**THE EFFECTIVENESS OF QUIZ IN PRETEACHING TO IMPROVE VOCABULARY MASTERY ON THE ELEVENTH GRADE**

**STUDENTS OF SMA N 1 WADASLINTANG**

**IN THE ACADEMIC YEAR**

**2014/2015**

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**Abstract**

English is international language in the world. English is the first language formally tought in indonesia. It has been considered as an important international language in relation to globalization era.english is one of the foreign language for indonesian students, that must be learn in the school since kindergarten level until university level,in senior high school level the student still find dificulties in understanding and comprehanding the material, expecially vocabulary. Vocabulary is one of the language component that have to be tought to the srudentsin learning foreign language. To increase the students vocabulary mastery, the teacher can use media for teaching english. By vocabulary quiz in preteachung as a media, the students can easily and interestingly.

The aim of this research is to find out wheather there is significant of using quiz in preteaching to improve vocabulary mastery. In this research, the researcher took 42 students of eleventh grade of SMA N 1 Wadaslintang in academc year 2014/2015. The researcher used XI Iis 2 which consist 21 students and XI Iis 3 which consist 21 students. The researcher conducted pre-test and post-test. The instrument used to get data, the researcher is multiple choice test. The techniques of analyzing the data are descriptive analysis in finding mean, median, mode, range, variance, standard deviation and inferential analysis is used to conclude the hypothesis.

Based on the computation, the mean score of experimental group was 72 and the mean of control group was 59. Besides, to know whether Ha is accepted or rejected the researcher consulted to the t test.The t-value was consulted to the t-table at the 5% significance level and the degree of freedom is 40. It showed that the t-table is 2.091 and the t-value was 4.491. It means that t-value was higher that t-table so, it can be concluded that using quiz in preteaching to improve students vocabulary mastery on eleventh grade of SMA N 1 Wadaslintang in academic year 2014/2015 is effective.

*Key words: Effectiveness, quiz, preteaching, vocabulary mastery*

1. **INTRODUCTION**

According to Pinker in Brown (2000 : 5) Language is complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

 People use language as communication and interaction people give and receive information. Language should be learned and mastered by people who want to transfer his or her idea to communicate with other. Being social human, we cannot live in this world without other people. We need other to help, to share each other, etc. People have to master the appropriate language used people have to learn English if they want to get information surrounding this world.

English is one of the international languages that is widely used and learnt all over the world. English has been used by many people from different countries. Most of non-native speakers use English to establish relationship with other people coming from different countries. Harmer states:

“Although English is not the language with the largest number of native or ‘first’ language speakers, it has become a lingua franca. A lingua franca is defined as a language widely adopted for different from each other’s and where one or both speakers are using it as a ‘second’ language”

English is important is very important in indonesian people. It is used in education, international relationship, and many other fields. Some countries use English as a second language, but for most countries, including Indonesia, English is a foreign language. However, Indonesian people are interested in learning and mastering English language because they realize that English is an international language and it is used in many aspect of life. Not only adults, but also children are motivated to learn and master English. Therefore, English for children is getting popular in Indonesia.

Now days, English becomes too essential language subject of education issue in Indonesia. Indonesian government admits it as the first foreign language that is taught to Indonesian student. They learn English from kindergarten level up to university. The aim of teaching English in Indonesia is to get science and technology which is mostly written in English, because English is an important language as well an international language. English must be learnt in school since kindergarten level, because when they in senior high school level, the student still find difficulties in understanding and comprehending the material, especially vocabulary.

Vocabulary is very important, because the student must master vocabulary first before studying the sentences. Vocabulary cannot be separated from English language teaching such as reading, speaking, writing, and listening. The learners cannot mastery vocabulary well. In this case vocabulary should become first target in English language teaching. Especially, to the eleventh grade student in senior high school.

When we talk about the teaching English, generally we often hear about unsuccessful in handle the teaching process in the class. In fact, many student especially to senior high school student fell difficult when the English lesson given. They often considered as difficult subject to be learnt and sometimes make the student bored. Therefore, teaching English must make the subject becomes interesting and not boring because interest is an important factor to make them pay attention to a certain subject.

Senior high school student have certain characteristic which are different from adult, because they are teenagers. The teachers must creative in giving material For example using variation techniques in teaching vocabulary. So they cannot feel bored with the material.

The interesting technique can make student enjoy their vocabulary classes. Playing quiz in pre teaching can make them fun activity for children. By practising quiz in preteaching hoped the student will be more interested and motivated to study english and increase their vocabulary mastery.

In this study the researcher is intersted in knowing yhe effectivenes of using quiz in pre teaching to improve vocabulary. By using quiz hoped that technique will help the teacher to improve his or her student in studying english so they get better result in studying english.

1. **RESEARCH METODOLOGY**

According to Creswell (2012:20), research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing.. This research is classified as an experimental research. The designs involve two groups of participants. They are experimental group and control group. The experimental group receives the experimental treatment, the control group is treated identically except that it does not receive the treatment.

Design of Research by Arikunto (2013:126) as follows:

 Note: E : Experiment 01 : Pre-test

E 01 X 02

C 01 02

 C : Control 02 : Post-test

 X : Treatment

The researcher used test techniques pre-test and post-test.pre-test was conducted in the begining of the experiment. It was done to know the student’ ability before getting treatment. Richards and Schmidt (2010:456) say that pre test is a test given before learning has occurred is a pre-test. The test contained of 20 for multiple choices. Post test is a test given after learning has occurred or is supposed to have occurred in teaching, the comparison of pre-test and post-test results measures the amount of progress a learner has made (Richards and Schmidt, 2010:456). The researcher took the research through three sections. The first section is conducting pre-test, the second section is conducting the treatment, and the last section is conducting post-test. This research is an experimental research which is a quantitative research, so it needs a data analysis. This analysis is related to the computation in answering the problems statements and the hypothesis. To analyse the data, the researcher applied descriptive analysis and inferential analysis as technique of data analysis.Descriptive analysis is an analysis which function is to describe or to give a description on the observed object by data sample or population with no analysis and no conclusion (Sugiyono, 2008:29).

1. **FINDING & DISCUSSION**

The researcher discusses the findings of the research in which had been to be answered, would be discussed on the basis of the result of the analysis. The effectiveness of using quiz in preteaching to improve vocabulary mastery at the eleventh grade students of SMA N 1 Wadaslintang in the year 2014/2015. The vocabulary mastery of eleventh grade students at students of SMA N 1 Wadaslintang is good. Based on the data, the highest score of the students of experimental group of the eleventh grade at SMA N 1 Wadaslintang is 90 and the lowest is 50. The mean of experimental group is 72.14 the standard deviation is 10.90 and variance is 118.92. The mean score is included in the interval of 66 to 79. It means that the students’ achievement of experimental group of the eleventh grade students at SMA N 1 Wadaslintang had good result on their vocabulary mastery. From 21 samples, there are 2 students (5%) are sufficient in vocabulary mastery, 6 students (28.57%) are good in vocabulary mastery, and 8 students (38.10%) are excellent in vocabulary mastery. Meanwhile, the highest score of the students of control group of the televenth grade students at SMA N 1 Wadaslintang is 75 and the lowest one is 40. The mean score of control group is 58.86 the standard deviation is 8.50 and the variance is 72.26. The mean score is included in the interval 56 to 65. It means that the students’ achievement of control group of the eleventh grade students at SMA N 1 Wadaslintang had sufficient result on their vocabulary mastery. From 21 samples, there are 9 student (42.86%) belonged to fairly sufficient in vocabulary mastery, 10 students (47.62%) belonged to sufficient in vocabulary mastery and 2 students (9.52%) belonged to good in vocabulary mastery.The effectiveness of using quiz in preteaching to improve vocabulary mastery. From the previous analysis, it shows that with the number of samples (N1=21 and 4.491. Based on the value in the t-table is 2.00. The computation showed that t-value is higher than t-table that is 4.4.91 > 2.00. Therefore, the hypothesis is accepted.After computing t-test polled variance, and after knowing that the hypothesis is accepted, the theory fulfilled the fact in this case. Then, from the computation in the previous section; the researcher drew the conclusion that there is a significance effect of using quiz in preteaching towards the students’ achievement in their vocabulary mastery on the eleventh grade students of SMA N 1 Wadaslintang in the academic year of 2014/2015. Based on the explanation above, the hypothesis is accepted. It means using quiz in preteaching students’ vocabulary mastery for televenth grade students of SMA N 1 Wadaslintang in the academic year 2014/2015 is effective.

1. **CONCLUSION**

The conclusion acquired based on research findings and discussion there is any effectiveness of using quiz in preteaching to improve vocabulary mastery at eleventh grade of SMA N 1 Wadaslintang in the academic year 2014/2015.The student vocabulary mastery is good. Proves that the result of the mean of experimental group is 72.14.The mean score is included in the interval of 66 to 79. It means that the students’ achievement of experimental group of the eleventh grade students at SMA N 1 Wadaslintang have good result on their writing ability. Meanwhile, the mean score of control group is 58.86. The mean score is included in the interval 56 to 65. It meant that the students’ achievement of control group of the tenth grade students at SMA N 1 Wadaslintang have sufficient result on their vocabulary mastery.The effectiveness of using quiz in preteaching Provesthat the result of t-value is 4.491. The researcher consults the critical value on the t-table using the 5% (0.05) alpha level significance and the degree of freedom is 2.00. It shows that t-value was higher than t-table (4.491> 2.00). It can be concluded that Ha accepted and Ho rejected. It means that using quiz in preteaching to improve vocabulary mastery at eleventh grade of SMA N 1 Wadaslintang in the academic year 2014/2015.

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