
| RESEARCH ARTICLE

Semantic Analysis of Hyponymy on Hansel and Gretel Tale by Brothers Grimm

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| ABSTRACT

Semantics is the part of linguistics that is concerned with meaning. A hyponym can be an applicable teaching technique to enrich students' vocabulary that is related to the area of a semantic field. Hyponymy has many categories, and it is difficult to determine which category a word is in. Hence, this descriptive study explored the usage of hyponymy in the tale titled "Hansel and Gretel" by Jacob and Wilhelm Grimm. The purpose of this research was to find out the dominant and least hyponymic categories and figure out why the dominant category of hyponymy is used in the three short stories. To provide better analysis, the researcher used semantic analysis to analyze the data. The researcher found 80 words as the data, which fell into 19 categories of hyponymy, such as number, family, sex/gender, types of location, parts of a house, time of the day, colors, celestial bodies, parts of the human body, vehicles, prepositions of place, kinds of taste, animals, fruits, sizes, clothing/human wear, mythical creatures, pastries and period. Parts of the human body were the dominant category of hyponymy that existed in the tale, and these are the least categories that existed in the story: colors, celestial bodies, vehicles, kinds of taste, mythical creatures, pastries, and periods. Moreover, a single word included in a hyponymy category is used to complete a sentence, and its meaning can be understood to develop story ideas by the author of the tale "*Hansel and Gretel*." The study concluded that hyponyms contribute significantly to the richness of vocabulary and semantic depth in literary texts. This paper recommends that language and literature teachers incorporate hyponymy as a strategy in vocabulary enrichment activities.

| KEYWORDS

Semantics, Hyponymy, Hansel and Gretel tale, Dominant Category, Least Category, Descriptive Study, Cebu, Philippines

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1. Introduction

Semantics is the part of linguistics that is concerned with meaning. The crucial term 'meaning' on which the definition rests has several different readings – a first semantic observation which you will find at the beginning of almost every textbook on semantics. Among the many uses of the notion of 'meaning,' only some belong to the field of linguistic semantics. Meaning is always the meaning of something. Words have meanings, as do phrases and sentences. However, deeds may have meanings, too. If a government pursues a specific policy, we may ask what the meaning is of doing so. The 'meaning' of an action or a policy is what sense it makes, what purpose it serves, or what it is suitable for. More generally, we apply the notion of meaning to all sorts of phenomena that we try to make sense of (Löbner, 2014).

In India, language learning requires acquiring the four basic skills of listening, speaking, reading comprehension, and writing. Some sources provide materials that can meet some of these abilities, but short stories, as a unique literary genre, have proved a helpful source that fulfills these four LSRW skills. The short story has a compact structure and can be used in language teaching very effectively because of its readability in a limited class time. Short stories offer authentic reading materials that give language learners an opportunity to interact with the text emotionally and involve themselves personally. The element of human interest in short stories motivates the learners to respond to the universal themes and other human experiences in their way. In this respect, Kobon stated that the learners are not only exposed to the real use of language, but they also become critical thinkers. Short

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stories are available for learners of all age groups and for all levels of proficiency. English language teachers should select the stories carefully, keeping in view the linguistic and conceptual level of the learners (Telaumbanua, 2017).

Jacob and Wilhelm Grimm were born in 1785 and 1786 near Frankfurt, Germany. In their early twenties, they began the linguistic studies that would culminate in their collected editions of folk- and fairy tales. They got their stories from peasants and villagers and sometimes from already-published works from other cultures. Jacob did much of the research; Wilhelm put the stories into literary form. One of the beautiful stories they wrote was Hansel and Gretel. "Hansel and Gretel" is a German fairy tale collected by the Brothers Grimm and published in 1812 in Grimm's Fairy Tales. Hansel and Gretel are a brother and sister abandoned in a forest, where they fall into the hands of a witch who lives in a house made of gingerbread, cake, and pastries. After reading this story, many readers use hyponymy words such as father, mother, sister, brother, and wife-husband (Harshbarger, 2013).

In linguistics and lexicography, a *hyponym* is a term used to designate a particular member of a broader class. For instance, *daisy* and *rose* are hyponyms of *flowers*. Also called a *subtype* or a *subordinate term*. The adjective is *hyponymic*. Nordquist also mentioned that the term is pronounced "HI-po-nim" (with an emphasis on the first syllable), and its etymology is from the Greek "below" plus "name." Words that are hyponyms of the same broader term (that is, a hypernym) are called *co-hyponyms*. The semantic relationship between each of the more specific words (such as *daisy* and *rose*) and the broader term (*flower*) is called *hyponymy* or *inclusion* (Cao, 2022).

In life, people like to read comics, magazines, novels, short stories, tales, and even like to watch movies or dramas. In the context of communication, humans unconsciously use examples of words from hyponymy when speaking. Hyponymy is also used in the writing of novels, short stories, movie scripts, magazines, and others. Hyponyms can be an applicable teaching technique to enrich students' vocabulary that has a relation to the area of the semantic field. Hyponymy has many categories, and it is sometimes difficult to put into which category a word is (Djumabaeva & Sabirova, 2020). Thus, this study is undertaken to explore the usage of hyponymy in the three short stories. The researcher uses the short story entitled "Hansel and Gretel" by the Brothers Grimm as the object of research.

2. Objectives of the Study

This descriptive study explored the usage of hyponymy in the tale entitled "Hansel and Gretel" by Jacob Grimm and Wilhelm Grimm. Specifically, the study seeks to answer the following questions:

1. What is the dominant and least category of hyponymy found in the tale?
2. How is hyponymy used in the tale?
3. Implication of the usage of hyponymy in the tale based on the findings.

3. Literature Review

3.1 Semantics

The way people understand what someone has said is an unconscious process relying on our intuition and knowledge about language itself. In other words, the way we understand language is heavily based on meaning and context. Computers need a different approach. However, the word "semantic" is a linguistic term and means "related to meaning or logic." Semantic analysis is the process of understanding the meaning and interpretation of words, signs, and sentence structure (Saeed, 2015).

Semantics has developed and become worthy of study. Two factors make semantics important and worthy of study. First, meaning is strictly connected with communication. A specific meaning can be delivered through communication, which plays a vital role in human life. Second, the process of human attempts to comprehend the nature of meaning involves the mental ability by the use of reasoning and perception (Boleda, 2020).

3.2 Hyponymy

Hyponyms are words that are specific examples of a general word, a 'superordinate.' They can be compared with synonyms, which mean the same things, and antonyms, which mean opposite things. Examples are red, white, and blue are all colors. In the classroom, the learners can record words in hyponym groups in vocabulary banks and add new words to these groups. This can be a helpful way to process new vocabulary and may mirror how we organize words in our first language (Siompu, 2021).

"Hyponymy refers to the sense relation between a more general, more inclusive word and a more specific word" [2] 69. The word that is bigger, broader, or more general in meaning is called the superordinate or hypernym. In contrast, the more specific words are named their hyponyms, which means the superordinate includes all its hyponyms and all the hyponyms are included in the same superordinate. Hyponyms that belong to the same superordinate are co-hyponyms of each other. For example, the flower is more general in meaning and, thus, is superordinate to all its hyponyms, such as rose, carnation, tulip, violet, sunflower, morning glory, lily, and so on, and rose, carnation, tulip, violet, sunflower, morning glory, lily are co-hyponyms to each other (Cao, 2022).

The objective of this research is to prove if using a Hyponym can increase vocabulary mastery of grade eight students of SMP Negeri 1 Siniu. This research used a quasi-experimental design, which involved experimental and control groups. The research samples were class VIII A as the experimental group with 29 students and class VIII C as the control group with 30 students selected by using cluster random sampling technique. In collecting the data, the researcher gave two kinds of tests, pre-test, and post-test, to experimental and control groups. The treatment was given only to the experimental group. The data were analyzed statistically in order to find out the significant difference in students' achievement on the pre-test and post-test. The mean score of the experimental group on the pre-test was 56.77, while the control group was 54.75. The mean score of the experimental group on the post-test was 72.01, while the control group was 61.29. By using 0.05 level of significance and 58 degrees of freedom, the researcher computed the data and found that the value of the t-counted (3.096) was higher than the t-table (1.672). It can be concluded that the research hypothesis is accepted. In other words, using hyponyms can increase the vocabulary mastery of grade eight students of SMP Negeri 1 Siniu (Hearst, 1992).

The researchers presented a novel approach to weakly supervised semantic class learning from the web, using a single powerful hyponym pattern combined with graph structures, which capture two properties associated with pattern-based extractions: popularity and productivity. Intuitively, a candidate is popular if it was discovered many times by other instances in the hyponym pattern. A candidate is productive if it frequently leads to the discovery of other instances. Together, these two measures capture not only the frequency of occurrence but also cross-checking that the candidate occurs both near the class name and near other class members. The researchers developed two algorithms that begin with just a class name and one seed instance and then automatically generate a ranked list of new class instances. The researchers conducted experiments on four semantic classes and consistently achieved high accuracies (Wang et al., 2019).

The researchers describe a method for the automatic acquisition of the hyponymy lexical relation from unrestricted text. Two goals motivate the approach: (i) avoidance of the need for pre-encoded knowledge and (ii) applicability across a wide range of text. We identify a set of lexico-syntactic patterns that are easily recognizable, that occur frequently and across text genre boundaries, and that indisputably indicate the lexical relation of interest. We describe a method for discovering these patterns and suggest that other lexical relations will also be acquirable in this way. A subset of the acquisition algorithm is implemented, and the results are used to attain and critique the structure of a large hand-built thesaurus. Extensions and applications to areas such as information retrieval are suggested (Wang, 2016).

According to Wang (2016), Hypernym-hyponym ("is-a") relations are key components in taxonomies, object hierarchies, and knowledge graphs. While there is abundant research on is-a relation extraction in English, it still remains a challenge to identify such relations from Chinese knowledge sources accurately due to the flexibility of language expression. In this paper, we introduce a weakly supervised framework to extract Chinese is-a relations from user-generated categories. It employs piecewise linear projection models trained on a Chinese taxonomy and an iterative learning algorithm to update models incrementally. A pattern-based relation selection method is proposed to prevent "semantic drift" in the learning process using bi-criteria optimization. Experimental results illustrate that the proposed approach outperforms state-of-the-art methods.

This work is concerned with distinguishing different semantic relations that exist between distributional similar words. We compare a novel approach based on training a linear Support Vector Machine on pairs of feature vectors with state-of-the-art methods based on distributional similarity. We show that the new supervised approach does better even when there is minimal information about the target words in the training data, giving a 15% reduction in error rate over unsupervised approaches (Wang, 2019).

Chaffin (1990) stated that hypernym-hyponym ("is-a") relations are key components in taxonomies, object hierarchies, and knowledge graphs. Robustly harvesting of such relations requires the analysis of the linguistic characteristics of *is-a-word* pairs in the target language. While there is abundant research on *is-a* relation extraction in English, it remains a challenge to accurately identify such relations from Chinese knowledge sources due to the flexibility of language expression and the significant differences between the two language families. In this paper, we introduce a weakly supervised framework to extract Chinese *is-a* relations from user-generated categories. It employs piecewise linear projection models trained on an existing Chinese taxonomy built from Wikipedia and an iterative learning algorithm to update model parameters incrementally. A pattern-based relation selection method is proposed to prevent "semantic drift" in the learning process using bi-criteria optimization. Experimental results on the publicly available test set illustrate that the proposed approach outperforms state-of-the-art methods).

In two experiments, subjects made true-false decisions about statements of the form "An A is a B." In Experiment 1, category-member and synonym pairs were randomly intermixed; there was no difference between the two relations. In Experiment 2, one group was presented with the two relations randomly intermixed, as in Experiment 1 (mixed condition), while two other groups

were each presented with just one of the relations (separate condition). In the separate condition, responses were faster to class inclusion than to synonym pairs, while in the mixed condition, there was no difference, as in Experiment 1. The results suggest that class inclusion may be a simpler relation than synonymy. However, the difference may reflect the use to which the two relations are put in everyday use. The fact that the difference occurred in the separate but not in the mixed conditions suggests that the latencies reflected the evaluation of the relations against a decision criterion rather than directly reflecting lexical organization or everyday usage (Chaffin, 1990).

Liang et al. (2017) claimed that taxonomy is indispensable in understanding natural language. A variety of large-scale, usage-based, data-driven lexical taxonomies have been constructed in recent years. The hypernym-hyponym relationship, which is considered the backbone of lexical taxonomies, can not only be used to categorize the data but also enable generalization. In particular, we focus on one of the most prominent properties of the hypernym-hyponym relationship, namely, transitivity, which has a significant implication for many applications. The researchers showed that, unlike human-crafted ontologies and taxonomies, transitivity does not always hold in data-driven lexical taxonomies. The researchers introduced a supervised approach to detect whether transitivity holds for any given pair of hypernym-hyponym relationships. Besides solving the inferring problem, we also use transitivity to derive new hypernym-hyponym relationships for data-driven lexical taxonomies. We conduct extensive experiments to show the effectiveness of our approach.

Yildirim and Yildiz (2012) proposed a fully automatic system for the acquisition of hypernym/hyponym relations from a large corpus in the Turkish Language. The method relies on both lexico-syntactic patterns and semantic similarity. Once the model has extracted the seeds by using patterns, it applies similarity-based expansion in order to increase recall. For the expansion, several scoring functions within a bootstrapping algorithm are applied and compared. We show that a model based on a particular lexico-syntactic pattern for the Turkish Language can successfully retrieve many hypernym/hyponym relations with high precision. We further demonstrate that the model can statistically expand the hyponym list to go beyond the limitations of lexico-syntactic patterns and get better recall. During the expansion phase, the hypernym/hyponym pairs are automatically and incrementally extracted depending on their statistics by employing various association measures and graph-based scoring. In brief, the fully automatic model mines only a large corpus and produces is-a relations with promising precision and recall. To achieve this goal, several methods and approaches were designed, implemented, compared, and evaluated.

The reviewed related literature and studies presented have provided insights to the researcher. Hence, this semantic analysis on hyponyms in the story entitled Hansel and Gretel would be a great use as this plays an important role in improving the students' vocabulary skills. Through the help of this related literature and related studies, the researcher is motivated enough to pursue this semantic analysis on hyponyms in literature like short stories to find out whether it helps develop students' vocabulary skills.

4. Methodology

4.1 Research Design

This study used a descriptive qualitative research design. According to Mukhtar (2013), descriptive qualitative research is a method used by researchers to find knowledge or theories of research at one particular time. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. The purpose of this research was to find out the dominant and least hyponymy categories and how the category of hyponymy is used in the tale entitled "Hansel and Gretel" by Jacob Grimm and Wilhelm Grimm.

4.2 Sources of Verbal Data

The source of this study was the tale story entitled "Hansel and Gretel" by Jacob Grimm and Wilhelm Grimm, which consists of ten (10) pages. The data used in this study were the 80 words that are categorized as hyponymy. To analyze hyponymy words, the researcher used Cruse's (2002) theory contained in *Semantic Relations and Lexicon* E-book by M. Lynne Murphy.

4.3 Data Gathering Process

In collecting the data, the researcher did the following phases:

Phase 1: Words and phrases that might exhibit hyponymy—a semantic link in which the meaning of one word is contained within another—are identified by the researcher.

Phase 2: Careful selection and gathering of every word and phrase that displayed hyponymic relationships in the text was done by the researcher. This required classifying words under the relevant semantic domains and examining the context.

Phase 3: By taking thorough notes and arranging the data for analysis, the hyponymy words and their categories that were gathered were accurately recorded and arranged. Additional semantic interpretation and classification were based on this documentation.

4.4 Data Analysis

Semantic analysis is the process of analyzing the meaning of words, phrases, or texts. It helps understand how language conveys meaning (Evangelopoulos, 2013).

In order to detect and classify hyponymy—words that fall under a particular semantic field or category—the researcher conducted a semantic study of the Brothers Grimm tale "Hansel and Gretel." Examining how hyponymous relationships function in the narrative and how they advance language and meaning was the aim.

1. Read the entire tale and pay attention to the recurring nouns and descriptive words that may belong to specific categories.
2. The researcher went through the story and highlighted or extracted words that are possible hyponyms—words that can be grouped under a broader category (hypernym).
3. Grouped the hyponymous words into semantic categories or lexical fields based on meaning.
4. The researcher analyzed how these words contribute to the meaning of the text.
5. Identified which categories are most dominant and least category and why they are essential to the story.

5. Results and Discussion

This chapter presents the semantic analysis of hyponymy in the tale entitled "Hansel and Gretel" by the Brothers Grimm. The sources of gathered data were from the hyponyms present in the story. The results were presented in tabular form with corresponding analysis and interpretation.

5.1 Dominant and Least Category of Hyponymy Found in Hansel and Gretel Tale

After identifying the source of data, it was found 80 words which were categorized as hyponymy. The data was classified into the category of hyponymy, as seen in the following table below:

Table 1 : Category of Hyponymy found in the Tale

Data	Words	Category of Hyponymy
1	two	Number
2	three	
3	four	
4	one	
5	wife	Family
6	children	
7	husband	
8	step-mother	
9	mother	
10	sister	
11	brother	Sex/Gender (Female)
12	girl	
13	woman	
14	boy	
15	man	Sex/Gender (Male)
16	land	

17	forest	Different Locations
18	parlour	
19	hill	
20	woods	
21	fields	
22	bridge	
23	roof	Parts of a House
24	windows	
25	chimneys	
26	door	
27	dawn	Times of the Day
28	day	
29	tomorrow	
30	morning	
31	noon	
32	night	
33	mid-day	
34	evening	
35	white	Color
36	red	
37	sun	Celestial Bodies
38	moon	
39	eyes	Parts of the Human Body
40	head	
41	cheeks	
42	legs	
43	hand	

44	finger	
45	bone	
46	arms	
47	chests	
48	heart	
49	plane	Vehicles
50	boat	
51	near	Prepositions of Place
52	far	
53	down	
54	beneath	
55	across	
56	inside	
57	outside	
58	bitter	Kinds of Taste
59	sweet	
60	cat	Animals
61	pigeon	
62	birds	
63	duck	
64	goose	
65	apples	Fruits
66	nuts	
67	berries	
68	thin	Sizes
69	fat	
70	big	

71	coat	Clothing/Human Wear
72	linen	
73	apron	
74	pocket	
75	beasts	Mythical creatures
76	witch	
77	pancakes	Pastries
78	cakes	
79	weeks	Period
80	hour	

Based on the table 1 above, the researcher found 80 words as the data which fell into 19 categories of hyponymy, such as; number, family, sex/gender, types of location, parts of a house, time of the day, colors, celestial bodies, parts of the human body, vehicles, prepositions of place, kinds of taste, animals, fruits, sizes, clothing/human wear, mythical creatures, pastries and period. Parts of the Human Body was the dominant category of hyponymy existed in the tale and these are the least categories that existed in the tale; colors, celestial bodies, vehicles, kinds of taste, mythical creatures, pastries and period.

Description of How Hyponymy is used in Hansel and Gretel Tale

After reading and identifying the tale, there were 80 words found that were categorized as hyponymy. The data was analyzed into the category of hyponymy, as seen below:

- Data 1: two
- Data 2: three
- Data 3: four
- Data 4: one

The words two, three, four, and one form a hyponymy of the category type of numbers. The examples mentioned below embody their occurrences in the data.

- 1- Hard by a great forest dwelt a poor wood-cutter with his wife and his **two** children.
- 2- It was now **three** mornings since they had left their father's house.
- 3- When **four** weeks had gone by, and Hansel still continued thin, she was seized with impatience and would not wait any longer.
- 4- The man had not known **one** happy hour since he had left the children in the forest; the woman, however, was dead.

The type of hyponymy of the family is exemplified by the words' wife, children, husband, step-mother, mother, sister, and brother as in the following example sentences:

- Data 5: wife
- Data 6: children
- Data 7: husband
- Data 8: step-mother
- Data 9: mother
- Data 10: sister
- Data 11: brother
- 5- "No, **wife**," said the man, "I will not do that; how can I bear to leave my children alone in the forest? The wild animals would soon come and tear them to pieces."
- 6- "But I feel very sorry for the poor **children**, all the same," said the man.
- 7- "I'll tell you what, **husband**," answered the woman.

8- The two children had also not been able to sleep for hunger, and had heard what their **step-mother** had said to their father.

9- Not long afterwards, there was once more great scarcity in all parts, and the children heard their **mother** saying at night to their father.

10- Nevertheless, he comforted his little **sister**, and said, "Do not cry, Gretel, go to sleep quietly, the good God will help us."

11- Then she went to Gretel, shook her till she awoke, and cried, "Get up, lazy thing, fetch some water, and cook something good for thy **brother**, he is in the stable outside, and is to be made fat.

The hyponymy type of gender or sex (female) is represented by the words girl and woman, and gender or sex (male) by the words boy and man. The example sentences below demonstrate their use in the story:

Data 12: girl

Data 13: woman

12- Hola, Gretel," she cried to the **girl**, "be active, and bring some water.

13- Every morning the **woman** crept to the little stable, and cried, "Hansel, stretch out thy finger that I may feel if thou wilt soon be fat."

The hyponymy type of gender or sex (male) by the words boy and man. The example sentences below demonstrate their use in the story:

Data 14: boy

Data 15: man

14- The **boy** was called Hansel and the girl Gretel.

15- "But I feel very sorry for the poor children, all the same," said the **man**.

The words that are related to the different locations in the story are indicated by the land, forest, parlour, hill, woods, fields, and bridge. The examples listed below depict their occurrences in the story.

Data 16: land

Data 17: forest

Data 18: parlour

Data 19: hill

Data 20: woods

Data 21: fields

Data 22: bridge

16- He had little to bite and to break, and once when great scarcity fell **on the land**, he could no longer procure daily bread.

17- "I will not do that; how can I bear to leave my children alone **in the forest**? The wild animals would soon come and tear them to pieces."

18- Then they began to run, rushed **into the parlour**, and threw themselves into their father's arms.

19- Hansel and Gretel gathered brushwood together, as high as a little **hill**.

20- The children must go, we will take them farther **into the woods**, so that they will not find their way out again; there is no other means of saving ourselves!"

21- When the moon came, they set out, but they found no crumbs, for the many thousands of birds which fly about in the woods and **fields** had picked them all up.

22- "We cannot get over," said Hansel, "I see no foot-plank, and no **bridge**."

The words that are related to the parts of a house in the tale are indicated by the roof, windows, chimneys, and door. The examples listed below depict their occurrences in the tale.

Data 23: roof

Data 24: windows

Data 25: chimneys

Data 26: door

23- "I am looking at my little white cat, which is sitting up on the **roof**, and wants to say good-bye to me."

24- Hansel reached up above, and broke off a little of the roof to try how it tasted, and Gretel leant against the **window** and nibbled at the panes.

25- "Simpleton!" said the woman, "that is not thy little pigeon, that is the morning sun that is shining on the **chimney**."

26- And when the old folks had fallen asleep, he got up, put on his little coat, opened the **door** below, and crept outside.

The type of hyponymy of times of the day is exemplified by the words dawn, day, tomorrow, morning, noon, night, mid-day, and evening, as in the following example sentences:

Data 27: dawn

Data 28: day

Data 29: tomorrow

Data 30: morning

Data 31: noon

Data 32: night

Data 33: mid-day

Data 34: evening

27- When day **dawned**, but before the sun had risen, the woman came and awoke the two children, saying "Get up, you sluggards! we are going into the forest to fetch wood."

28- They walked the whole night long, and by break of **day** came once more to their father's house.

29- "Early **tomorrow** morning we will take the children out into the forest to where it is the thickest, there we will light a fire for them, and give each of them one piece of bread more, and then we will go to our work and leave them alone.

30- Early in the **morning** came the woman, and took the children out of their beds.

31- When it was **noon**, Gretel shared her piece of bread with Hansel, who had scattered his by the way.

32- Now when he thought over this by **night** in his bed, and tossed about in his anxiety.

33- When it was **mid-day**, they saw a beautiful snow-white bird sitting on a bough, which sang so delightfully that they stood still and listened to it.

34- They walked the whole night and all the next day too from morning till **evening**.

The type of hyponymy of color is exemplified by the words white and red as in the following example sentences:

Data 35: white

Data 36: red

35- The moon shone brightly, and the **white** pebbles which lay in front of the house glittered like real silver pennies.

36- "Early in the morning before the children were awake, she was already up, and when she saw both of them sleeping and looking so pretty, with their plump **red** cheeks, she muttered to herself, "That will be a dainty mouthful!"

The words sun and moon belong to the hyponymy category of celestial bodies. They recur in the story in the following sentences:

Data 37: sun

Data 38: moon

37- When day dawned, but before the **sun** had risen, the woman came and awoke the two children.

38- But Hansel comforted her and said, "Just wait a little, until the **moon** has risen, and then we will soon find the way."

The hyponymy type of parts of the human body is represented by the words eyes, head, cheeks, legs, hand, finger, bone, arms, chests, and heart. The example sentences below demonstrate their use in the story:

Data 39: eyes

Data 40: head

Data 41: cheeks

Data 42: legs

Data 43: hand

Data 44: finger

Data 45: bone

Data 46: arms

Data 47: chests

Data 48: heart

39- And as they had been sitting such a long time, their **eyes** shut with fatigue, and they fell fast asleep.

40- The old woman, however, nodded her **head**, and said, "Oh, you dear children, who has brought you here? Do come in, and stay with me. No harm shall happen to you."

41- Early in the morning before the children were awake, she was already up, and when she saw both of them sleeping and looking so pretty, with their plump red **cheeks**.

42- His father said, "Hansel, what art thou looking at there and staying behind for? Mind what thou art about, and do not forget how to use thy **legs**."

43- Hansel and Gretel were so terribly frightened that they let fall what they had in their **hands**.

44- "Hansel, stretch out thy **finger** that I may feel if thou wilt soon be fat."

45- Hansel, however, stretched out a little **bone** to her, and the old woman, who had dim eyes, could not see it, and thought it was Hansel's finger, and was astonished that there was no way of fattening him.

46- Then they began to run, rushed into the parlour, and threw themselves into their father's **arms**.

47- And as they had no longer any need to fear her, they went into the witch's house, and in every corner, there stood **chests** full of pearls and jewels.

48- The father, however, rejoiced, for it had cut him to the **heart** to leave them behind alone.

The words that are related to the hyponymy category of vehicles in the story are indicated by the plane and boat. The examples listed below depict their occurrences in the story.

Data 49: plane

Data 50: boat

49-"O, thou fool!" said she, "Then we must all four die of hunger, thou mayest as well **plane** the planks for our coffins," and she left him no peace until he consented.

50- And no **boat** crosses either," answered Gretel, "but a white duck is swimming there; if I ask her, she will help us over."

The words that are related to the hyponymy category of prepositions of place in the story are indicated by near, far, down, beneath, across, inside, and outside. The examples listed below depict their occurrences in the story.

Data 51: near

Data 52: far

Data 53: down

Data 54: beneath

Data 55: across

Data 56: inside

Data 57: outside

51- Hansel and Gretel sat by the fire, and when noon came, each ate a little piece of bread, and as they heard the strokes of the wood-axe they believed that their father was **near**.

52- Witches have red eyes, and cannot see **far**, but they have a keen scent like the beasts, and are aware when human beings draw near.

53-, "Now, children, lay yourselves **down** by the fire and rest, we will go into the forest and cut some wood.

54- And as they were so weary that their legs would carry them no longer, they lay down **beneath** a tree and fell asleep.

55-"No," replied Gretel, "that will be too heavy for the little duck; she shall take us **across**, one after the other."

56- And when once Gretel was **inside**, she intended to shut the oven and let her bake in it, and then she would eat her, too.

57- Then she went to Gretel, shook her till she awoke, and cried, "Get up, lazy thing, fetch some water, and cook something good for thy brother, he is in the stable **outside**, and is to be made fat.

The words bitter and sweet belong to the hyponymy category of kinds of taste. They recur in the story in the following sentences:

Data 58: bitter

Data 59: sweet

58- Gretel began to weep **bitter**, but it was all in vain, she was forced to do what the wicked witch ordered her.

59-"We will set to work on that," said Hansel, "and have a good meal. I will eat a bit of the roof, and thou, Gretel, canst eat some of the window, it will taste **sweet**."

The words cat, pigeon, bird, duck, and goose belong to the hyponymy category of animals. They recur in the story in the following sentences:

Data 60: cat

Data 61: pigeon

Data 62: birds

Data 63: duck

Data 64: goose

60- The wife said, "Fool, that is not thy little **cat**, that is the morning sun which is shining on the chimneys."

61-"Simpleton!" said the woman, "that is not thy little **pigeon**, that is the morning sun that is shining on the chimney."

62-" When the moon came they set out, but they found no crumbs, for the many thousands of **birds** which fly about in the woods and fields had picked them all up.

63-"And no boat crosses either," answered Gretel, "but a white **duck** is swimming there; if I ask her, she will help us over."

64-"Silly **goose**," said the old woman, "The door is big enough; just look, I can get in myself!" and she crept up and thrust her head into the oven.

The words apples, nuts, and berries form a hyponymy of the category type of fruits. The examples mentioned below embody their occurrences in the data.

Data 65: apples

Data 66: nuts

Data 67: berries

65-Then good food was set before them, milk and pancakes, with sugar, **apples**, and nuts.

66-Then good food was set before them, milk and pancakes, with sugar, apples, and **nuts**.

67- They walked the whole night and all the next day too from morning till evening, but they did not get out of the forest, and were very hungry, for they had nothing to eat but two or three **berries**, which grew on the ground.

The words thin, fat, and big form a hyponymy of the category type of sizes. The examples mentioned below embody their occurrences in the data.

Data 68: thin

Data 69: fat

Data 70: big

68- When four weeks had gone by, and Hansel still continued **thin**, she was seized with impatience and would not wait any longer.

69- Then she went to Gretel, shook her till she awoke, and cried, "Get up, lazy thing, fetch some water, and cook something good for thy brother, he is in the stable outside, and is to be made **fat**."

70- "The door is **big** enough; just look, I can get in myself!" and she crept up and thrust her head into the oven.

As the examples mentioned below demonstrate, the hyponymy type of clothing or human wear is represented by the words coat, linen, apron, and pocket, as in:

Data 71: coat

Data 72: linen

Data 73: apron

Data 74: pocket

71- And when the old folks had fallen asleep, he got up, put on his little **coat**, opened the door below, and crept outside.

72- Afterwards two pretty little beds were covered with clean white **linen**, and Hansel and Gretel lay down in them, and thought they were in heaven.

73- Gretel took the bread under her **apron**, as Hansel had the stones in his pocket.

74- Gretel took the bread under her **pocket**, as Hansel had the stones in his **pocket**.

The words beast and witch form the hyponymy category type of mythical creatures. The examples mentioned below embody their occurrences in the data.

Data 75: beast

Data 76: witch

75- Witches have red eyes, and cannot see far, but they have a keen scent like the **beasts**, and are aware when human beings draw near.

76- The old woman had only pretended to be so kind; she was in reality a wicked **witch**, who lay in wait for children, and had only built the little house of bread in order to entice them there.

The words pancakes and cakes form the hyponymy category type of pastries. The examples mentioned below embody their occurrences in the data.

Data 77: pancakes

Data 78: cakes

77- Then good food was set before them, milk and **pancakes**, with sugar, apples, and nuts.

78- And when they came quite up to little house, they saw that it was built of bread and covered with **cakes**, but that the windows were of clear sugar.

The words weeks and hour form the hyponymy category type of period. The examples mentioned below embody their occurrences in the data.

Data 79: weeks

Data 80: hour

79- When four **weeks** had gone by, and Hansel still continued thin, she was seized with impatience and would not wait any longer.

80- The man had not known one happy **hour** since he had left the children in the forest; the woman, however, was dead.

5.2 How Hyponymy is used in Hansel and Gretel Tale

Based on the explanation above, the use of hyponymy in the *Hansel and Gretel* tale was as follows:

- 1) A single word that was included in a hyponymy category was used to complete a sentence, and its meaning could be understood.
- 2) The author used hyponymy to develop further story ideas that stem from the original tale, *Hansel and Gretel*.

6. Conclusion

The study found 80 words in the tale Hansel and Gretel that belong to 19 different hyponymy categories. The most common category was parts of the human body, while categories like colors, celestial bodies, and mythical creatures appeared the least. These hyponyms helped form complete sentences and added meaning to the story. Overall, hyponyms contribute significantly to

the richness of vocabulary and semantic depth in literary texts.

Based on the implications of this study, the following recommendations were made:

In order to provide support in their students' vocabulary development, teaching hyponymy can be used by English teachers as an instructional tool. Learning can be made more efficient and pleasurable by introducing this technique through narrative. Teachers can design activities where students identify and use hyponyms to improve their understanding of word relationships and story development.

6.1 Topics for future research

The Efficiency of Hyponymy-Based Activities in Improving Junior High School Students' Vocabulary Retention

Hyponym-Driven Vocabulary Games: How They Affect Learning and Student Engagement

Seminars for Enriching Language Lessons Using Hyponymy and Semantic Mapping

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