

THE STUDENT IN VOCABULARY BUILDING USING CATEGORY METHODE

Aflina

Departement English Studies, Universitas Harapan Medan, North Sumatera, Indonesia

Email :aflinaarifin@gmail.com

ABSTRAK

Keefektifan menggunakan kategori kata-kata dalam meningkatkan penguasaan kosakata siswa dan respon siswa terhadap penggunaan katagori kata dalam belajar kosakata bahasa Inggris dan mengetahui efektifitas kosakata siswa menggunakan katagori kata dalam belajar Bahasa Inggris. Populasi penelitian ini adalah siswa berprestasi di kelas XII SMA Harapan Medan. Ditemukan bahwa nilai siswa meningkat dari pertemuan pertama sampai pertemuan terakhir. Ada peningkatan pada kosakata siswa dalam berbicara tes bahasa Inggris dengan kategori kata-kata. Hal ini dapat dilihat dari persentase skor siswa, persentase siswa yang mendapat pointon pertemuan tinju adalah 70,75% hingga 77,27% dalam tes pos mereka. Ini dapat menyatakan bahwa skor meningkat dari tes tinju sampai tes terakhir secara terus menerus. Di sana, penggunaan kategori kata-kata dapat meningkatkan penguasaan kosakata siswa dan membantu siswa untuk lebih tertarik dalam mempelajari pelajaran bahasa Inggris.

Kata Kunci : Siswa, Kosakata, Kategori

ABSTRACT

Abstract the effectiveness of using words category in improving students vocabulary mastery and students responses toward the use of words category in learning English vocabulary and find out the effectiveness student vocabulary using words category in learning English. The population of this research is achievement student at grade XII SMA Harapan Medan. It was found that student score increased from first meeting until the last meeting. There was improvement on the student vocabulary in speaking English test by words category. It can be see from the percentage of the students score, the percentage of students who got pointon the fist meeting was 70,75% up to 77,27% in their post test. It can stated that the score improve from the fist test until the last test continuously. There, the use of words category could improve student vocabulary mastery and help student to be more interested in learning English lesson.

Key words : Student, vocabulary, Category

I. INTRODUCTION

This method makes students can get more out lesson. When the students feel more relax in following lesson. When the students feel more relaxed the class, then they would be absorbing the lesson and remember the lesson material. This method offer a sense of "achievement" when the

student can be successfully find some words or everything from the picture and category the words from noun, adjective, adverb, and verb to add their vocabulary and make it like a game so that they feel spirit to study and our class is not bored when learning in the classroom.

In our daily life we use language to express our self and share what we have in mind with other people. Using language in the social life. Enable people to cooperative one with another. But, not all of us knew and understand the nature of language itself. Haliday (1958) states that language structure and language function are systematically related.

According to Red john (2000 : 16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each with a synonym, a dictionary-tape definition, or an equivalent word in their own language.

Providing vocabulary instruction is one of the most significant ways on which teachers improve students reading comprehension. It can be also one of the most challenging things for teachers to do well (Biemiller, 1999).

Growth in vocabulary knowledge occurs rapidly and almost effortlessly for some children. The rate at which word meanings are acquired can vary greatly. Many children with reading problem have poor vocabularies, and the gap between the vocabulary they need and the one they have widens over time.

Measurement of vocabulary knowledge is difficult and is not only approximately. According to Watts (1994) suggest that the average child enters elementary school with a recognition vocabulary of 2,000 words, that at age 7 this has reached some 7,000 words, so at age 14, the

child should be able to recognize 14,000 words, according to Mackey (1965 : 173) the vocabulary of adults has been variously estimated at between 10,000 words for non academic adult to over 150,000 for a professional scientist. College students are estimated to understand some 60,000 to 100,000 words. Berry estimates that for spoken English the average person speaking on a telephone makes use of a vocabulary of only some 2,000 words (Mackey, 1965).

Technique for Teaching Vocabulary Harmer (1991 : 154) states "one of the problems of vocabulary teaching is how to select what words to teach". Furthermore, Harmer (2001 : 159) states "some which the language teacher can use to encourage the students to really learn a word. (1) active and passive (2) interaction which word and (3) discovery technique".

a. Active and Passive Vocabulary A distinction frequently made between "active and passive" vocabulary active vocabulary refers to vocabulary that students have been taught or learned and which they are expected to be able to use, while passive vocabulary refers to words which the students will recognize when they meet them but which they will probably not be able to produce. It is certainly a good idea to provide sets of vocabulary, which students can learn most of the early words will be constantly practiced and also can presumably be considered as active.

b. interaction with Words

Experiment on vocabulary seems to suggest that students remember better when they have actually done something with the words they are learning. However there is a definite advantage is getting students to do more than just repeat them. Task such as changing them to means their opposites, making a noun, an adjective, putting word together etc. Help to fix the word in the learners minds.

c. Then it seems that we should get students to interact with words. We should get them to "adopt" word that they like and want to use. Who should get them to do thing with word do that they become properly acquainted with them. Literature Review Teaching Vocabulary To Improve students' vocabulary, teacher taught the vocabulary in the classroom. According to Emetald (1981:149), there are some steps in teaching and developing vocabulary to students :

1. Present the word clearly written in a paper, picture or write in the blackboard.
2. Have the child pronounces the word, a gain making sure that the child looks at the word when it is pronounced.
3. Pronounce the word for the child, making sure that he or she looks at the words As it is pronounced.
4. Explain the meaning of the word and present the word in written Sentence context:

- a. Read the sentence to the students.
 - b. Have the students read the sentence aloud.
 - c. Have the student identify the word, underline the word and give its meaning.
5. Have the students make a sentence using the word
 6. Have the students look at the sentence and read it aloud
 7. Present the word in isolation again, let the students pronounce it and give its meaning.

Learning new words is an important part of learning a new language. It will be impossible to make sentences when speaking a language without knowing words/vocabularies. Learning some words and phrases in new language allows people to start communicating at once. Knowing vocabulary seems to be the basic things in learning language, even children learning their native tongue usually learn isolated word or phrases before piecing them together into more complex utterance, "the fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Whilkins 1972 :111)

Learning the correct connections when understanding the language between the form and the meaning of words including discriminating the meanings of closely related words. When producing the language, using the correct form of a word for the meaning intended.

Student of a foreign language must know about the word and word

formation in order to be able to understand the form and meaning of word as well as to be able to use the correct form of word. The next discussion is about the definition of word, word classes, and word formation.

Category Method

Category method is a structure that comprise object that are linked by arrow. A category has two basic properties: the ability to compose the arrow associatively and the existence of an identity arrow for each object by Margaret rouse april 2005.

Category is each of the words to organized, category theory are often said to subjects or in many cases transformation connecting. If the students are rich in vocabulary, the easier are improve the ability in English.

Category is the process in which ideas and objects are recognized, differentiated, and understood. Category implies that object are group into categories , usually for some specific purpose. A category illuminates a relationship between the subject and subject of knowledge by pervez k. jijina, 1913.

Category is an Important word that opens so many branches, it just like a tree to get knowledge and you can know more about any subject as you go deeply. Recent description of comprehensive vocabulary programs identify fostering word consciousness getting student really interested

about new words as a crucial component of effective.

The process of sorting words by certain elements young children make sense of words and patterns within words.

II. RESERCH METHODES

This resech used category methods at grade XII SMA Harapan Medan school years 2017/2018 it will be consist one class 22 students.

III. RESULT AND DISCUSSION

From the result of the data analysis, it was identified that the criteria of success had been fulfilled. The students were actively involved during the teaching and learning process. It was proved that 100% the ability and 50% of during the implementation of the category it was identified that the students enjoyed and looked interested in learning English in classroom.

Last but not least, the students were able to express ideas for simple communication to interact with others during the category. Although it was in the form of category method the students could give a spontaneous response during the question and answer activities. It was also noted from the result of students self assessment that there was a gradual progress in their vocabulary ability. Based on the action research for category was stopped.

A. Discussion

Category method definitely use an important role in the teaching of speaking. This is category method

provide an opportunity for the students to get involves im the lesson by category. In addition, the students who want to take part must understand what others are making. And they must be category the word as well.

The result of this study in using category method procedure indicated that there was an increase number of students self assessment from the 22 students to 18 students (78%) and students 4 students (12,1%). Because, many students understand, indicating that they ability when the category were used.

Another finding showed that the students enjoyed using category

method because of its challenging nature. It could be seen from the second cycle where they did not like when they had to use category. The atmosphere of the class become lively and all the students were actively involved in using category. They laughed at the others students who made any mistakes.

Category method were appropriate for the teaching of vocabulary. The students were able to ask, to answer question in the multiful choose and essay. The students were able to make vocabulary in English.

REFERENCES

- Anderson and Freebody, 1981. *Vacabulary Knowledge*. USA : Logam.
- Arikunto, S. 2006. *Prosedur Penelitian*, Jakarta: Rineka Cipta.
- Bear, D. R., Templeton, S. 1998. *Explorations in Deveopmental Spealling, and Vocabulary*, 52 (3), 333.243.
- Biemiiler, M. 1999. *Vocabulary Instruction*.
www.vacabularyteaching.com
accessed on March 2013.
- Dellar H. and Hocking D. *The Important of Vacobulary* (in Thornbury, 2003: 13)
- Gerald J. Arred (1993). *Definition Of Procedure*. Home English Dictionary.
- Harmer, J. 2001. *How to teach English*. New York: Longman.
- Herbest, T. *On The Way to The Perfect Learner's Dictionary*, *International Journal of Lexicography*, 9/4, 1996:324-326
- Hornboy. 1995. *Oxford Advance Learner's Dictionary Of Current English*. New York : Oxford University Press.
- Howatt. *Reacher Method in Language Learning-* Cambridge : Cambridge University Press 1995.
- Huyen and Nga, 2003. *Teaching Vocabulary*. Malaysa : Pearson