

Enhancing Vocabulary Using “Share A Cup of Word” to Grade 9 Students

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ABSTRACT

It is crucial to highlight the vocabulary-learning problems faced by students, propose strategies that enhance their understanding of the target vocabulary, and offer opportunities for acquiring new words (Afzal, 2019). The researcher implemented an instructional material called Share a Cup of Words to help Grade 9 students enhance and retain their vocabulary skills through a Classroom-based Research design. Forty-one students were selected through purposive sampling during the 2023-2024 academic year in one of the public schools in Ozamiz City. The study employed both qualitative and quantitative methods, including a researcher-designed test and interviews, for data collection. Statistical analysis was conducted using Minitab and Hyper Research software, utilizing tools such as mean, standard deviation, test, and thematic analysis to provide a comprehensive understanding of the findings. The study aimed to address the following objectives: to determine the learners' performance level before using Share a Cup of Words, to assess their performance level after using it, to identify significant improvements in their performance, and to explore other observed improvements following its use. The findings revealed an outstanding improvement in the learners' overall performance after integrating Share a Cup of Words into the vocabulary learning process. Therefore, Share a Cup of Words is an effective tool for enhancing learners' vocabulary skills. Furthermore, it is recommended to integrate Share a Cup of Words with other subjects to create a more interdisciplinary approach to vocabulary learning.

Keywords: instructional materials, learning, new words, strategies, vocabulary

CONTEXT AND RATIONALE

Proficiency in the English language depends on the vocabulary knowledge possessed by second and foreign-language learners, as well as native speakers (Afzal, 2019). One of the most significant challenges learners face in learning a second language is understanding the meaning of vocabulary to comprehend the ideas expressed in a sentence (Govindasamy et al., 2019). Although developing vocabulary is vital, it presents several challenges, especially for non-native English speakers (Afzal, 2019). Similarly, vocabulary knowledge has been viewed as a prerequisite ability that must be mastered to enhance other language abilities (Dakhi & Fitria, 2019). However, vocabulary acquisition processes are complex, and explicit vocabulary instruction in class can only cover a small proportion of words students learn (Vu & Peters, 2021).

Moreover, according to Afzal's (2019) study, the researcher suggested that future research may explore instructional methods used to teach vocabulary in English language classrooms. In a related survey by Sanjaya et al. (2022), teachers reported that students were more engaged with visuals because teachers could use interesting decorations to guide them.

The Philippines slipped four notches to 22nd out of 111 countries, with a score of 578, in the 2022 edition of the English Proficiency Index (EPI) by the international education company Education First (EF) (Singing Filipina, 2022). "The failure of the Department of Education (DepEd) and the entire government to address the fundamental concerns are apparent in the following areas: insufficient learning materials and school facilities," said Basas (2023). According to Kirui's (2019) study, the primary aim of learning English as a second language

is to communicate effectively. Additionally, effective communication occurs when one possesses competency in the chosen languages. Moreover, adequate mastery of vocabulary is necessary for a learner to be proficient in each language.

It is crucial to highlight vocabulary-learning problems faced by students, propose vocabulary-learning strategies that can enhance students' understanding of the target vocabulary, and offer them opportunities to acquire new words (Afzal, 2019). The shortage of vocabulary materials creates hindrances for learners of English as a second or foreign language (ESL/EFL) in interacting and writing in the language (Tahir et al., 2020). The success of teaching and learning is facilitated using different types of equipment available in the classroom. The Kenyan teachers' responses showed that teaching aids help learners retain new words. They also promote learners' interests (Kirui, 2019). Learners associate words with their synonyms, homophones, homonyms, polysemy, antonyms, and hyponymy as one of the methods studied by Kirui (2019). Thus, in addition to focusing on establishing form-meaning connections, Vietnamese EFL teachers should also address other aspects of vocabulary knowledge. First, many Vietnamese EFL teachers tend to focus heavily on the connection between the form and the meaning of words. According to the study by Sanjaya et al. (2022), 80% of the respondents agree that teaching aids can make it easier to understand new vocabulary. According to a study from various schools, students who have practiced context clue strategies over time improve their ability to locate clues in the text and enhance their comprehension level (Oclarit & Casinillo, 2021)

This research is grounded in the Zone of Proximal Development (ZPD) theory, a key construct in Lev Vygotsky's theory of learning and development. Vygotsky's Zone of Proximal Development (ZPD) highlights the importance of tasks that are just beyond a learner's current level of competence. Visual aids can be used to scaffold learning, providing support to help learners reach a higher level of understanding and vocabulary proficiency. To enhance the vocabulary proficiency of Grade 9 students, it is imperative to provide a meticulously designed framework that systematically guides them through a sequence of steps using the instructional material "Share a Cup of Word," progressing from simple to complex. Students engaged in vocabulary enhancement activities without the use of any learning materials is a Practical-Knowledge Gap (Action Knowledge Conflict Gap). This gap arises because there is a deviation in professional behavior or practices from what research findings suggest or because certain practices are not covered by existing research. The researcher observed that Grade 9 students in one of the public schools in Ozamiz City participated in vocabulary enhancement activities daily during the 2023-2024 school year. Still, they did so without using any learning materials. This was achieved by contributing one word to be unlocked, and each participant was tasked with contributing on their designated day. To address this deficiency, the researcher will implement an instructional material called "Share a Cup of Words" to help Grade 9 students enhance and retain their vocabulary skills.

Intervention

One study concluded that the use of authentic materials is highly effective in enhancing students' vocabulary knowledge. Thus, the participants were given 15 short reading texts in which the synonyms or phrases with the same meaning as the target words were used in the sentences (Marpaung et al., 2020). According to Salehi and Kiani's (2021) study, students were asked to provide synonyms of the words to improve vocabulary recall. Students learned vocabulary traditionally through explanations of meanings, translation, or by providing synonyms and antonyms. Moreover, they had a positive effect on improving vocabulary learning (Sahebkhair, 2019). In the study by Hassanzadeh et al. (2019), the researchers remind EFL learners that when reading a text and encountering an unfamiliar word, not only is there no need to stop reading, but learners can also try to infer the meaning of the word from the context. Additionally, this lexical inference strategy enhances the depth and breadth of vocabulary in English as a Foreign Language (EFL) learners.

Explicit vocabulary teaching is a conscious process of mastering the vocabulary. There must be a direct and systematic procedure, as well as awareness of the objectives of vocabulary learning. It also requires learners to understand the process involved, predict answers to the problem, and evaluate and reflect on the results (Dakhi & Fitria, 2019). The explicit approach to vocabulary

instruction, which engages students in exciting vocabulary learning techniques as employed in this study, could

enhance their vocabulary knowledge. For students to excel in these skills, they need first to enhance their English vocabulary, for instance, through an explicit vocabulary learning approach, as this leads to a better understanding of what a word means and how it is used appropriately

According to a study by Tahir et al. (2020), learners who receive vocabulary instructions using the explicit method show a significant improvement in their awareness of the target words. Therefore, to facilitate the growth of the learners' vocabulary skills, teachers and curriculum designers should consider integrating the use of this explicit approach. This is especially true for students with poor English language skills. Ultimately, it will help to increase the level of their overall vocabulary and language skills, as Meganathan, Thai, Paramasivam, and Jalaluddin (2019) argued that "adequate vocabulary knowledge is crucial for successful language learning and language use." However, Tahir et al. (2020) observed that teachers in schools have taught English vocabulary implicitly alongside its grammar and sound system, as it is believed that teaching vocabulary is not necessary because learners can acquire words naturally. This situation has presented teachers and learners with several issues. Meanwhile, Yorke et al. (2018) investigated the impact of explicit vocabulary instruction on the acquisition of receptive academic vocabulary by children with complex communication needs during numerous shared reading sessions.

Action Research Questions

In this study, the researcher utilized the Share a Cup of Words learning materials to enhance the vocabulary of Grade 9 students at Ozamiz City National High School during the 2023-2024 school year. Specifically, this study sought to answer the following questions:

1. What is the performance of the learners before the use of Share a Cup of Word?
2. What is the performance of the learners after the use of Share a Cup of Word?
3. Is there a significant difference in the performance of the learners before and after using Share a Cup of Word?
4. What other developments are observed among the learners after the use of Share a Cup of Word?

Action Research Methods

Research Design

The study employed classroom-based action research to enhance students' performance in English vocabulary skills using "Share a Cup of Words." This context specificity was crucial for effective vocabulary enhancement, as different classrooms had varying levels of language proficiency and learning styles. The design enabled the researcher to directly investigate the effectiveness of specific learning materials in enhancing students' vocabulary. This iterative process was well-suited for exploring the dynamic nature of vocabulary acquisition and adjusting instructional strategies accordingly.

Site

The research was conducted in a Junior High School environment, specifically at Ozamiz City National High School, located on Bernad Street, Lam-an, Ozamiz City, 7200 Misamis Occidental. This educational institution offered English subjects and adhered to the guidelines and standards set by the Department of Education, demonstrating its commitment to providing high-quality education to its students. The school is operated under a specialized education program outlined in DepEd Memorandum No. 149, s. 2011, the school's framework aimed to empower students by recognizing their strengths, encouraging the pursuit of personal interests, and nurturing their multiple intelligence.

Participants

The respondents for the study will be the 41 Grade 9 Students at Ozamiz City National High School. They will be selected through a purposive selection technique. The criteria for participant selection will include: 1.)

Students who were enrolled in the Junior High School at Ozamiz City National High School as Grade 9 students for the academic year 2023-2024; 2.) Students who are observed to have low performance in their vocabulary skills; 3.) Students who voluntarily agree to participate in the study will serve as respondents. 4.) The Grade 9 students were being handled and taught, but only one section was the respondents of the intervention. The researcher will verify that these criteria were fulfilled before commencing the survey.

Data Gathering Methods

Pre-Implementation Phase

The researcher examined an issue requiring attention within the English subject. The initial focus involved a thorough exploration of the challenges encountered by students in their learning process. Following this, a thorough research proposal was developed, and necessary permissions were obtained from the Superintendent of the Ozamiz City Division and the principal of Ozamiz City National High School to proceed with the study. During the internship, lesson plans were developed, and pretests and post-tests were created to ensure the intervention was wellstructured and the assessment instruments were appropriately made to assess the students' improvement. To maintain a personalized and hands-on approach, the researcher utilized face-to-face interactions to connect with the learners. Direct engagement was aimed at ensuring that the data collected was reliable and unbiased, as it was based on firsthand information.

Implementation Phase

During the implementation phase, data was collected through a pretest to evaluate the initial vocabulary skills of the students. During the intervention, the researcher presented words identified in the literature for discussion during the fourth grading period. Students were tasked with identifying synonyms, antonyms, and descriptions for the 12 words through a multiple-choice format. Continuous monitoring of the respondents' performance occurred using the learning material "Share a Cup of Words," followed by a post-test assessment. The data analysis stage enabled the researcher to assess the efficacy of the strategy and determine whether it was notably effective or not.

Post-Implementation Phase

During the post-implementation phase, the researcher formulated conclusions, offered recommendations, and meticulously reviewed, edited, and refined the research study. These steps were taken to ensure that the data gathered were valid and correlated with the proposed study. Moreover, the research findings were systematically disseminated to a targeted audience.

Ethical Issues

The respondents received clear information regarding Their involvement in the study. They were asked to provide informed consent by signing a consent form. Absolute confidentiality was maintained for all collected data, and no mention of respondents' identities was made in any form within the paper.

Data Analysis Plan

With the use of Minitab statistical software, the following tools were utilized: *Mean and Standard Deviation* were used to determine the performance of learners before and after using Share a Cup of Word.

T-Test was used to explore the significant difference in the performance of learners before and after the use of Share a Cup of Word.

Thematic Analysis was employed to identify themes from the interview data, facilitating a qualitative analysis of the participants' experiences and attitudes with the aid of Hyper RESEARCH Software.

RESULTS AND DISCUSSION

Table 1 presents that, before the use of Share a Cup of Word, the data revealed that the learners Did Not Meet Expectations ($M = 14.80$; $SD = 4.53$). The data clearly explains that learning vocabulary without using instructional material was ineffective for the learners.

Presenting in front of the class is a common practice (Jannah et al., 2019). However, how to engage students so they are interested in learning at that time is no longer teacher-centered but also learner-centered; in essence, teachers and students collaborate in uniquely creating an enjoyable learning atmosphere. According to the study by Putra et al. (2023), the researcher conducted a pre-assessment to understand the students' cognitive competency in learning vocabulary. Based on preliminary observations and pre-assessments conducted before using Paper-Mode Quizizz, the results indicated that the students' vocabulary regarding the material taught by the researcher was considered below the minimum score.

The data serve as justification for the implementation of interventions like "Share a Cup of Word," providing empirical evidence to support the rationale behind targeted interventions aimed at improving language skills. Furthermore, the performance data collected before the intervention serve as a baseline for assessment, enabling educators to measure the effectiveness of the intervention and evaluate its impact on students' vocabulary skills. Overall, these findings highlight the importance of targeted interventions in addressing students' academic needs and offer valuable insights for educators seeking to support learners in developing proficiency in vocabulary skills. Furthermore, the pretest data would serve as a basis for investigating students' vocabulary enhancement in the post-test.

Table 1. Performance of the Learners Before the Use of "Share a Cup of Word"

Performance	Frequency	Percentage	M	SD
Did Not Meet Expectation (DME)	41	100	14.80	4.53

Note: Scale: 42-50 (Outstanding); 38-41 (Very Satisfactory); 34-37 (Satisfactory); 33-30 (Fairly Satisfactory); 1-29 (Did Not Meet Expectation)

Table 2 presents the performance of the learners after using Share a Cup of Word, showing that the students achieved very satisfactory results ($M = 40.122$; $SD = 5.325$). This suggests that learners generally performed well when using the instructional material. They can comprehend and connect with the class through the use of the material. According to a study by Ghonivita et al. (2021), it is crucial to incorporate various activities into the teaching and learning process. These activities must capture the student's interest in the lesson so that they will be actively involved, and this will lead to improved listening and vocabulary skills. Crossword puzzles should be incorporated into vocabulary teaching and learning processes on the grounds that they enhance language acquisition. It fosters a positive classroom atmosphere, as students are well-motivated and enthusiastic about learning vocabulary, particularly in the context of Personal Recount texts (Nugraha & Marwito Wihadi, 2023). Students express more new vocabulary when delivering their ideas during a presentation, making the learning activities more interesting (Jannah et al., 2019.) These results underscore the effectiveness of targeted interventions in educational settings and highlight the potential of programs like Share a Cup of Words to positively influence student learning outcomes. The implications of these findings extend beyond the specific intervention, emphasizing the importance of investing in evidence-based approaches to education. Providing resources and support for such initiatives can lead to tangible improvements in student performance, underscoring the need for continued investment in educational interventions designed to enhance language skills.

Table 2. Performance of the Learners After the Use of "Share a Cup of Word"

Performance	Frequency	Percentage	M	SD
Outstanding (O)	22	53.66	43.955	1.731

Very Satisfactory (VS)	10	24.39	39.100	0.994
Satisfactory (S)	3	7.32	36.333	1.155
Fairly Satisfactory (FS)	2	4.88	32.500	0.707
Did Not Meet Expectation (DME)	4	9.76	28.250	0.957
Overall Performance	41	100	40.122	5.325

Note: Scale: 42-50 (Outstanding); 38-41 (Very Satisfactory); 34-37 (Satisfactory); 33-30 (Fairly Satisfactory); 1-29 (Did Not Meet Expectation)

Before using the program, the learners had a low mean score ($M = 14.80$; $SD = 4.53$). After using the instructional material, their mean score increased significantly ($M = 40.122$; $SD = 5.325$). In simpler terms, learners showed a remarkable improvement in their performance after using Share a Cup of Word, indicating the program's effectiveness in enhancing their vocabulary skills.

The teacher should find the most effective way of teaching. Numerous studies have investigated effective methods for teaching vocabulary (Jannah et al., 2019). The results of the research showed that flashcards, as a medium, are sufficient to improve students' vocabulary. It is indicated through the achievement of a pretest, where only two (2) students have 500 words. However, 6 (six) students got 1200 words in the post-test (La Aba, 2019). According to Vitasromo and Chandra (2019), students have a significantly larger vocabulary than before, find it easier to memorize new words, and are more confident than before. The use of crossword puzzles in the classroom to teach vocabulary in Personal Recount Text pays off, as the results are identical to those identified for vocabulary mastery enhancement, particularly in this Classroom Action Research, where a better score discrepancy is observed after the teacher's intervention has been conducted (Nugraha & Wihadi, 2023).

The substantial improvement suggests that educational institutions and teachers may benefit from incorporating this program into their curricula to enhance students' language proficiency. Additionally, the data-driven approach used in evaluating the program provides a robust basis for decision-making, supporting the adoption and further investment in the program. The success of Share a Cup of Word also highlights the potential of interactive and engaging teaching methods over traditional ones, informing future curriculum development and teaching strategies. Furthermore, these findings warrant further research to explore the program's long-term effects and applicability across different contexts and suggest that professional development opportunities for teachers in using such tools could enhance their effectiveness.

Table 3. Difference in the Performance of the Learners Before and After the Use of Share a Cup of Word

Variables	M	SD	t-value	p-value	Decision
Before Using Share a Cup of Word	14.80	4.53	15.91	0.000	Reject Ho
After Using Share a Cup of Word	40.122	5.325			

Ho: There is no significant difference in the performance of the learners before and after the use of “share a cup of word”

Note: Probability Value Scale: $**p < 0.01$ (Highly Significant); $*p < 0.05$ (Significant); $*p > 0.05$ (Significant); $p > 0.05$ (Not Significant)

Other Improvements Observed among Learners After Using Share a Cup of Word

In the realm of education, enhancing language skills is paramount to academic success. There are many ways to improve language skills; one effective method is the implementation of targeted interventions designed to

enhance vocabulary acquisition and comprehension. This study examines the effectiveness of one such intervention, Share a Cup of Words, in promoting growth across multiple dimensions of language proficiency. Through the lens of three central themes: (1) improvement in vocabulary test scores, (2) improvement in reading comprehension, and (3) increased engagement and participation in vocabulary activities. This research examines the tangible effects of the intervention on students' linguistic development. By examining these themes, we aim to shed light on the effectiveness of Share a Cup of Word in facilitating comprehensive language growth among learners.

Improvement in Vocabulary Test Scores

Several students experienced a notable increase in their vocabulary test scores after using "Share a Cup of Words." Some students saw their scores improve by 10 to 20 points. For instance, one student's scores went up by 15 points, while another saw a jump of 20 points. Others reported improvements of 18, 10, and 12 points. This suggests that the intervention had a positive impact on their ability to learn and retain new vocabulary.

"My test scores improved by 15 points." (P1)

"I saw a significant jump, with my scores increasing by 20 points." (P4)

"My scores improved, increasing by 18 points." (P10)

"I had a 10-point increase in my vocabulary test scores." (P6)

"My scores went up by 12 points." (P8)

Based on the researchers' data (Fazriani, 2020), in the pretest, no students passed. It differed from the post-test one, in which 18 students passed, resulting in a 66.6% pass rate. Then, it improved in the second cycle; in posttest two, the number of students passing was 27, and the percentage was 100%. It means that this research is successful since the criterion for action success is 75% for the percentage of students passing. Therefore, students became more enthusiastic and were more active in learning English vocabulary. The researchers in this study aim to improve students' vocabulary mastery through the use of a Word Wall. The results showed a significant increase in mean scores from the pretest to the post-test, with an approximate 76% increase (Tamba et al., 2022).

Share a Cup of Words was effective, with several students experiencing a 10- to 20-point increase in vocabulary test scores. This suggests that the material used improves both learning and retention of new words. While these results are positive, a larger study could solidify the program's effectiveness for broader use. Additionally, exploring the elements of Share a Cup of Words that contributed most to improvement could help educators refine their teaching methods and further enhance student vocabulary development.

Improvement in Reading Comprehension

Many students reported significant improvements in their reading comprehension skills after using Share a Cup of Words. They found it easier to understand complex texts, could infer meanings of new words more accurately, and became better at identifying the main ideas in texts. Additionally, their understanding of nuanced meanings improved, they could connect ideas within a text more effectively, and their ability to summarize texts also saw improvement. Overall, the intervention enhanced their ability to comprehend and analyze written content with greater depth and understanding.

"I found it easier to understand complex texts." (P1)

"I could infer meanings of new words more accurately." (P4)

"My understanding of nuanced meanings improved." (P9)

"I could connect ideas within a text more effectively." (P10)

"I became better at identifying the main ideas in texts." (P8)

"My ability to summarize texts improved." (P5)

"I could understand the context of passages better." (P6)

The students enjoyed the vocabulary self-collection strategy because it helped them read and memorize words. Therefore, the application of this vocabulary self-collection can be recommended to improve students' reading skills, according to Damanik et al. (2021). It has been demonstrated that utilizing word-wall gaming techniques to enhance vocabulary can improve students' knowledge, understanding, and memorization (Makrub, 2023).

The positive impact of Share a Cup of Words extends beyond vocabulary acquisition. Many students reported a significant boost in their reading comprehension skills. They felt more confident tackling complex texts, demonstrating improved abilities to infer meaning from context, grasp the main ideas, and identify subtle nuances within the writing. Furthermore, students reported better connections between ideas and enhanced summarizing skills. Overall, the program fosters a deeper understanding and analysis of written content. This suggests that "Share a Cup of Word" could be a valuable tool for educators aiming to develop well-rounded reading comprehension abilities in their students.

Increased Engagement and Participation in Vocabulary Activities

Many students felt more involved and interested in vocabulary activities after using Share a Cup of Words. They actively participated in class discussions, found the activity enjoyable, and were more willing to contribute during lessons. This increased engagement was often linked to a boost in confidence and enthusiasm for learning new words. Overall, the intervention made learning vocabulary more enjoyable and encouraged students to participate more actively in class.

"Yes, I participated more actively in class discussions." (P1)

"I found myself more interested in vocabulary activities." (P2)

"I was more engaged because the activities were fun." (P4)

"I was more willing to contribute during vocabulary lessons." (P6)

"I became more enthusiastic about learning new words." (P8)

"My participation increased because I felt more confident." (P9)

According to the study by Chotimah and Astiyandha (2022), the results showed that the advantages of race in the board game could encourage learners' interest and make learning activities more enjoyable. It could also help the learners add knowledge and be motivated to do the vocabulary activities. Learning through race to the board game is a valuable technique in teaching and learning in EFL classrooms. It can be concluded from Makrub's (2023) study that word-wall games can improve students' vocabulary and help them remember and retain their vocabulary. Students' interest and motivation were significantly increased when word wall games were used as part of the treatment.

Share a Cup of Words goes beyond simply teaching vocabulary. Many students reported feeling more involved and enthusiastic about vocabulary learning after participating in the program. This translated to active participation in class discussions, finding enjoyment in vocabulary activities, and a greater willingness to contribute during lessons. This increased engagement is often linked to a boost in confidence and overall enthusiasm for learning new words. In essence, the program has made vocabulary teaching more enjoyable and fostered a more participatory classroom environment. This suggests that Share a Cup of Word could be a valuable tool for educators looking to create a more engaging learning experience for their students

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Proficiency in the English language relies heavily on vocabulary knowledge, which is crucial for both native and non-native speakers (Afzal, 2019). Learning a second language poses significant challenges, particularly in understanding vocabulary to grasp sentence meanings (Govindasamy, 2019). To address these challenges, the researcher implemented the "Share a Cup of Word" learning materials to enhance the vocabulary of Grade 9 students at a secondary public school in Ozamiz City during the 2023-2024 school year. This classroom-based action research aimed to improve the student's English vocabulary skills using these instructional materials. The study's respondents were Grade 9 Junior High School students selected through purposive sampling. Utilizing Minitab statistical software, mean and standard deviation were calculated to determine learners' performance before and after using "Share a Cup of Word." At the same time, a t-test was used to explore the significant difference in performance between pre-intervention and post intervention. Additionally, the researcher used Hyper RESEARCH, a qualitative analysis software, to manage and interpret large volumes of textual data. This involved coding data segments, synthesizing these codes into overarching themes, and extracting relevant statements and context for each participant, providing comprehensive support for the qualitative analysis.

Findings

The study yielded the following findings:

1. The learners' performance prior to using Share a Cup of Word did not meet expectations. This indicates a need for intervention to address deficiencies in vocabulary skills.
2. The learners' performance after using Share a Cup of Word was very satisfactory. The majority of learners achieved high scores, indicating an improvement in vocabulary skills.
3. There was a difference in the learners' performance before and after using Share a Cup of Word. This indicates that the learners performed well in class, particularly in English vocabulary, due to the 'Share a Cup of Word' strategy.
4. The discussions highlight several additional developments observed among learners, including improvements in reading comprehension, increased engagement and participation in vocabulary activities, and enhancements of language skills across multiple dimensions.

Conclusions

This study examined the effectiveness of "Share a Cup of Word" in enhancing students' vocabulary. The results of the study revealed that:

1. The data reveal that not all learners met expectations before the use of Share a Cup of Words, indicating a crucial need for an intervention to address deficiencies in vocabulary skills.
2. After using Share a Cup of Words, the majority of learners achieve high scores, leading to a marked improvement in their vocabulary skills, resulting in very satisfactory performance levels. This demonstrates a significant improvement in vocabulary skills among learners.
3. The Share a Cup of Word strategy is effective in enhancing the learners' vocabulary skills, as evidenced by the significant improvement in their performance after its implementation.
4. Several additional developments are observed among learners, including improvements in reading comprehension, increased engagement and participation in vocabulary activities, and overall enhancement of language skills across multiple dimensions. This highlights the broader impact of the intervention on learners' language proficiency.

Recommendations

1. It is recommended that the Share a Cup of Words initiative be implemented more widely across the curriculum. Schools and educational institutions should consider adopting it as a standard tool for vocabulary development.
2. Regularly monitor and assess students' vocabulary skills before and after using the program to ensure sustained improvement.
3. Provide professional development opportunities for teachers to implement Share a Cup of Word effectively. Training sessions should focus on best practices for integrating the program into daily lessons and maximizing its impact on student learning.
4. Integrate Share a Cup of Word with other subjects to create a more interdisciplinary approach to vocabulary learning.
5. Conduct further research to explore the long-term effects of Share a Cup of Word on learners' vocabulary skills and overall language proficiency.

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