

IMPROVING ENGLISH VOCABULARY SKILLS THROUGH THE USE OF COLOR FLAG GAME TECHNIQUES IN LEARNING FOR 6TH SEMESTER ENGLISH STUDENTS AT HKBP NOMMENSEN UNIVERSITY, MEDAN

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Abstrak: Penguasaan kosakata bahasa Inggris mahasiswa semester 6 Universitas HKBP Nommensen Medan masih rendah. Penelitian ini bertujuan untuk mendeskripsikan penggunaan teknik permainan untuk meningkatkan penguasaan kosakata bahasa Inggris pada mahasiswa semester 6 Universitas HKBP Nommensen Medan. Penelitian ini merupakan jenis penelitian tindakan kelas dengan subjek penelitian berjumlah 16 murid. Desain penelitian dilakukan dalam dua siklus. Setiap siklus tindakan terdiri dari perencanaan, perlakuan tindakan, observasi dan refleksi. Instrumen pengumpulan data menggunakan lembar observasi, soal, dan lembar catatan lapangan. Analisis data menggunakan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa (1) penggunaan teknik permainan dapat meningkatkan penguasaan kosakata bahasa Inggris pada aspek kosakata membaca dan kosakata pengucapan. Selain itu, membantu siswa membaca kosa kata secara individu dan kelompok dengan baik. (2) Penggunaan teknik permainan dapat meningkatkan penguasaan kosakata bahasa Inggris. Hal ini ditunjukkan dengan hasil pengujian yang meningkat sebesar 43% pada siklus I, serta hasil tes ketuntasan siswa pada siklus II meningkat sebesar 87%.

Kata Kunci: Teknik Permainan, Kosakata, Bahasa Inggris.

Abstract: Mastery of English vocabulary for 6th semester students at HKBP Nommensen University in Medan is still low. This research aims to describe the use of game techniques to improve mastery of English vocabulary in 6th semester students at HKBP Nommensen University in Medan. This research is a type of classroom action research with research subjects totaling 16 student. The research design was carried out in two cycles. Each action cycle consists of planning, action treatment, observation and reflection. Data collection instruments used observation sheets, questions, and field note sheets. Data analysis uses quantitative descriptive analysis. The research results show that (1) the use of game techniques can improve English vocabulary mastery in the aspects of reading vocabulary and pronouncing vocabulary. Apart from that, it helps students to read vocabulary individually in groups well. (2) The use of game techniques can improve mastery of English vocabulary. This is shown by the test results increasing by 43% in cycle I, as well as student completion test results in cycle II increased by 87%.

Keywords: Game Techniques, Vocabulary, English.

INTRODUCTION

It is hoped that this research can make a significant contribution to the development of science, especially in the field of English language learning. The results of this research can be a reference for educators and researchers in designing and implementing English vocabulary

learning strategies that are more effective and interesting for students. Apart from that, this research is also expected to provide practical implications for English teachers in schools, especially in Select and apply color flag game techniques that suit students' characteristics and needs. Thus, learning English vocabulary can be more fun and meaningful for students.

This research will be carried out at UHN semester 6th students, Medan, by taking a sample of Group B students. This research will use a quantitative approach. The data obtained will be analyzed comprehensively to answer the research questions that have been formulated.

Overall, it is hoped that this research can make a significant contribution to improving the quality of English language learning in schools, especially in the aspect of vocabulary mastery. It is also hoped that the results of this research can become a basis for developing more innovative and effective learning strategies, so that they can help students master English vocabulary better. This research will also examine the theoretical implications of using the color flag game technique in learning English vocabulary. By understanding the theoretical basis that underlies the effectiveness of the color flag playing technique, it is hoped that it can provide new insights for the development of more comprehensive English language learning theories.

Apart from that, this research will also consider contextual aspects, such as student characteristics, learning culture, and school policies, which can influence the effectiveness of applying the color flag game technique in learning English vocabulary. This is important to ensure that research results can be applied optimally in various school settings.

In this research, the researcher will design and implement a color flag game technique that is appropriate to the English vocabulary material being studied by Group B students. This game will be designed by considering pedagogical aspects, such as level of difficulty, interactivity, and suitability to learning objectives. This research will also analyze the impact of using the color flag game technique on other aspects of English learning, such as learning motivation, active participation students, and communication skills. This is important to understand the broader impact of applying the color flag game technique in learning English vocabulary. Apart from that, this research will also explore English teachers' perceptions of the use of the color flag game technique in vocabulary learning. This is important to understand the challenges teachers face in implementing game techniques and the efforts required to support their implementation effectively.

It is hoped that this research can contribute to the development of curriculum and English learning materials at the English department 6th semester . By knowing the effectiveness of using the colored flag game technique in improving students' vocabulary skills, guidelines and recommendations can be prepared for teachers in integrating this technique into a more comprehensive learning design. In addition, it is hoped that the results of this research can become a reference for developing training and development programs. professional for English teachers in English department. By understanding effective learning strategies and techniques, teachers can increase their competence in designing and implementing English vocabulary learning that is more innovative and interesting for students. This research will also consider the sustainability and replicability aspects of applying the color flag game technique in language vocabulary learning English. This is important to ensure that research results can be applied effectively across different schools and learning contexts.

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recommendations can be prepared for teachers in integrating this technique into a more comprehensive learning design. In addition, it is hoped that the results of this research can become a reference for developing training and development programs. professional for English teachers in junior high schools. By understanding effective learning strategies and techniques, teachers can increase their competence in designing and implementing English vocabulary learning that is more innovative and interesting for students. This research will also consider the sustainability and replicability aspects of applying the color flag game technique in language vocabulary learning English. This is important to ensure that research results can be applied effectively across different schools and learning contexts.

Apart from that, this research will also explore the potential for developing applications or digital platforms that can support the application of color flag game techniques in learning English vocabulary. By utilizing technology, it is hoped that it can increase effectiveness and efficiency in implementing these game techniques. This research will use a direct quantitative approach method. A quantitative approach will be used to measure the impact of using the color flag game technique on improving students' English vocabulary skills. In the initial stage of the research, a literature study will be carried out to examine theories and research related to the use of game techniques in learning English vocabulary, in particular color flag game technique. This aims to understand the theoretical basis underlying the effectiveness of the color flag game technique and identify gaps or research opportunities that can be developed.

Next, data will be collected through tests, observations and interviews to determine the initial condition of the English vocabulary abilities UHN 6th semester students, Medan. These data will be analyzed to determine learning strategies and designs that suit students' needs and characteristics. After that, the researcher will design and implement English vocabulary learning using the color flag game technique. During the implementation process, observations and data collection will be carried out to evaluate the effectiveness of the color flag game technique in improving students' vocabulary skills. At stage Finally, comprehensive data analysis will be carried out to answer the research questions. The results of the analysis will be interpreted and linked to relevant English language learning theories. It is hoped that the findings of this research can contribute to the development of English vocabulary learning practices that are more effective and interesting for students, especially through the use of the colored flag game technique.

RESEARCH METHODS

Classroom Action Research is a type of research included in this research. This study was conducted at Stambuk 21 Department Group B, even 6th semester from January 2024 to July of the 2023/2024 academic year. In total, there were 16 students, consisting of 1 male student and 15 female students. Most students have better abilities in English, and others are average. This research was conducted in two cycles. At the first meeting, the teacher gives students assignments that must be done in groups. In the second meeting, the teacher introduced and used the color flag game technique. After using the color flag game technique, researchers observed student motivation. Apart from collecting learning outcome data listed in this CAR, test measuring instruments are also used to measure student learning motivation. The learning motivation measurement instrument was created based on a learning motivation grid through a questionnaire. Questionnaires, test questions, checklists, interview guides, observation sheets, and field note sheets are some examples of tools that can be used in research.

RESULTS AND DISCUSSION

The implementation of the action was carried out in 2 cycles and each cycle contained 2 meetings. Before carrying out cycle I, an initial test was first given to determine the initial condition of students. Results of initial tests carried out by students get a score above 70 or reach the minimum completion criteria (KKM), namely 7 students (43%) while the others were still below 70, namely 9 students (57%). The average result of students' vocabulary mastery of 56,5 in the initial test is with the highest value of 72 and the lowest value of 23. Seeing the lack of results obtaining the initial test/pre-action, the researcher carries out the action, in cycle I 7 students (57%) completed or reached the KKM, while students 9 students (43%) have not yet reached the KKM. Average results obtained in this first cycle achieved 56,5 with the highest value of 72 and the lowest value of 23. Because it was still not in line with expectations, researchers carried out learning improvements. In cycle II, there were 14 students who reached the KKM (87%) and those who have not reached the KKM or have not completed it are as many as students (13%). The average obtained in this cycle is 87,3 with the highest value being 100 and the lowest value is 54,5. This can be seen from the average acquisition of vocabulary mastery words and the achievement of completeness increases in each cycle, indicates that students' mastery of vocabulary is increasing increase. Students' vocabulary mastery in each cycle has increased and show better results than before the action was implemented.

Can be seen from the following table.

Table.1 The completeness of the results of mastery of English vocabulary of 6th semester students pre-action, cycle I and cycle II.

Action	Cycle I	Cycle II
T	7	14
%	43%	87%
BT	9	2
%	57%	13%
Average	56,5	87,3

Based on table 1, it shows that student's mastery of vocabulary in learning using the color flag game technique has increased from cycle I to cycle II.

Using the color flag game method in learning activities can help students remember the vocabulary taught by the teacher, making it easier for them to master English vocabulary. The steps in learning using the color flag game method include:

1. The teacher prepares a framework for the color flag game along with the vocabulary that will be used.
2. The teacher explains the rules of the game to the students.
3. The teacher divides students into several groups randomly (heterogeneous).
4. The teacher distributes word frames to each group.
5. The teacher gives a time limit to answer questions.
6. Students work on word questions by applying the rules explained previously.
7. The teacher checks the students' work results.
8. The teacher gives grades/scores to each group.
9. The teacher gives prizes to groups that successfully complete the game quickly and accurately.

In the learning process regarding improving English vocabulary skills through the use of the colored flag game technique which was implemented in cycle I using the steps of this game, the score was 43%, this was still not in accordance with the target set by the researcher (70%). In cycle II it got 87%. learning has increased in each cycle. Skills in using the steps of the color flag game method have an impact on understanding the material and mastery of English vocabulary, this can be seen from the percentage of completeness of student learning outcomes for each cycle.

In cycle I, learning using the color flag game method has gone quite well. However, there are still students who are less active, even just silent and daydreaming during the learning process. Researchers pay attention to this to increase students' enthusiasm and enthusiasm in following this method. Assessment of process skills in cycle I using the color flag game method includes aspects of activeness, seriousness and cooperation in groups.

In cycle II in general, students have participated in learning using the color flag game method well. Therefore, students in participating in the learning process have involved themselves in the color flag game so that students appear enthusiastic and more cheerful in participating in the game, but there are still some students who are still less active in learning. In cycle II, each meeting experienced an increase, this made the researcher motivate himself to be even more enthusiastic in providing material and motivating the students so that what was expected by the researcher could be achieved with the color flag game method, but at this stage the students were very involved in learning. active and enthusiastic, there is no visible feeling of stiffness, fear or awkwardness in the learning process so that students are very cheerful and look happy. Seeing the students cheerful in participating in the lesson, the researcher was also happy and more enthusiastic in delivering the learning material. It can be seen that at each meeting of each cycle the students become happier and more cheerful as the learning progresses.

According to the theory put forward by Zaini, playing colored flags is an effective and fun learning strategy without sacrificing the essence of learning. This strategy allows active participation of students. This game also aims to improve vocabulary mastery, especially in English

CONCLUSIONS AND RECOMMENDATIONS

The results of research on the vocabulary of Stambuk 21 departments in group B, semester 6, show that the application of the color flag game technique is proven to be able to increase students' mastery of English vocabulary, with the aspect of reading vocabulary and pronouncing vocabulary to increase students' vocabulary. Using the color flag game can help students to read vocabulary. individually and in groups well as demonstrated by the students' classical mastery. In the first cycle, 7 students (43%) were categorized as Completed. In cycle II, 14 students (87%) were categorized as Completed

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