

Motivating Students of SMK Muhammadiyah 1 Palu for Increasing English Language Vocabulary

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Abstract

Main issue of this community service is Motivating Students. Its objective was Increasing Vocabulary of English Language. Its specific target is SMK Muhammadiyah 1 Palu has students who have more vocabulary so that they can easily understand and express sentences of the EFL (English as a Foreign Language). They can be global students if they can increase vocabulary to express the international language. Communicative method was used to reach the objective. Formerly they were shy and unconfident in expressing the language vocabulary, but after being motivated to increase the global language vocabulary they then were confident to practice it by interacting with the community service team and have spirits better better than before to increase the vocabulary of English so that they can express the lingua franca words. The team motivated them to increase their English vocabulary practically and accompanied them to apply the practical ways of increasing the EFL vocabulary so that they have been able to express its words. They can be motivated to increase the vocabulary by telling them status and significances of English in Indonesia.

Keywords: *Motivating, Increasing, English, Language, Vocabulary*

Abstrak

Isu utama pengabdian masyarakat ini adalah Memotivasi Siswa. Tujuannya adalah Meningkatkan Kosakata Bahasa Inggris. Target khususnya adalah SMK Muhammadiyah 1 Palu mempunyai siswa yang memiliki lebih banyak kosakata sehingga mereka dengan mudah memahami dan mengungkapkan kalimat-kalimat EFL (English as a Foreign Language, Bahasa Inggris sebagai Bahasa Asing). Mereka bisa menjadi siswa global jika mereka dapat meningkatkan kosakata untuk mengungkapkan bahasa internasional itu. Metode komunikatif digunakan untuk mencapai tujuan itu. Sebelumnya mereka malu-malu dan takpercaya diri dalam mengekspresikan kosakata bahasa itu, namun setelah dimotivasi untuk meningkatkan

kosakata bahasa global itu mereka kemudian percaya diri untuk mempraktikkannya dengan berinteraksi dengan tim pengabdian masyarakat itu dan memiliki semangat yang lebih baik daripada sebelumnya untuk meningkatkan kosakata bahasa Inggris itu sehingga mereka bisa mengungkapkan kata-kata lingua franca itu. Tim itu memotivasi mereka untuk meningkatkan kosakata bahasa Inggrisnya secara praktis dan mendampingi untuk menerapkan cara-cara praktis meningkatkan kosakata EFL itu sehingga mereka telah mampu mengekspresikan kata-katanya. Mereka bisa dimotivasi untuk meningkatkan kosakata itu dengan memmberitahukan mereka status dan signifikansi bahasa Inggris di Indonesia.

Katakunci: Memotivasi, Meningkatkan, Kosakata, Bahasa, Inggris

INTRODUCTION

Motivating is enabling someone to have spirit for carrying something out. It is done by encoding messages to a target people like students who want to learn and increase vocabulary of English language. The students then will have motivation called extrinsic motivation processed to be intrinsic one. Both (the extrinsic motivation and intrinsic one) are needed by the students naturally.

Students of SMK Muhammadiyah 1 Palu Central Sulawesi hopefully do something to practice their English language knowledge realized in English language skills divided into Productive Skills (Speaking and Writing) and Receptive Skills (Litening and Reading) integrated to be Integrated Language Skills. This community service aimed at motivating them to increase their vocabulary of EFL (English as a Foreign Language). Its specific target was SMK Muhammadiyah 1 Palu Central Sulawesi having the students motivated to increase their vocabulary for having good performance in the foreign language. Keizer (2015) expresses "performance: a Speaker's actual use of language in a concrete situation." Performance is a skill (psychomotoric ability) (Said and Rita, 2017). English should be used as much as possible in English lessons, as English proficiency is the main objective of English teaching and learning (Manalastas & Batang, 2018). Therefor, professional human resources like the lecturers as motivators are to enable the students to increase the English language vocabulary for having good English performance.

Increasing is making something more than before. It can be done in learning the EFL vocabulary of the EFL which can be eluated after."Language learning and evaluation are common categories of applied linguistics." (Suwanarak, 2018). Increasing English vocabulary in this matter is an activity carried out to make sentences used in real English communication. It is usually done by teacher and student in process of teaching and learning any foreign language, like English. Increasing carried out by teacher is teaching whereas the one carried out by learner is learning. Both can interact reciprocally, so that teaching and learning influence each other.

English is an international language used by human beings around the world to communicate thoughts and feelings. Besides EIL (English as an Internasional Language), English is also a foreign language called EFL (English as a Foreign Language). Said (2020) describes "Globally English is an international language. Besides currently it is a foreign language in Indonesia. It is learnt formally in primary, secondary, and tertiary levels and nonformally in some nonformal institutions. In fact, Indonesian learners either formal learners or nonformal ones need it even though they are not interested in it." English may be an international language in the sense that it is used as a means of global communication between different nations (Abdul Aziz, 2017). As an international language, English has a vital role in a

variety of purposes and activities (Said & Weda, 2018). The students in Indonesia learn it formally from secondary level up to tertiary one to be able to communicate in it. Its significance is necessarily known by educational community.

Language can be defined as a communication medium for expressing thought and feeling. It consists of oral/written language and visual/spoken one, so does English. Those are necessarily had by educational people. Any global experts need them. Thereby, the English language vocabulary have to be duly increased by the English language learners.

Vocabulary is necessarily learned by someone who need a target language. It is increased by its learners. It a list of words which have meanings. We may list Ten Vocabulary as Ten Parts of Speech, namely Nouns, Verbs, Adjectives, Pronouns, Adverbs, Articles, Prepositions, Conjunctions, Interjections, and Numbers/Numerals. "The vocabulary achievement of learners can also be explained with regards to the relationship between oral input and comprehension." (Ahmadian & Tajabadi, 2017). Thus, the language vocabulary can be learnt and increased practically.

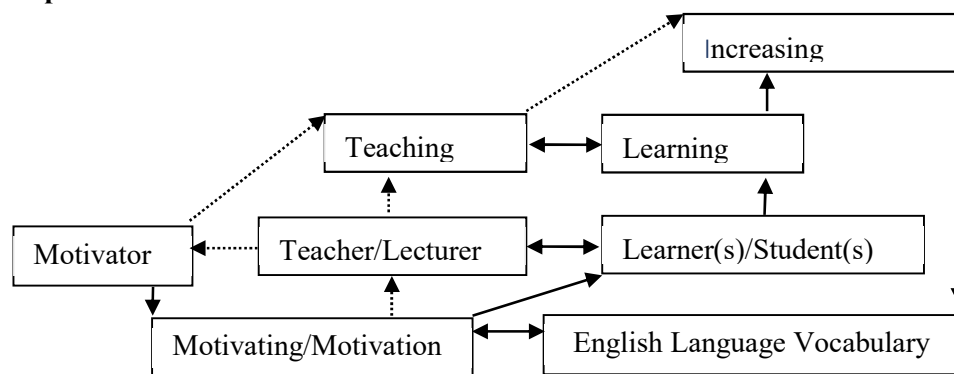
This community service aimed at motivating the students of SMK (Vocational Senior School) Muhammadiyah 1 Palu. They hopefully can comprehend and produce English orally and visually. Language comprehension and production are needed to have a good future for being global human resources. Therefore, the communicative method was appropriately applied and its outcome is this article.

Some problems faced by the students of SMK Muhammadiyah 1 Palu have to be solved. Generally, they have studied the English language since they were in junior high school. They should have more vocabulary of the EFL, but they mostly had not been able to express some words in it yet since they had a lack of vocabulary. "The low quality of English teaching in Indonesia is influenced by many factors, like lack of classroom and teaching facilities, students' lack of motivation, and other influential factors." (Dollah & Weda, 2018). The low ability of problem-solving and critical thinking is that Indonesian students only master questions with characteristics that are routine and simple, students have not been able to analyze more complex problems and problem-solving (Dewi, Sholikhah, Ghofur, & Soejoto, 2019). Based on information from the Principal of Vocational Senior School Muhammadiyah 1 Palu, at that time the school has almost 800 students. The problems had been identified. Those are as follows: (1) The students had not been motivated to increase English language vocabulary practically yet so that they still had fewer spirits to have it, and (2) Practical ways of increasing EFL vocabulary had not been applied yet so that the students had not been able to express its words. They in this case should be motivated well to have more spirits to increase the English language vocabulary practically to be able to express the EFL words, but they had not been motivated well to increase the EFL vocabulary yet. This problem can be solved by answering the following question: How can the students be motivated to increase the English language vocabulary? Therefore, this Community Service was carried out by the team.

Those problems were necessarily solved professionally. Professional human resources having specific abilities were needed to be a part of the solution, not a part of the problem. The solutions are as follows: (1) The team motivated the students to increase the English language vocabulary practically so that they have more spirits to have it; and (2) The students were accompanied to apply the practical ways of increasing the EFL vocabulary so that they have been able to express its words.

The students hopefully have spirits to increase their English language vocabulary through the motivation and then to state knowledge/attitudes for appearing the language skills/behaviours. The motivation may also come from their teacher/lecturer and surroundings. Harmer (2015) states that students' attitudes are influenced by a number of people and places. Every teacher is obliged to carry out various activities in carrying out his duties and responsibilities (Wardoyo, Kautsar, & Fazlurrahman, 2020). Motivation is not the sole responsibility of the teacher (Harmer, 2015). Human resources like the teacher and lecturer currently have to learn how to serve their students onlinely by using electronic devices as developments of information and technology. "The current world involves the use of information and technology in almost any individual's life. Lecturers have to learn and adapt themselves to a digital world where there are a wide range of sources and online tools and software technologies." (Ganapathy, Mehar Singh, Kaur, & Kit, 2017). The learner's motivation in this matter is influenced by the human resources and natural ones to have good attitudes and behaviours in increasing the EFL vocabulary.

Conceptual Framework



Increasing is done through Teaching (carried out by Teacher/Lecturer) and Learning (carried out by Learner/Student). Those influence each other as the Teacher/Lecturer and the Learner/Student interact reciprocally. Motivating is encoded by Motivator to enable the Learner(s)/Student(s) to increase English Language Vocabulary. They decode Motivation to learn EFL (English as a Foreign Language) by Increasing their English Language Vocabulary effectively and efficiently.

METHOD

We as a team of lecturers from Tadulako Univerity carried this community service out collaboratively and descriptively. We interact with the students naturally. It was to enable them to increase their English language vocabulary. It was done at SMK (Vocational Senior School) Muhammadiyah 1 Palu located in Palu City Central Sulawesi. It was realized directly by motivating the students in a hall of the school to increase their EFL vocabulary. Training and mentoring methods are applied to achieve these goals..

The school principal has committed to facilitate us. She through her staff asked the students to join the meetings for listening to us who motivated them to increase their English language vocabulary. The staff prepared the hall to be used. The community service activities were realized twice (two days) in two semesters in 2019. Globally, there are two stages of activities, namely training and mentoring. The first was in March to April 2019 and the last was in May to October 2019.

RESULTS AND DISCUSSIONS

This community service was going on well by involving 133 students and teachers of English language. Meeting I was attended by 100 students whereas Meeting II was joined by 70 students (who had been present on the Meeting I) and 33 students (who did not join the Meeting I). The Meeting I was going on Monday, 16 September 2019 whereas the Meeting II on Monday, 7 October 2019. Facts of the activities and their attendances can be looked at the following Photos and Attendance Lists. The students motivated were listed whereas the teachers were not.

The principal kindly allowed the Community Service Team from Tadulako University to motivate the students for increasing vocabulary of EFL (English as a Foreign Language). She asked Teachers of English language there prepared needs dealing with the Community Service activities. The team came to the school hall where the 100 students (as the following Attendance List) were. On the Meeting I, the team interacted with the students by using English language and Indonesian one. The students were motivated to increase the English vocabulary used in sentences to communicate thoughts and feelings. At that moment they were still shy to say/express their English words even though understood the team's English. They kept silent, were not speaking English, only sometimes spoke Indonesian, but listened to the team carefully to have good spirits and motivation for increasing the EFL vocabulary.

Meeting I

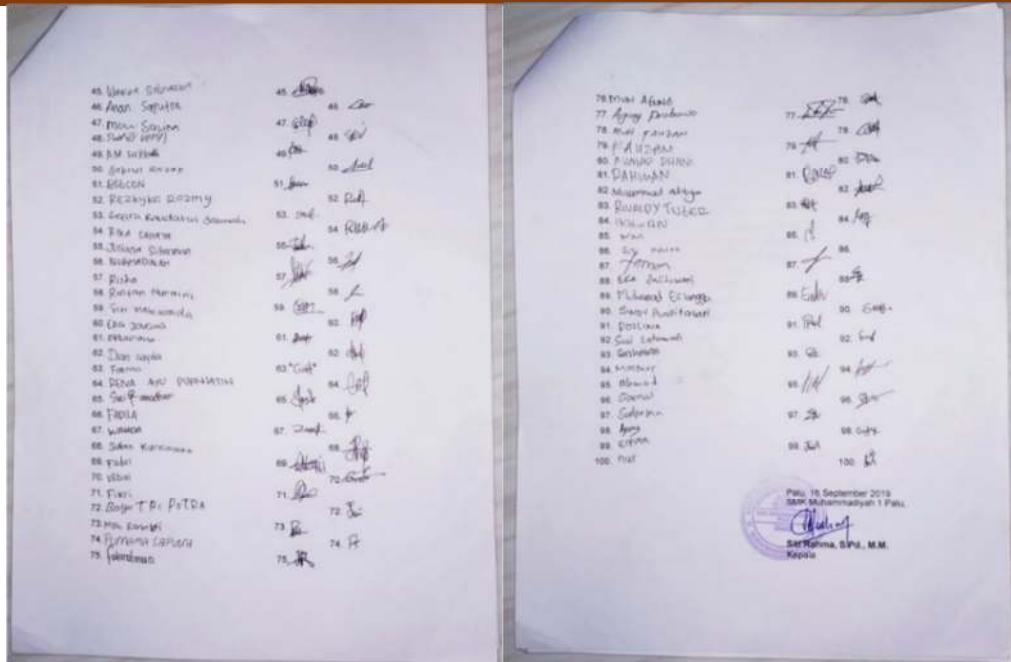




The students on the First Meeting had not dared to express English language vocabulary/words yet. Formerly they were shy, afraid of mistakes and errors, silent. They listened to and paid attention on the team of lecturers as motivators for enabling them to increase their EFL vocabulary up to the end of the meeting. They got a book **Cara Praktis Belajar Bahasa Inggris** (Practical Ways of Learning English) one by one (free of charge). There were no questions from the students at that moment even though the team motivated them to ask questions and express their English language vocabulary/words bravely.

Attendance List of the SMK Muhammadiyah 1 Palu Students on the Meeting I

No.	Nama	Tanda Tangan
1	BIGAN FERIAN	1. Bigan
2	2194. ALM DONGE	2. ALM
3	3. BIKAS	3. BIKAS
4	4. FAKH	4. FAKH
5	5. GILANG	5. GILANG
6	6. HANIK	6. HANIK
7	7. HANIK	7. HANIK
8	8. HANIK	8. HANIK
9	9. HANIK	9. HANIK
10	10. HANIK	10. HANIK
11	11. HANIK	11. HANIK
12	12. HANIK	12. HANIK
13	13. HANIK	13. HANIK
14	14. HANIK	14. HANIK
15	15. HANIK	15. HANIK
16	16. HANIK	16. HANIK
17	17. HANIK	17. HANIK
18	18. HANIK	18. HANIK
19	19. HANIK	19. HANIK
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22	22. HANIK	22. HANIK
23	23. HANIK	23. HANIK
24	24. HANIK	24. HANIK
25	25. HANIK	25. HANIK
26	26. HANIK	26. HANIK
27	27. HANIK	27. HANIK
28	28. HANIK	28. HANIK
29	29. HANIK	29. HANIK
30	30. HANIK	30. HANIK
31	31. HANIK	31. HANIK
32	32. HANIK	32. HANIK
33	33. HANIK	33. HANIK
34	34. HANIK	34. HANIK
35	35. HANIK	35. HANIK
36	36. HANIK	36. HANIK
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43	43. HANIK	43. HANIK
44	44. HANIK	44. HANIK



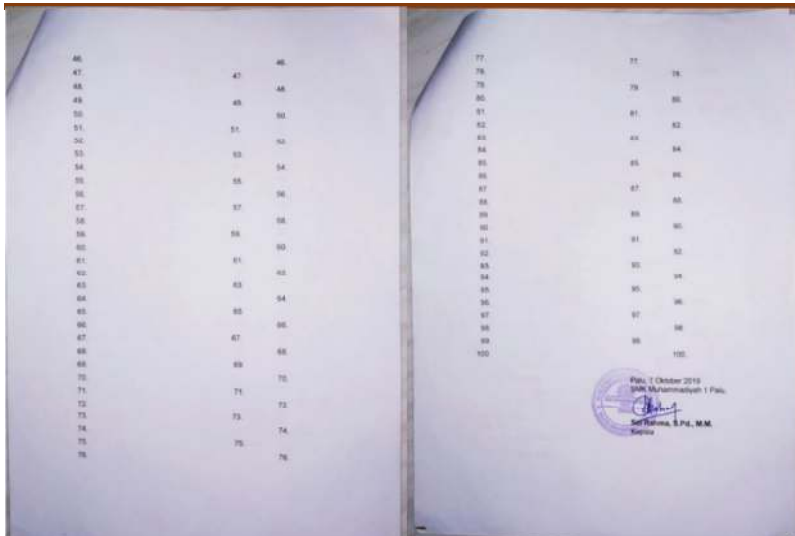
Meeting II





Attendance List of the SMK Muhammadiyah 1 Palu Students on the Meeting II

DAFTAR KEHADIRAN SISWA SMK MUHAMMADIYAH 1 PALU		
<p>Acara Pengabdian kepada Masyarakat Judul Monev/evaluasi Siswa SMK Muhammadiyah 1 Palu untuk Meningkatkan Kualitas Rahnata Inggris Hari/Tgl Sabtu 7 Oktober 2019 Tempat SMK Muhammadiyah 1 Palu Pengabdian 1. Dr. Fery Arie, M.Hum (Kahar) 2. Dr. Maswadi M. Saif, M.Hum. (Anggita) 3. Drs. Abdul Wahid, M.Pd (Anggita) 4. Drs. Jambakita, M.Hum. (Anggita) Mahasiswa 1. Iswandi Maswadi 2. Iswandi Maswadi</p>		
No	Nama	Tanda Tangan
1	Kayu Pratomo	
2	Mu. Adin Dika P	
3	Dina Hartono	
4	Yahim	
5	Giang Kartadisa	
6	Fanani Prasoetra	
7	Nurhalila	
8	Mawanda	
9	Nita Sapari	
10	To Wahyuni Pratiwi	
11	Ustadz Feryal	
12	Adnan	
13	Satrio Ramadani	
14	Aral	
15	Hafid	
16	Wahyu	
17	Bambang	
18	Mu. Akbar	
19	Nordin	
20	Adi Ajiyanti	
21	M. Rizal	
22	Salsabila	
23	Anggraeni	
24	Yusufi I.	
25	Irfan	
26	Syifa	
27	Rozalia	
28	Salsabillah	
29	Elsa Meliana	
30	Zahra Lailani	
31	Nur Fatmahan Kharunisa	
32	Selma Masluma Saem	
33	Fani Sulaksana	
34	Dhena	
35	Fina Arian Dika	
36	Abdulrahman Sigaharta	
37	Mu. Ismail	
38	Rahmat Rizki	
39	Mughni Rizki	
40	Suzuki	
41	Mu. Ghadhif	
42	Imam	
43	Arifanah	
44	Raden Bagas Triya	
45	Wawan Setyanan	
46	Ariani Saputra	
47	Mu. Saiful	
48	Shandy Wicari	
49	A.M. Fawzan	
50	Satrio Rizki	
51	Bilal	
52	Reza Rizki Ferry	
53	Gafira Nurul Huda Jannah	
54	Rika Cahaya	
55	Juhana Sulaiman	
56	Nurmadhan	
57	Rizka	
58	Rizka Nurani	
59	Fitri Maheswita	
60	Kita Jivana	
61	Oktrina	
62	Dian Saffa	
63	Fatma	
64	Nara Ayu Purnama	
65	Sari Ramadhani	
66	Fadli	
67	Maria	
68	Suhari Kurniawan	
69	Fajar	
70	Israf	
71	Fari	
72	Sani Ti Pulia	
73	Mu. Maswadi	
74	Purwana Saputra	
75	Fahrahman	
76	Mu. Agung	
77	Agung Pratiwi	
78	Mu. Fawzan	
79	Fauzan	
80	Arifad Dhan	
81	Rahman	
82	Muhammad Aditya	
83	Kusniy Tun	
84	Arhan	
85	Nisa	
86	Si Rahma	
87	Yessy	
88	Eva Suliswati	
89	Muhammad Erlangga	
90	Sandy Puspitan	
91	Rahma	
92	Siti Lailawati	
93	Sunanda	
94	Masnur	
95	Almas	
96	Carrel	
97	Subarna	
98	Agung	
99	Etha	
100	Nur	



The Second Meeting was attended antusiously by 103 students who signed in the Attendance Lists. They had more spirits to kindly practice English language even some of them performed in front of the class to express English Vocabulary which have been learnt. The community service team gave the students explanation, motivation, speech, and spirits, and also pens one by one for all students who joined the meeting. Besides, supplementary presents, i.e. books, pens, and rulers were given to the students who could express some English language words and their meanings in Indonesian language for realizing their abilities in increasing their English language vocabulary.

The students enjoyed interaction with the team who motivate them and antusiously pointed their hands up to perform for answering the the following team's questions: Who can express five English words and their meanings into Indonesian language? Who can express ten English words and their meanings into Indonesian language? And so on (the same questions were asked by changing the word ten into fifteen, twenty, twenty five, thirty, thirty five, and forty). The students could answer those questions well, like **Five words**: book: buku; pen: fulpen; ruler: mistar; bag: tas; and table: meja; **Ten words**: book: buku; pen: fulpen; ruler: mistar; bag: tas; table: meja; chair: kursi; shoes: sepatu; teacher: guru; friend: teman; and student: siswa. The team kindly gave the presents to the students who could say/express the English words and their meanings in Indonesian language respectively: 5, 10, 15, 20, 25, 30, 35, and 40 words. Their good abilities to answer the questions indicate that the students had been successfully motivated by the community service team to enable the students to increase their English language vocabulary.

The students in the Second Meeting could discuss with their friends and interact with two university students involved in the Community Service to be Assistants, namely Istianah and Iastardini. They spontaneously greeted the Community Service Team and the Assistants by using the English language, like Good morning, Sir. How are you? and I am fine, thank you. They were also confident and have been dared to interact in the English language. They could say/express English words/nouns of something around them in English and their meanings into Indonesian, like Book: buku; Pen: fulpen; Table: meja; Chair: kursi; and Bag: tas. Thereby, the better abilities of the students in the second meeting were the facts of successful results of the first meeting in motivating the students for increasing the EFL vocabulary.

CONCLUSIONS

The students can be motivated to increase the English language vocabulary by telling them status and significances of English. English in Indonesia is a foreign language, an international language, a global language, and a lingua franca. It signifies for them who want to communicate thoughts and feelings with foreigners, interact with other(s) having different nation and national language from us for any affair internationally, speak to anyone in the world and write anything globally, and make a unity around the world cooperatively. They formerly were naturally shy and unconfident to say English words since they had not been motivated well to increase their English vocabulary practically. They then have spirit and confidence better than before to increase their English vocabulary, so that they can say/express some words in English and their meanings in Indonesian after comprehending the English status and significances for them.

SUGGESTIONS

The School Principal and Teachers should motivate the students regularly to increase the English language vocabulary (five words a day) for at least once a semester or twice a year. The students are then enabled to construct sentences by using the vocabulary. Teachers of English language have to sustainably carry English meetings out weekly or monthly to involve the students and other teachers to practice their English freely. Next Community Service is to deal with Developing English Language Skills practically.

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