, shark, lion, and mouse are hyponyms of animal. Then after making hyponyms give the Indonesian meanings for each hyponyms written and memorize them are also necessary to be mastered. By doing this way can develop vocabulary. In vocabulary subject, taken by the second semester students of English Department, one of the objectives of learning is to make students to be able to make hyponyms of various super ordinates. This is one of the ways to train students to increase their vocabularies.

Suhardi (2015:90) states that hyponym is a word whose meaning is already represented by a broader meaning. For example: rose, jasmine, and orchid are hyponyms of flower. Hyponyms are words that serve as specific example of a general concept. For example: dog, lion, and mouse are hyponyms of animal. Hyponym is a word with a more specific meaning than another more general word of which it is an example.

Based on Hurford, Heasley, and Smith (2007:109) in Webster (2006) hyponym is a sense relation between predicates (or sometimes longer phrases) such that the meaning of one predicate (or phrases) is included in the meaning of the other. Moreover Cruse (1968:88) defines that hyponym is the lexical relation corresponding to the inclusion of one class in other. In a simple word we can define hyponym as a word that describes things more specifically, e.g.

- a. Carrot and cabbage are hyponyms of vegetable.
- b. Rose and jasmine are hyponyms of flower.

The more general term is called the super ordinate or hypernym. In that term, vegetable, is more general or inclusive in meaning than its hyponym carrot, which is much more specific in the kind of vegetable it describes. In other words, the predicate vegetable describes a particular region in plant space whose prototype (or focal) examples are fairly distinct from those of other plants, though we have seen that more peripheral member of the extension of vegetable tend to fade into other plants. But the term also subsumes (includes) more specific kinds of red within this region of plan space. In general, sense relationships involving hyponym are usually structured in this way, with the super ordinate term more abstract, general, or schematic than its hyponyms.

The relation of hyponym capture the idea of ‘a kind of’, as when you give the meaning of a word by saying “rose is a kind of flower”. It is often the case that only thing some people know about the meaning of a word in their language is that it is a hyponym of another term. That is, you may know nothing more about the meaning of rose other than that it is a kind of flower.

It is worth emphasizing that it is not only words for ‘things’ that are hyponyms. Terms for actions, such as cut, punch, shoot and stab, can all be found as co-hyponyms of the super ordinates term injure.

RESEARCH METHODOLOGY

According to Nazir (1985:63) a descriptive study is applied in certain situation, including the phenomenon. Suryabrata (1983:19) defines that descriptive study is an accumulation of basic data merely in a descriptive way, not necessary to find out the correlation or the test hypothesis. This study aimed to make description about situation or events. Meanwhile, Sukardi (2003:86) states in qualitative research, the analysis is done to arrange and group the data in terms of facts, words, sentences, arguments or reason. Based on the statements above, the design of this study is descriptive qualitative which its purpose is to study upon the depth and to analyze the students’ ability in making hyponyms which also becomes the focus of analysis. The analyses are focused on the numbers of hyponyms the students can make, the spelling forms of hyponyms, and the Indonesian meanings for each hyponyms written by the second semester students of English Department of Kutai Kartanegara University in academic year 2015/2016.

According to Miles and Hubberman (1994:27) qualitative research usually works with small number of people in context and study upon the depth. The subject determined aspect of the focus, not how many people representative. Therefore the term of the research subject is more relevant than population and sample in qualitative research (Budiharso, 1999). Number of subject in qualitative can be small, for example one. The subjects of this study included ten students of the second

semester of English Department of School of Teacher Education and Training of University of Kutai Kartanegara in academic year 2015/2016. The ten students were chosen from two classes that exist: A and B. Each class was taken five students, so five students from class A and five students from class B. They were taken purposively. The researchers chose the students based on the need.

In this study the instrument was test and an achievement test would be used to get the necessary data. The test was vocabulary test in the form of written test. The test was about making hyponyms of some general concepts (super ordinates) and give Indonesian meanings. The super ordinates used in the test were: vegetables, animals, fruits, flowers, things in the kitchen, and parts of human's body. The test was based on the material of Vocabulary Building subject learnt by the second semester students of English Department in academic year 2015/2016.

The data of this study were obtained from vocabulary test in written form given to ten students of the second semester of English Department of Kutai Kartanegara University in academic year 2015/2016. The items of the test were taken from module of Vocabulary Subject.

The procedures to collect the data in this study were: first, the researchers gave the vocabulary test to the subject of the research. The students were asked to write hyponyms of some super ordinates as many as possible in two hours time given. They also had to write the Indonesian meanings of the words they wrote. They were not permitted to open dictionary or used their gadgets. The ten students were placed in a class, they sit separately. They had to do the test individually. Second, after the students had finished the test, the researchers collected the students' works. Then, after the students' works had been collected, the researchers analyzed the data based on the focus of analysis stated before.

The data of this research were the students' works in making hyponyms with their Indonesian meanings. The words on the hyponyms that the students made then were analyzed based on the focus of analyses, they were:

1. The numbers of hyponyms made by the students. Here, the researchers counted the total numbers of words that each students could make, to make it easy, the researchers tabulated the numbers of words into a table.
2. The spelling forms of hyponyms made by the students. Here, the researchers analyzed the written forms of hyponyms written by the students. The researchers analyzed whether the spelling forms are correct or incorrect. In this activity the researchers used a dictionary as a reference. The researchers tabulated the correct and incorrect spelling forms into a table.
3. The Indonesian meanings of hyponyms given by the students. In this part, the researchers analyzed whether the students could give the Indonesian meanings of hyponyms they wrote or not, and whether the students could give appropriate meanings to the hyponyms written or not. To make it clear, the researchers also put the results into a table.

FINDINGS OF THE STUDY

Findings of the study are directed to describe the results of analysis of the ability of the students in making hyponyms of the second semester of English Department of Kutai Kartanegara University. The findings are explained into three

subs of sub chapter, they are: findings on the number of hyponyms made by the students, findings on the correct and incorrect spelling forms of hyponyms made by the students and findings on the Indonesian meanings of hyponyms written by the students.

The steps of analysis of this research were described as follows: first, the researchers checked the answers carefully by using dictionary. The purpose was to identify the data. Second, after the identification by using the dictionary, the researchers interpreted the results in tabulation to make the results easier to understand also added some analyses representation for the conclusion of the whole sheets that made by the second semester students of English Department of Kutai Kartanegara University in academic year 2015/2016.

4.1.1 Findings on the Number of Hyponyms Made by the Students

Findings on the number of hyponyms made by the students can be seen on table 4.1 below. The data showed the total hyponyms made by 10 students as the subjects o the research.

Table 4.1 Total Hyponyms made by the Students

Numbers of Students	Super ordinates and Number of Hyponyms						Total Hyponyms
	Vegetables	Animals	Fruits	Flowers	Things in the Kitchen	Parts of Human's Body	
1	9	24	14	8	10	15	80
2	5	5	5	5	5	5	30
3	10	10	10	4	4	10	48
4	4	4	4	3	3	3	21
5	8	6	6	6	6	6	38
6	4	9	5	5	6	5	34
7	7	13	12	6	5	16	59
8	4	5	5	4	4	4	26
9	9	13	11	5	10	13	61
10	10	14	11	5	7	11	58
TOTAL	70	103	83	50	60	88	455

4.1.2 Findings on the Correct and Inccorect Forms of Hyponyms Made by the Students

To see the correct and incorrect spelling forms of hyponyms made by the students, the following table describes the data:

Table 4.2 Correct and Incorrect Spelling Forms of Hyponyms Made by the Students

Numbers of Students	Vegetables		Animals		Fruits		Flowers		Things in the Kitchen		Parts of Human's Body		Total		
	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect	correct	Incorrect	Correct	Incorrect	Correct	Incorrect	
1	Chili	Carot	Cat	Girefe	Water melon	Pineple	Jasmine		Knife	Catle	Finger	Mouse	8	1	
	Tomato		Dog	Hourse	Coconut	Aple	Rose		Pan	open	Foot	Mount	18	6	
	Cucumber		Mouse	Brid	Chocolate	Manggo	Sakura		Spoon		Leg		11	3	
	Spinach		Wolf	Bufallo	Orange		Tulip		Glass		Shoulder		8	0	
	Ginger		Fish	Buterfly	Star fruit		Orchid		Bowl		Hand		8	2	
	Onion		Deer	Snak	Dragon fruit		Lavender		Rice cooker		Eye		8	2	
	Potato		Bear		Melon		Raflesia		Blender mixer		Tooth		13	2	
			Cow		Grape						Heart				
			Rabbit		Lemon						Ear				
			Sheep		Strawberry						Hair				
			Duck		Banana						Eye brow				
			Donkey								Check brow				
			Ant												
			Dolphin												
			Monkey												
			Frog												
			Dragon												
		Pig													
TOTAL	8 words	1 word	18 words	6 words	11 words	3 words	8 words	0 word	8 words	2 words	13 words	2 Words	66 words	14 words	
2	Chili		Tiger		Watermelon		Rose	cornation	Knife		Forehead		5	0	
	Carrot		Rabbit		Melon		Jasmine		Colander		Face		5	0	
	Corn		Horse		Pear		Hibiscus		Peeler		Head		5	0	
	Onion		Elephant		Mango		Mimosa		Grater		Eye		4	1	
	Tomato		Squirrel		Orange				microwave		Jaw		5	0	
													5	0	

TOTAL	5 words	0 word	5 words	0 word	5 words	0 word	4 words	1 word	5 words	0 word	5 words	0 word	29 words	1 word
3	Chili Tomato Cucumber Mushroom Spinach Ginger Onion Potato Eggplant	Carot	Fish Monkey Duck Ant Rabbit Cow Sheep Bird Cat Frog		Watermelon Apple Coconut Orange Melon Lemon Banana	Chocolate Strawberry starfruit	Rose Jasmine Orchid Sunflower		Spoon Glass Knife oven		Head Finger Neck Eye Nose Hand Mouth Ear Eyebrow		9 10 7 4 4 10	1 0 3 0 0 0
TOTAL	9 words	1 word	10 words	0 word	7 words	3 words	4 words	0 word	4 words	0 word	10 words	0 word	44 words	4 words
4	Eggplant Cabbage Sprouts	Potatos	Elephants horses Fish Mice		Banana Bark mango	Rose apple	Rose Jasmine	Corpse flower	Ladle Tongs Cup		Tooth Lips Mouth		3 4 3 3 2 3	1 0 1 1 0 0
TOTAL	3 words	1 word	4 words	0 word	3 words	1 word	2 words	1 word	3 words	0 word	3 words	0 Word	18 words	3 Words
5	Lettuce Cabbage Celery Corn Broccoli Spinach Eggplant	Coul flower	Cat Cow Chicken Donkey Goat Horse		Papaya Mango Fig Coconut Avocado Lemon		Clover Cornflower Gladiolus Lily Laurel	Lankana	Candle Cup Fork Glass Grater Kettle		Eye Brain Bone Elbow Finger	Fomer	7 6 6 5 6 5	1 0 0 1 0 1
TOTAL	7 words	1 word	6 words	0 word	6 words	0 word	5 words	1 word	6 words	0 word	5 words	1 word	35 words	3 Words
6	Spinach Carrot	Mustar plant	Tiger Lion		Grapes Banana	Water- mellon	Rose Jasmine		Stove Knife	Soucepan	Head Hand		3	1

	Mushroom		Cat Dog Frog Cow Goat Crocodile Snake		Pineapple	Starfruit	Orchid Sunflower Lily		Plate Fork Frying pan		Hair Elbow Nose		9 3 5 5 5	0 2 0 1 0
TOTAL	3 words	1 word	9 words	0 word	3 words	2 words	5 words	0 word	5 words	1 word	5 words	0 word	30 words	4 words
7	Tomato Spinach Chili Carrot Eggplant	Mashroom Cucumbar	Lion Monkey Crocodile Rabbit Sheep Pig Fish Bird Cow Frog Snake cat	Buterfly	Apple Watermelon Guava Orange Star fruit Dragon fruit Coconut Lemon Banana Strawberry	Pinaple Manggo	Jasmine Rose Orchid Tulip Lavender	Sun flower	Knife Cup Glass Spoon	Krof	Hand Head Hair Mouth Teeth Finger Shoulder Eye Nose Heart Ear Neck Leg Brow	Eye brow	6 12 10 5 4 14	2 1 2 1 1 1
TOTAL	6 words	2 words	12 words	1 word	10 words	2 words	5 words	1 word	4 words	1 word	14 words	1 word	51 words	8 words
8	Tomato Spinach Potato	Mustard plant	Cow Dog Eagle Elephant Lion		Orange Apple Grape Banana Pineapple		Rose Jasmine Orchid Clover		Spoon Dish Stove	Kinife	Eye Hand Hair Head		3 5 5 4 3 4	1 0 0 0 1 0
TOTAL	3 words	1 word	5 words	0 word	5 words	0 word	4 words	0 word	3 words	1 word	4 words	0 word	24 words	2 words

9	Carrot Chili cucumber spinach eggplant onion potato	Mashroom Galanggal	Ant Rabbit Cow Crocodile Duck Sheep Monkey Donkey Dolphin Crab Snake Frog Wolf		Watermelon Apple Banana Mango Orange Dragon fruit Star fruit Strawberry Grape lemon	pinaple	Rose Jasmine Orchid Tulip	Sun riower	Spoon Fork Knife Cup Glass Rice cooker Oven Blender Mixer	Cattle	Head Hand Nose Ear Shoulder Mouth Eye Hair Heart Leg Brow Eyebrow	Finge	7 13 10 4 9 9 12	2 0 1 1 1 1
TOTAL	7words	2 words	13 words	0 word	10words	1word	4 word	1 word	9 words	1 word	12 words	1 word	55 words	6 words
10	Chili Tomato Cucumber Potato Eggplant Spinach Onion	Carot Mashroom Jinger	Sheep Monkey Duck Ant Donkey Dolphin Bird Cat Dog Frog Snake	Caw Bufallo Buterfly	Apple Watermelon Coconut Strawberry Orange Cherry Dragon fruit Melon Grape	Pinaple Starfruit	Rose Jasmine Orchid Sunflower Lavender		Pan Knife Spoon Glass Fork Cup Oven		Hand Nose Mouth Head Finger Shoulder Eye Heart Ear Brow Eye brow		7 11 9 5 7 11	3 3 2 0 0 0
TOTAL	7Words	3words	11 words	3 words	9words	2 words	5 words	0 word	7 words	0 Word	11 words	0 word	50 words	8 words
TOTAL	58 Words	13 Words	93 Words	10 Words	69 Words	14 Words	46 Words	5 Words	54 Words	6 Words	82 Words	5 Words	402 Words	53 Words

4.1.3 Findings on the Total Indonesian Meanings of Hyponyms Written by the Students

To see whether the students could give the Indonesian meanings in each hyponyms or not, the researchers tabulated the Indonesian meanings written by the students in the following:

Table 4.3 Total Indonesian Meanings of Hyponyms written by the Students

Number of Students	Total Hyponyms	Total Meanings	Total Appropriate Meanings	Total Not Appropriate Meanings
1	80	80	71	9
2	30	30	29	1
3	48	48	45	3
4	21	21	21	0
5	38	38	30	8
6	34	34	31	3
7	59	59	58	1
8	26	26	26	0
9	61	61	57	4
10	58	57	53	4
TOTAL	455	454	421	33

DISCUSSION

As it has been stated in chapter I, the research aims in answering the problems of the study, they were: (1) How many hyponyms are made by the students?; (2) How are the spelling forms of hyponyms made by the students?; and (3) Can the students give the Indonesian meanings of hyponyms that they make?

Based on the findings of the study, the researchers analyzed the findings as follows: The first analysis is about the number of hyponyms that the students could write. The researchers analyzed the numbers of hyponyms made by each student and the total hyponyms made by all students for each and all super ordinates. The total hyponyms made by the student number 1 were 80 hyponyms with the most hyponym was animals were 24 hyponyms; the student number 2 were 30 hyponyms with the total hyponyms for each super ordinates were 5 hyponyms, it meant student number 2 were only able to write 5 hyponyms for each super ordinates; student number 3 were 48 hyponyms with 10 hyponyms for each vegetables, animals, fruits and parts of human's body and the least hyponyms were flowers and things in the kitchen were 4 hyponyms; the student

number 4 were 21 hyponyms with 4 hyponyms for each vegetables, animals and fruits, and 3 hyponyms for each flower, things in the kitchen, and parts of human's body; the student number 5 were 38 hyponyms with the most hyponym was vegetables were 8 hyponyms; the student number 6 were 34 hyponyms with the most hyponym was animals were 9 hyponyms; the student number 7 were 59 hyponyms with the most hyponym was parts of human's body were 16 hyponyms; the students number 8 were 26 hyponyms with 5 hyponyms for each animals and fruits and 4 hyponyms for each vegetables, flowers, things in the kitchen and parts of human's body; the student number 9 were 61 hyponyms with the most hyponyms were animals and parts of human's body each were 13 hyponyms and the least hyponym was flowers were 5; the student number 10 were 58 hyponyms with the most hyponym was animals were 14.

Based on table 4.1, the researchers stated that the total hyponyms made by the second semester students of English Department were 455 for 6 super ordinates, with the distributions were as follows: (1) Vegetables were 70 hyponyms, (2) Animals were 103 hyponyms, (3) Fruits were 83 Hyponyms, (4) Flowers were 50 hyponyms, (5) Things in the Kitchen were 60 hyponyms, and (6) Parts of Human's Body were 88 hyponyms. The most hyponym was animals were 103 and the least hyponym was flowers were 60 hyponyms.

Based on the analyses above the researchers implied why the most hyponyms was animals because averagely the students had been familiar with the English words of animals and then the students were weak in giving hyponyms of flowers because they were not familiar with the English names of flowers and they had less knowledge of the name of flowers. It was rather hard for the students to write the names of flowers in English because mostly the hyponyms of flowers use specific/scientific words.

The second analysis is about the spelling forms of hyponyms made by the students. In analyzing the spelling forms of hyponyms written by the students, the researchers analyzed whether the hyponyms were correctly or incorrectly written by the students. The spelling forms of hyponyms made by the second semester students of English Department of Kutai Kartanegara University in academic year 2015/2016 were as follows: the student number 1, total correct spelling forms were 66 words and incorrect spelling forms were 14 words from total hyponyms were 79 hyponyms; the student number 2, total correct spelling forms were 29 words and incorrect spelling form was 1 word from total hyponyms were 30 hyponyms; the student number 3, total correct spelling forms were 44 words and incorrect spelling forms were 4 words from total hyponyms were 48 hyponyms; the student number 4, total correct spelling forms were 18 words and incorrect spelling forms were 3 words from total hyponyms were 21 hyponyms; the student number 5 total correct spelling forms were 35 words and incorrect spelling forms

were 3 words from total hyponyms were 38 hyponyms; the student number 6, total correct spelling forms were 30 words and incorrect spelling forms were 4 words from total hyponyms were 34 hyponyms; the student number 7, total correct spelling forms were 51 words and incorrect spelling forms were 8 words from total hyponyms were 59 hyponyms; the student number 8, total correct spelling forms were 24 words and incorrect spelling forms were 2 words from total hyponyms were 26 hyponyms; the student number 9, total correct spelling forms were 55 words and incorrect spelling forms were 6 words from total hyponyms were 61 hyponyms; the student number 10, total correct spelling forms were 50 words and incorrect spelling forms were 8 words from total hyponyms were 58 hyponyms.

Based on table 4.2 the researchers stated that the total correct spelling forms made by all students were 402 words and the total incorrect spelling forms made by all students were 53 words of the 455 hyponyms. The description of total correct spelling forms of hyponyms of each super ordinates were as follows: (1) Vegetables were 58 words, (2) Animals were 93 words, (3) Fruits were 69 words, (4) Flowers were 46 words, (5) Things in the Kitchen were 54 words, and (6) Parts of Human's Body were 82 words. And the description of total incorrect spelling forms of hyponyms of each super ordinates were as follows: (1) Vegetables were 13 words, (2) Animals were 10 words, (3) Fruits were 14 words, (4) Flowers were 5 words, (5) Things in the Kitchen were 6 words, and (6) Parts of Human's Body were 5 words. The most correct spelling forms of hyponyms was animals were 93 words and the least correct spelling forms was flowers were 46 words. The most incorrect spelling forms of hyponyms was fruits were 14 words and the least incorrect spelling forms of hyponyms was flowers and parts of human's body were 5 words.

From the analyses the researchers implied that the spelling forms of hyponyms made by the students were mostly correct. Averagely the students could write the correct spelling forms of hyponyms that they made because most of the students knew the correct spelling forms of hyponyms that they made. Most of the students made incorrect spelling forms for the words which had double spelling forms, for examples: *Pineapple, Buterfly, Aple, Carot etc.* instead of *pineapple, butterfly, apple, carrot, etc.*

The third analysis is about the Indonesian meanings of hyponyms. The researchers analyzed whether the students could give appropriate Indonesian meanings of hyponyms by counting the number of meanings written by the students and then analyzed whether the Indonesian meanings were appropriate or not appropriate according to the most commonly meanings used by the students in their situation. The total Indonesian meanings of hyponyms written by the second semester students of English Department of Kutai Kartanegara University in

academic year 2015/2016 were as follows: the student number 1 could give 78 Indonesian meanings of 79 hyponyms and gave 71 appropriate meanings and 7 were not appropriate meanings; the student number 2 gave 30 Indonesian meanings of 30 hyponyms and gave 29 appropriate meanings and 1 was not appropriate meaning; the student number 3 gave 48 Indonesian meanings of 48 hyponyms and gave 45 appropriate meanings and 3 were not appropriate meanings; the students number 4 wrote 21 Indonesian meanings of 21 hyponyms and all were appropriate meanings; the student number 5 could give 38 Indonesian meanings of 38 hyponyms and gave 30 appropriate meanings and 8 were not appropriate meanings; the student number 6 gave 34 Indonesian meanings of 34 hyponyms and gave 31 appropriate meanings and 3 were not appropriate meanings; the student number 7 gave 58 Indonesian meanings of 58 hyponyms and gave 57 appropriate meanings and 1 was not appropriate meaning; the student number 8 gave 26 Indonesian meanings of 26 hyponyms and all were appropriate meanings; the student number 9 gave 61 Indonesian meanings of 61 hyponyms and gave 57 appropriate meanings and 4 were not appropriate meanings; the student number 10 wrote 57 Indonesian meanings of 58 hyponyms and wrote 53 appropriate meanings and 5 were not appropriate meanings.

Based on table 4.3 the researchers tabulated that the total Indonesian meanings written by the students were 454 meanings of total hyponyms were 455 hyponyms and total appropriate meanings were 421 meanings and total not appropriate meanings were 33 meanings of 454 meanings.

From the explanations the researchers implied that the students could give appropriate Indonesian meanings for almost all hyponyms they wrote. The researchers guessed it was because before they wrote the hyponyms they first thought about Indonesian meanings and then they wrote the hyponyms.

Based on the analyses, most of the second semester students of English Department of Kutai Kartanegara University in academic year 2015/2016 under study could give hyponyms of some super ordinates tested. They also could write correct spelling forms of hyponyms that they made, but most of the students still made incorrect spelling forms for the words which had double spelling forms. They could give appropriate Indonesian meanings of the hyponyms that they made because before they made the hyponyms they first thought about Indonesian meanings and then they wrote the hyponyms. Even though some students were weak in given hyponyms of particular super ordinates, and also the hyponyms they wrote were still limited, they were not as many as the researchers expected. They wrote limited and familiar hyponyms. Maybe it was because of limited time given in did the test. Averagely they could write the hyponyms in good spelling and could give appropriate Indonesian meanings.

CONCLUSION AND SUGGESTION

Conclusion

Based on the purposes of the study, research findings, and data analysis procedures stated previously, the following conclusions are presented:

1. The total number of hyponyms made by the second semester students of English Department of Kutai Kartanegara University in academic year 2015/2016 were 455 hyponyms for all super ordinates tested.
2. The spelling forms of hyponyms made by the second semester students of English Department of Kutai Kartanegara University in academic year 2015/2016 were two kinds, correct and incorrect spelling forms, the descriptions were: the total correct spelling forms of hyponyms were 402 words and the total incorrect spelling forms of hyponyms were 53 words out of 455 hyponyms made by the students. The incorrect spelling forms were some students missed some letters or added some unnecessary letters to the hyponyms they wrote, especially for double spelling form.
3. Almost all students could give the Indonesian meanings of hyponyms they made, there were 454 Indonesian meanings given from 455 hyponyms made by the students, in which 421 were appropriate meanings and 33 were not.

Suggestions

The suggestions were developed based on the scopes and limitation of the study and the significance of the study. Suggestions were addressed to people involved in teaching learning, especially at the English Department of Kutai Kartanegara University.

For the students, the researchers hope that the results of this research can be used as motivation to increase and learn more about vocabulary, students can do it by mastering hyponyms of various super ordinates. Because the numbers of hyponyms mastered by the students were still limited, it's better for the students to keep try to memorize and use as many as possible hyponyms in their daily activities to increase their vocabularies. They can use their gadgets to help them and to make the activities more fun. The most important is the students should have great motivation in increasing their vocabularies. The researchers believe that by doing so the students can increase their vocabularies.

For the lecturers, the researchers suggest then to pay attention in spelling forms of words the students know. The researchers hope that the lecturers can improve the students' vocabulary and their spelling forms of words by giving them more exercises on speaking, writing and reading, and the lecturers should always give motivation to students how important the vocabulary and spelling in learning English language.

REFERENCES

- Budiharso, Teguh. 2004. *Prinsip dan Strategi Pengajaran Bahasa*. Surabaya: Lutfansah Mediatama
- Budiharso, Teguh. 1999. *Introduction to Educational Research*. Malang: Universitas Muhammadiyah Malang Publishing.
- Cobuild, Collin. 1988. *English Language Dictionary*. London: Collin Publisher.
- Cruse. D.A. *Lexical Semantics*. Cambridge: Cambridge University
- Guralnik, David B. 1998. *Webster New World Dictionary of American English*. New York: The World Publishing Company
- Hornby, AS. 1995. *Oxford Advanced Learner's Dictionary*. London : Oxford University press.
- Hornby, AS. 2001. *Advanced Learner Dictionary of Current English*. Oxford: Oxford University press.
- Miles. M. and M, Hubberman. 1994. *Qualitative Data Analysis: An Expanded Sources Book*. Beverly Hills: Sage Publication Inc.
- Nazir, Moh. 1985. *Metode Penelitian*. Jakarta :Ghalia Indonesia.
- Suhardi. 2015. *Dasar-dasar Ilmu Semantik*. Yogyakarta : AR-RUZZ MEDIA
- Sukardi. 2003. *Metode Penelitian Pendidikan Kompetensi dan Prakteknya*. Jakarta: PT. BumiAksara.
- Suryabrata, Sumaidi. 1983. *Metodologi Penelitian*. Jakarta : CV. Rajawali.
- Ur, P. 1996. *A Course in Language Teaching Practice and Theory*. New York: Cambridge University Press.
- Utami, Sri. 2013. *Vocabulary Building*. English Department, School of Teacher Education and Training. Unpublished Module. Tenggara: Kutai Kartanegara University
- Webster. 2016. *Definition of Hyponyms*. <http://macmiliandictionary.com/>. (Accessed on February 14, 2016)