



HYPHONYMY ANALYSIS ON STUDENTS' VOCABULARY ENHANCEMENT BY JUMBLE WORD GAME

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ABSTRACT

This study investigates the use of hyponymy in vocabulary acquisition through the jumble word game. It demonstrates that enhancing students' vocabulary and understanding of word relationships can be more effectively achieved. Adopting a qualitative approach, the research analyzes all words found in the learning materials, worksheets, and textbooks authored by Ika Damayanti Lestari in 2022, titled English for Nusantara, focusing on the topics of Nature and Beauty, as studied by students at SMP Negeri 8 Padangsidempuan. The findings show that the application of hyponymy in vocabulary enhancement can lead to a significant increase in the number of meaningful, related words, accounting for 7 to 10% of the total words. Specifically, in the Nature topic, there were 203 hyponyms linked to 21 hypernyms, while in the Beauty topic, 144 hyponyms were identified from 22 hypernyms, all belonging to their respective meaning relations. The use of hyponym subtypes specific forms of words rendered the jumbling activity more communicative and meaningful. Furthermore, the study highlighted how the teacher incorporated transitive relations of hyponyms, facilitating stronger word connections. Future research is encouraged to explore ways to further expand students' vocabulary by investigating the semantic fields of words, using a variety of learning techniques.

Keywords: *hyponym, vocabulary, jumble, word, game.*

1. INTRODUCTION

Vocabulary is a part of language that is used as a communication tool to be learned (Udaya, 2024) and (Nation, 2022). The more understanding students have; the easier they improve their language skills. English learners should have a few vocabularies to communicate and convey ideas, desires, emotions, and feelings well (Nasution et al., 2024). Based on Cambridge dictionary, vocabulary is a list of words used by a particular person (McIntosh, 2013) and (Philip, 2020). In other words, vocabulary reflects the total number of words owned or mastered by a particular individual to communicate using English in the actual practice of language. Vocabulary, broadly described as the awareness of words and their meanings, plays a pivotal role in

enabling students to comprehend progressively challenging texts (Maharani, 2023; Loewen et al., 2020). That means each word has a meaning and can be used in a variety of contexts. Vocabulary is the whole of words that are known and used by a person in the language he or she masters (Zheng, 2024)(Arochman et al., 2024). In general purpose of vocabulary is as a basis for communication because through words speakers can convey and receive messages clearly and effectively (Ajisoko, 2020; Lesiana et al., 2023; Jaya et al., 2025).

Therefore, developing vocabulary is very important to improve language and communication skills. Vocabulary has a very beneficial contribution to the ability to read, listen, speak, and write (Clenton, 2020) . If students do not have a large vocabulary, they will have difficulty communicating with

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others. Without vocabulary, there will be little that can be conveyed when speaking. Subsequently, developing vocabulary is very important in helping people better understand their language.

Word games are one of the designed to improve a person's language skills through exciting and fun (De Marco, 2025) and (Yulianto, 2018). It can also be used to learn some language devices, namely vocabulary, structure and sentence patterns. It is jumbling word game that purposively makes learning fun and enjoyable (Board, 2023). By playing this game, students can practice and improve their language and communication skills (Askhatova A, 2020; Sari & Octaviani, 2022). Also, jumble word game is a word game where a set of letters are given to the player in jumbled order which hence forward arranged to form a meaningful word (Hidayati, 2021). Moreover, jumble words is an educational game to train vocabulary, thinking speed and creativity (Fudhla, 2018 and Sihombing, 2019). Thus, it involves arranging random letters, to find as many correct and appropriate words as possible from the letters at a certain time.

Relating to the use of vocabulary and way of making fun of learning it, sense of relational meaning within a word has made confusion to the English learners (Cao, 2023; He et al., 2024). They are only focusing on the list of words and translated meaning to their native language. As a result, leaving enhancement of forming new vocabularies through meaning relation had been always ignored in the level of words. Another case were inabilities to understand the meaning of words, to spell words correctly, and to be difficult pronouncing English words correctly (Maharani, 2023). Furthermore, English students also were also difficult to use words into sentences because they were unable to distinguish which words include nouns, adjectives, verbs, and any other word classes (Yusuf & Ali, 2025).

Based on the aforementioned fact, it is vital and crucial for everyone who is concerned with teaching English to enhance the vocabulary expansion as deliberated language acquisition with meaningful word use and meaning relation. Reflecting the use

of jumble word game in the classroom, the present study would like to figure out the hyponymy towards the vocabulary studied in the pre-intermediate students learning Nature and Beauty products. As directed by this problem, researchers proposed questions:

1. What are the hyponymies of words about Nature and Beauty Product learnt by English students at SMP N 8 Padangsidempuan?
2. How does jumble word game facilitate the hyponymy of words in the classroom?

2. LITERATURE REVIEW

In linguistics hyponymy is defined as a semantic relation between a subtype hyponym and a super type hypernym (Ali, 2022). It is also known as inclusion within a term employed to label a specific member of a wider class. Hyponym is a formation of words that have specific meanings that refer to general meaning (Ambat, 2021). It presents a lingual unit in the form of words or sentences whose meanings are mixed in the meaning of other words or phrases (Arsita et al., 2022).

An example of hyponymy can be seen with the words *Daisy* and *Rose*, both of which are hyponyms of *flowers*. In this context, the relational meaning of *Daisy* and *Rose* is that both refer to specific types of flowers, with *flower* serving as a broader category or hypernym encompassing both. Essentially, *flower* is the general label for particular kinds of flowers, such as *Daisy* and *Rose*. The concept of hyponymy can be described in everyday language as "X is a type/kind/sort of Y," as illustrated by the phrases "Daisy is a type of flower" and "Rose is a kind of flower." It is noteworthy that certain sets of words that fit the logical definition of hyponymy tend to form more appropriate collocations within this structure than others. Additionally, hyponymy is characterized by a transitive relationship: if A is a hyponym of B and B is a hyponym of C, then A is inherently a hyponym of C (for example, if *Rose* is a hyponym of *flower*, and *flower* is a hyponym of *plant*, then *Rose* is a hyponym of *plant*).

A hyponymy is a word or phrase whose semantic area is encompassed inside that of another word, its hyperonym or hypernym (Siompu, 2021).

Enhancing new vocabulary with meaning relation provided by hyponymy can be reflected on the use of learning activities in the jumble word game. In the tangled word's structure, English learners can generalize the gained words in the jumble to their hyponymy. Relying emphasis on the principles of jumble word game in the classroom, it is explained that arranging random letters, finding as many correct and appropriate words as possible from the letters in a certain time.

3. METHODS

Qualitative approach has been employed to conduct this research (Neuman, 2019; Tisdell et al., 2025). The aim of the research is to unfold the hyponymy in constituting the broader meaning in Nature and Beauty Product learnt by English students at the pre-intermediate level in Padangsidempuan, Nort Sumatera, Indonesia. The data are vocabulary materials presented in the textbook published by Ika Damayanti Lestari, in 2022. It was used in SMP Negeri 8 Padangsidempuan, entitled by *English for Nusantara*, printed in Jakarta Selatan by Ministry of Education, Culture, Research and Technology of Indonesia (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi) that show evidence of hyponymy. The material was learnt by using jumble word game. The data has been collected by synthesizing learning materials, students' worksheets, and quizzes. The model for data analysis by Miles and Huberman (2019) has been used. It involves data collection, data reduction, data presentation, drawing conclusion, and data verification.

4. RESULTS AND DISCUSSION

Based on the data analysis, there are various words produced by applying the meaning relation of hyponym to the words on Nature and Beauty which were studied. It can be seen on the table below.

Table 1. Vocabulary enhancement

Topic	Studied words	Enhanced words
Nature	21	203
Beauty	22	144

The total number of the enhanced words to topics have a huge impact on the widening of learnt vocabularies. It had slightly added 10% to the words about Nature which argued as thesaurus meaning of the words is developed independently through meaning that has relationship to existing words. Besides, it had almost 7% enhancement to the word about Beauty. It emphasized that knowing a word can deliver many related words which replace the use of the word with another word.

In detail, development of the word by hyponymy, existing words are only recognized simply to the words given in the textbook.

- (a) For example, the word 'perfume' is the only input word that the students exposed to in the learning. However, 'perfume' has five words including 'roll-on perfume', 'spray perfume', 'oil perfume', 'liquid perfume', and 'solid perfume' that those words are the hyponym of the word perfume. It can be executed as hyponymies as clarified like:

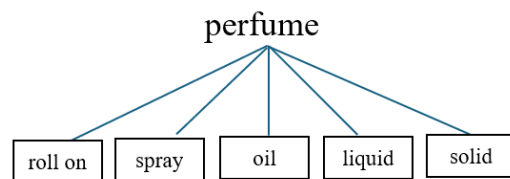


Figure 1. Hyponym of word 'perfume'

Hyponymy of the word can expand students' vocabularies by relating the words to their meaning relation. Teacher was supposed to involve the given words the wider words as a language exposure to students. The teacher is expected to jumble the words with its hyponymy rather than the expanded vocabularies which are separated in meaning. Hence, students can recognize

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the widened words easily because of the relationship of the meaning among words.

(b) Another instance can be seen in the word 'sea'. It was only related to nature where the word 'sea' can be found. However, jumbling words may consist of complex words which linked in the meaning to the word 'sea' as the following.

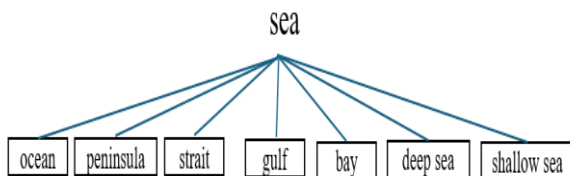


Figure 2. hyponym of word 'sea'

As it is in the chart, the word 'sea' can be expanded by seven words related: ocean peninsula, strait, gulf, bay, deep sea and shallow sea. Knowing some version of referring sea, students can emerge their understanding more about the sea. It is not always sea to mean the expanse of salt water that covers most of the earth's surface. In the learning process, students can jumble the word into hypernym of 'sea'. Besides telling sea, they can make up the word with 'ocean' or 'bay'. In this moment, teacher played important roles in communicating the meaning of hypernym of the word. As a result, commenting to the word meaning relies on thesaurus and authentic use of specific part of the word into students' real communication orally or written in learning English.

Moreover, identifying meaning relationship on the hyponym to the study of vocabularies have acknowledged teacher to the words number students' goal. Teachers set the number of vocabulary students must achieve after learning topics. As a comparison, jumbling words teacher had provided will be expanded to be more meaning related to in the 7 to 10 times addition. It can be seen in the following table.

Table 2. Beauty product hyponymy

Hyp	Hypernym
Perfume	<ul style="list-style-type: none"> - Roll-on perfume - Spray perfume - Perfume oil - Liquid perfume - Solid perfume
Makeup	<ul style="list-style-type: none"> - Foundation - Powder - Blush on - Eyeshadow - Eyeliner - Mascara - Lipstick - Lip gloss - Concealer - Highlighters - Bronzer
Lipstick	<ul style="list-style-type: none"> - Lip tint - Lip cream - Lip gloss - Lip balm - Lip serum - Lip crayon - Waterproof lipstick - Transfer proof lipstick
Body lotion	<ul style="list-style-type: none"> - Moisturizing lotion - Whitening lotion - Sunscreen lotion - Anti-aging lotion - Liquid lotion - Cream lotion - Gel lotion - Spray lotion
Etc.	

The teacher exposed four words related to beauty product, as seen in the picture below, then the students can use more specific terms to them with thirty-two words which have meaning relation towards them. It seems to be more complicated though while students are using them. However, technically referring to the words they specify, students find themselves to be more independent and appropriate use of the word they intend to use.



Figure 1. Jumbled Words

It is not only to the beauty product, but it also happens to the nature words as seen below.

Table 3. Nature product hyponymy

	Hypernym
Sea	<ul style="list-style-type: none"> - Ocean - Gulf - Bay - Strait - Peninsula, - Deep sea, - Shallow sea, - Seashore, - Cape, - Beach, - Coral, - Channel, - Estuary, - High sea, - Inlet, - Mid water, - International water

Park	<ul style="list-style-type: none"> - National Park - State Park - Community Park, - Amusement Park - Theme Park - Leisure Park - Recreation Park - Game Park - Luna Park - Attraction - Zoo - Adventure Park - Fun Park
leaf	<ul style="list-style-type: none"> - Cataphyll - Foliage leaf - Floral leaf - Phyllode - Tendril - Spine - Cordate - Elliptical - Lanceolate - Lobed - Parallel-veined leaf - Reticulate-veined leaf
Etc.	

Based on both tables on hyponym above, jumbling words may expand more than that of what students expected to acquire besides what textbook provided them. In the case of learning process, it claimed that the general form of words that teacher introduced had widened respectively to related words in meaning. This means that teacher cannot use any other jumbling words that ignored the students' existing word meaning. However, teacher should have been jumbling the hypernym of the words which reflected meaning relation specifically and communicated meaningfully because isolated form of the words on the textbook can be used appropriately.

Hyponymy can also be interpreted as delivering meaning to students after knowing one general form of words known as hyponym. However, there were revealed that some of the words are in the equal hyponymy and may be hypernym of another. As

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instance can be found in the topic Beauty product.

(a1) Mascara is a hyponym of make-up.

But in the other circumstances, make-up is the hypernym of these eight words: mascara, foundation, concealer, blush on, eye shadow, eyeliner, lipstick, and powder.

This means that mascara is a kind of make-up. It emphasized that the example of mascara is a type of make-up and foundation is a kind of make-up. It is noteworthy that some words that fulfil the logical definition of make-up tend to be collocated words such as mascara, foundation and others. In the term of Nature related words, it can also be found as similar with those as seen below.

(b1) Ocean is a hyponym of sea.

While sea is the hypernym of these seventeen words: ocean, gulf, bay, strait, peninsula, deep sea, shallow sea, seashore, cape, beach, coral, channel, estuary, high sea, inlet, mid water, and international water.

This means that ocean is a type of sea. It explained that the example of ocean is a type of sea and gulf is a sort of sea. It is depicted that some words related to sea can be found by connecting the meaning between a group of words.

Furthermore, hyponymy in the learning process with jumble word game can also present the transitive relation as example below.

- (1) If lotion is a kind of moisturizer, moisturizer is a sort of body lotion, and body lotion is a type of make-up then lotion is hyponym of make-up.
- (2) If patch is a kind of garden, garden is a type of park, then patch is hyponym of park.

As can be noted that if A is hyponym of B, B is hyponym of C, then A is hyponym of C. its semantic area is transitive relation. Despite using jumbling words to expose students to the new vocabularies, there were simultaneous activities that teachers suggested to involve and in the learning process, the use of jumbled words as a

learning tool can increase student interest in learning as depicted by (Widyantoro, 2024) and (Rasmita, Andriani et al., 2024).

5. CONCLUSION

Hyponymy, as a strategy for vocabulary enhancement, significantly expands the pool of related words by helping students understand the interrelationships among words. By recognizing these connections, students can acquire a broader range of vocabulary, with a 7 to 10% increase in word knowledge. In the classroom, teachers initially provided a set of 20 words from the textbook, but by applying hyponymous relationships, students were able to learn more than a hundred additional words. This illustrates that a general term or hypernym can form a substantial network of meaningfully connected words.

Moreover, the incorporation of engaging learning tools, such as the jumble word game, fosters a fun and interactive classroom environment. This game enables students to explore related words by scrambling them, promoting active engagement with both the words' structure and their meanings. This approach creates a lively atmosphere where students can connect words more effectively, as they interact with the letters and meanings. The use of such word games has made language input more enjoyable and accessible, providing an opportunity to transfer meaning in a less formal, more enjoyable way. Hyponymy within this activity enhances communicative competence and helps students use words meaningfully in context.

Future research could explore the long-term effects of hyponymy-based vocabulary games on retention and fluency, particularly in diverse educational settings. Additionally, further studies might examine the impact of such activities on different age groups or proficiency levels, investigating how word relationships can facilitate more complex vocabulary acquisition and application.

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