

UTILIZING WORKING WITH WORDS BECOME A STRATEGY IN UPGRADING ENGLISH VOCABULARY

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Abstract: *Vocabulary mastery is very crucial in the process of learning a language, such as English. to help students increase the dominance of this vocabulary, there are various methods that can be done. one of which means using Working with Words through the Game Category. Vocabulary learning by applying the Working with Words method through Category Games showed the results: 11 students with a level of vocabulary dominance increased to 65% to 79%, with relative predicates; 7 students used the higher level of vocabulary dominance to 80% to 89%, with a Good predicate; and five students used vocabulary dominance increased to 90% to 100%, using the Very Good predicate.*

Keywords: *Working with words, English vocabulary, game category*

Abstrak: Penguasaan kosakata sangat penting dalam proses pembelajaran suatu bahasa, seperti bahasa Inggris. Untuk membantu siswa meningkatkan penguasaan kosa kata ini, ada berbagai cara yang bisa dilakukan. salah satunya berarti menggunakan Bekerja dengan Kata-kata melalui Kategori Game. Pembelajaran kosakata dengan menerapkan metode Working with Words melalui Category Games menunjukkan hasil: 11 siswa dengan tingkat penguasaan kosakata meningkat menjadi 65% sampai 79%, dengan predikat relatif; 7 siswa menggunakan tingkat penguasaan kosa kata yang lebih tinggi hingga 80% hingga 89%, dengan predikat Baik; dan lima siswa menggunakan penguasaan kosakata meningkat menjadi 90% sampai 100%, dengan predikat Sangat Baik.

Kata kunci: Bekerja dengan kata-kata, kosakata bahasa Inggris, kategori permainan

Introduction

The challenge of globalization requires all parties to share their own potential. This step can be taken in a number of ways, one of which is by increasing English learning in both junior and senior high schools. Good mastery of English means that students as language users have the capital to communicate with foreign people. In addition, with the provision of good English skills, students will also have a better opportunity to access information from various parts of the world presented in English (Hasibuan, 2016). In addition, being able to speak English will provide opportunities for students to continue their higher education in other countries where English is used as an everyday language, such as Australia and England. In essence, communication in language can be done by word of mouth or writing. Expressive language skills and writing have a tendency to be both productive and active. The difference is, expressive language takes place face-to-face while written language takes place non-face to face. Both require a learning strategy that is creative, fun and makes it easy for students to find for themselves the meaning of what they are learning instead of using repetition and memorization without understanding.

Using the art of learning management in this way will really help students communicate. However, in order to be able to communicate well, it is necessary to make an effort to improve

English learning in which the material is taught using physical media that allows students to understand meaning through context, not through translation. In addition, students are given the opportunity to practice what they learn. This is important to do considering that students also have a basic level of knowledge or ability to speak, especially the language to be studied which is similar to English, which is not the same (Siringoringo & Umar, 2018). The way that can be done is by applying varied English learning tactics to each language skill. for example in learning Reading. Reading is a complex activity because understanding a text is strongly influenced by students' language skills and their level of reasoning.

The right strategy that is applied to the learning process must be able to provide a meaningful learning experience for students to improve reading comprehension skills. In connection with this, a teacher must really master the material to be taught and know the art of perfect management in accordance with the learning material earlier. the error of an educational expert Broughton, et al. (Trisnadewi & Purnama Lestari, 2018) said "what the teacher should know and what he should do" in teaching English. With this, it is highly desirable to design English learning that is appropriate with the material and also creates a fun learning atmosphere that can motivate students to learn. To improve communicative English skills, it must be supported by adequate vocabulary mastery. Vocabulary is a wealth of terms and words that belong to a language.

Tarigan states that the quality of a person's language skills depends on the quality and quantity of the vocabulary he has. This vocabulary mastery can be obtained through formal learning at school so that after every semester there is an increase in the quality and quantity of students' vocabulary. It is for this purpose that this dedication activity was carried out. in relation to using this service activity will be focused on vocabulary (Vocabulary) with the Cooperative learning method. The choice of this method is because the concept focuses on active, innovative, creative and fun learning known as PAIKEM. The essence of PAIKEM is not only understood through the lexical meaning of the five key words but also the structural meaning. Aziz Fachrurrozi (Media, 2021) argues that active learning is interpreted as a learning process with the intention of empowering students to learn to use various methods or the art of management actively. By using active learning, the potential of a child can be optimized, as a result, all students can achieve satisfactory learning according to the exclusive characteristics they have. active learning models include Index Card Match, Card Sort, and Concept mapping. Innovative learning is a learning design that develops the potential of students using the characteristics fc206ad04f4e2453ce9aad41266780bc. students are facilitated to share their own abilities so that they discover something new and have an impact on positive and active changes in behavior in increasing knowledge and skills.

Examples of learning that include; jigsaw, mind mapping, think pair and share. Creative Learning, is learning that provides opportunities for students to elaborate on their potential and creativity, raises curiosity, and shares their imagination. Through this learning process students have the opportunity to optimize their thinking skills, and are able to mix the initial knowledge they already have into new understandings that are useful for students' lives. Effective learning, namely learning models that are effective, teaching materials relevant to learning objectives and competencies that students are expected to have. in practice, effective learning that utilizes a variety of skills, such as skills in opening and closing lessons, asking questions, giving reinforcement skills, skills in carrying out variations, explaining skills, skills in guiding small group discussions, skills in managing classes, skills in teaching small groups and individuals that will be integrated as a whole and thoroughly to achieve goals and competencies.

Fun learning is, collaboration comes from active learning, innovative, creative, and effective learning. The learning process encourages students to concentrate fully on what is being learned and their mood regardless of having to do tasks that are a burden for students. based on this explanation, it can be understood that PAIKEM has its own learning characteristics. according to Jamal Ma'mur Asmani (2016: 31) the characteristics of PAIKEM are; a) centered on students (students centered), b) learning in a fun way, c) learning oriented towards achieving certain abilities (competency-based learning), and) learning thoroughly (mastery learning), e) continuous learning (continuous learning), f) learning according to context. It can be concluded that cooperative learning encourages students to take the initiative to learn independently by relying on their prior knowledge to be used creatively in carrying out learning activities and answering vocabulary questions that become the topic of learning. Observing the characteristics of this cooperative learning, theoretically it is very rational if it is confirmed that Cooperative Learning is very meaningful implemented in vocabulary learning. The application of Cooperative Learning consists of various management techniques, including games.

in this study the strategy chosen was working with words. Working with words means the art of learning management which can motivate students to learn so that study time can make the best use of it in carrying out learning activities. students experience meaningful learning experiences so that they are successful in learning English vocabulary. This tactic can be applied through the Category Game, which is an educational game that aims to increase students' motivation in learning English and will even build their confidence in understanding English vocabulary. Category games are very suitable to be applied to vocabulary learning because through the key words presented on word cards students can capture key ideas in the form of concept maps (receptive active skills). Based on this understanding, students can generate their own concepts or key words from a topic that become the core of the lesson

(productive active skills). these 2 skills can have a significant impact on the vocabulary test later. Through the category game, the amount of vocabulary and the type of vocabulary to be studied have been determined based on the syllabus. The choice of game categories in vocabulary learning is based on Djwandono's opinion (Trisnadewi & Purnama Lestari, 2018), that choosing the right vocabulary is crucial for expressing the desired meaning. Likewise with the effort to understand it. A perfect understanding of the message conveyed through language is heavily influenced by the correct understanding of the vocabulary used in it.

The game category trains students to understand vocabulary starting from a word family so that it is automatic and at the same time trains students' thinking skills to be used systematically. This is done by grouping words according to topics, such as food, clothing, colors, music, and so on. The object of this dedication activity means junior high school students as basic educational institutions (Maghfirah et al., 2021).

The consideration that underlies the choice of place for this community service application is because English is no longer taught in elementary schools. This is contained in the 2013 curriculum in which almost all elementary schools omit English subjects. Observing this, increasing the dominance of vocabulary at the basic education level is deemed necessary, to answer the challenges of globalization.

Method

The method of implementing English learning uses the learning tactic of working with words through the Category Game (J. Michael Spector M. David Merrill & Driscoll, 2008) according to Loren (Tomal, 2010), this tactic is very suitable for English learners at the level Low Intermediate and Above use a duration of 15 – 30 minutes. The next stage is activity in class:

1. Words cards are distributed to all students, each gets one, then students are given the opportunity to review their respective cards. the teacher tells students that they know the words on the card, they are asked to describe these words to other students.
2. Before the game starts, the teacher gives a model: What do apples, cherries, and the blood have in common? (They're all red).
3. Furthermore, each student was asked to describe the terms on each card, then asked other students to guess the word that was described earlier. To make this game more interesting, the application is contested and whoever answers correctly first gets a bonus score. when contested students can be divided into groups or individually.
4. The alternative in this game is to call one or 2 students to the front of the class, and they cannot look at the board. then the teacher writes a category of terms on the board and asks the students to mention something related to the word category while the students

in front of the class listen carefully to the description of the word category. for example, typical items belonging to the category: "Things that open and close" are: doors, mouths, bars, bank accounts, boxes, and so on."

5. after that, the teacher removes the word categories written on the board. students who stand at the front of the class are asked to write down the categories of terms described by their friends. if students are still confused, the teacher can help by conveying another model that makes it easier for them to guess the term category.
6. The game is repeated by inviting other students to stand in front of the class. In order to create a more enjoyable learning atmosphere and increase the amount of vocabulary that students know, examples of other categories of terms can be given.
7. students are motivated to think about various examples of categories of terms that they can easily find. This can be done using the brainstorming method. Then students are divided into groups or pairs, then asked them to write on the board the term categories they have prepared. Each group or pair leads one person to read out the category terms that have been written on the board.
8. End the lesson by discussing the categories of words that have been learned.

Results and Discussion

The Working with Words learning method with Category Game tactics on vocabulary learning shows satisfying results. This is because category games are made to increase vocabulary understanding through simple questions that can inspire students to give the right answers. based on Fachrurrozi (Junia, 2020) the card technique used by the educator with the intention of inviting students to discover concepts and news through elaborating the material discussed in learning. So, it's only natural that learning vocabulary with category games gives the best results. In addition, the satisfactory results achieved through category games are also supported by the "opportunity" for all students to actively take part in the game. They have the widest possible opportunity to practice where this opportunity is not only created by the teacher but by their own impulses that want to learn and compete for the best results.

in other terms, each student seeks to develop their creativity and potential in the learning process. it is undeniable that creativity is the ability to produce or form new things or new combinations based on data (vocabulary on word cards), information and existing elements (SARIBI, 2014). To measure the level of vocabulary dominance, a benchmark with presentation was used (Abarca, 2021). The results showed that from 23 students there were 11 people with a vocabulary dominance level of 65% to &79% with an adequate predicate. for 7 people the level

of vocabulary mastery ranges from 80% to 89% using the Good predicate. mastery level of 90% to 100% obtained by five students with Very Good predicate.

Observing the illustration that there will be domination of the vocabulary obtained above, it is very clear that the achievement is at the level of understanding or dominance in the cognitive aspect. The vocabulary in question is the word category; the school, in the classroom, colors, our bodies, the face, and in the kitchen. from Lukito W (Abbas & Herdi, 2022). For vocabulary dominance, it is necessary to pay attention to affective and cognitive aspects, and to pay attention to the ability level of students, intermediate or advanced so that it will facilitate measurement (Djamba & Neuman, 2002).

taking this opinion into account, it can be concluded that the vocabulary material taught in this service activity is appropriate using the ability level of grade 8 students of SMP Negeri Bulango. It is also crucial to study whether the skills acquired by students are also supported by the correctness of the strategies applied in learning vocabulary. The basic consideration that can be used as a reference is the opinion of Nurgiyantoro (Muhfizaturrahmah & Hermaniar, 2018): "language skills that are actively receptive are essentially the ability or process of decoding, the ability to understand the language spoken by the other party.

The understanding of the language spoken by the other party can be through the means of sound or the means of writing. the first is listening activity, while the second is reading activity. This opinion is very relevant to the strategy used in vocabulary learning in this community service activity which utilizes listening skills and writing vehicles to enhance English vocabulary mastery. the description of the learning outcomes stated above is at the cognitive level with receptive abilities. Therefore, another strategy is needed that can increase students' vocabulary skills at the affective level with productive abilities as a result of increasing vocabulary mastery which will also be accompanied by improving language skills.

Speaking activity means the core of developing speaking skills and parameters for mastery. therefore the exercises that must be done to improve these skills are interacting and communicating orally with other people and with yourself. these activities must be carried out repeatedly and continuously in order to naturally dominate and modify the venom. In improving speaking skills in English, several activities to do are taught to students. students are motivated to talk to close peer friends (talking to friends), listen and sing English songs (practice through singing), and participate in English learning group activities (English clubs). Through activities where students meet with their peers or school friends, they will be more free to learn to communicate in English. In addition, hearing and singing back English songs repeatedly and continuously will form a habit of pronouncing sounds and produce fluency. activities carried out during this research include:

1. Ask students to introduce themselves individually using English
2. Ask them to communicate with friends by asking questions about their daily activities using English three. Invite them to describe their favorite animal using simple sentences.
4. Ask some of them to sing English songs that they like and are good at

Conclusion

Based on the description of learning outcomes can be concluded as follows:

1. Basically students already have intellectual abilities which are the basic potential in learning vocabulary. using the Working with Words method through Category Game tactics in learning vocabulary can spread these intellectual abilities.
2. Vocabulary learning using grouping words based on topics such as parts of body, colors, is very helpful in understanding the meaning and remembering various groups of words at a certain number in one meeting.
3. Examining vocabulary through Category Game will make it very easy for students to remember the word earlier.
4. The Working with Words method through the Game Category apart from creating a fun learning atmosphere also trains students' intellectual abilities which leads them to be independent and creative in learning.
5. Applying category games in learning vocabulary is proven to be able to optimize the learning process which is able to motivate students to play an active role in learning.
6. Category games make it possible to form a fun learning atmosphere by maximizing students' knowledge about vocabulary as a learning topic.
7. Learning vocabulary by applying the Working with Words method through the Game Category, the students' vocabulary mastery is significantly higher.

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