Weekly Quiz Boosting the Students' Glossary
Metode Kuis Mingguan untuk Melambungkan Penguasaan Kosakata Siswa

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ABSTRACT

The objective of this research was to determine whether the implementation of weekly quizzes is effective to improve students' vocabulary achievement. This research used cluster random sampling with 40 students of the eleventh year of Science Major in academic year 2020/2021. This research used a pre-experimental design consisting of two cycles, namely pre-test and post-test. The data was obtained through a vocabulary test which consisted of 40 questions that aimed to know the students' vocabulary mastery. In analyzing the data, the researcher used a t-test to find out whether there was significant difference before and after students were given treatment using weekly quizzes. The result of statistic calculation showed a significant difference between pre-test and post-test. This is indicated by the t-test value which was greater than the t-table (25.271 > 2.022). Based on this result, it can be concluded that the implementation of weekly quizzes is effective to improve students' vocabulary achievement.

Keywords : Effective, Implementation, Weekly Quizzes, Achievement

ABSTRAK

Tujuan dari penelitian ini adalah untuk menentukan apakah penerapan kuis mingguan efektif untuk meningkatkan prestasi kosakata siswa. Penelitian ini menggunakan cluster random sampling dengan jumlah siswa 40 orang siswa kelas XI IPA tahun ajaran 2020/2021. Penelitian ini menggunakan desain pra eksperimen yang terdiri dari dua siklus, yaitu pre-test dan post-test. Data diperoleh melalui tes kosakata yang terdiri dari 40 pertanyaan yang bertujuan untuk mengetahui penguasaan kosakata siswa. Dalam menganalisis data, peneliti menggunakan uji-t untuk mengetahui apakah ada perbedaan yang signifikan sebelum dan sesudah siswa diberikan perlakuan menggunakan kuis mingguan. Hasil perhitungan statistik menunjukkan perbedaan yang signifikan antara pre-test dan post-test. Hal ini ditunjukkan dengan nilai t-test yang lebih besar dari t-tabel (25,271 > 2,022). Berdasarkan hasil ini, dapat disimpulkan bahwa penerapan kuis mingguan efektif untuk meningkatkan prestasi kosakata siswa.

Kata Kunci : Efektif, Implementasi, Kuis Mingguan, Prestasi

1. PENDAHULUAN

English is one of the languages that is used by more than a half of population in the world to communicate. As an international language, English has an important role as a means of communication especially when someone communicates with the other people from the other countries. Besides, English is also used to express ideas, opinions and feelings. As Deighton (1971) states that the most important component of language power is Vocabulary. He explains that when someone wants to use the language and wants to be successful both in expression skills: speaking and writing, and receptive skills: listening and reading, he must be rich in vocabulary. But those who are poor in vocabulary will get trouble in those skills.

Dealing with the importance of the vocabulary in learning English as a foreign language, the mastery of this element should be developed. McKeown (2002) declares that vocabulary is the heart of a language comprehension and use. Furthermore, Barra (1995) states that to comprehend a text successfully, students need to have enough vocabulary. In addition, he states that students can understand a researcher's message only if they know the meaning of most of the words used in a text. From McKeown's and Barra's opinion, the writer concludes if vocabulary is very important to support English skills because the ability of students to comprehend a language depends on the amounts of words they know. In short, the more students master a lot of vocabulary, the better they comprehend the language skills.

The writer concludes that the lack of vocabulary and the lack of the students memorizing the new words is the most problem found in learning vocabulary. This fact was signed by the students felt shy, afraid, or even avoid and refuse when the teacher asked them to practice speaking English. Based on the earlier observation in MAN 1 Makassar, the writer found that the method teacher used in teaching vocabulary remains the same with the method used a couple years in the past, that is a conventional method. Students are rarely given exercise or task in their learning style which makes them do not have enough practice using the new words they have learned. As Nunan (2004) states that the given task in learning can improve students' skill, confidence, and motivation and can deeper the students understand of the language. From this statement, the writer concludes that the more tasks given for the students, the more achievement they will gain, especially in vocabulary achievement.

Related to the problems above, there are many strategies, techniques, and activities that teachers can apply and use to improve the students' vocabulary achievement, such as playing game, giving motivation and more practice. But in this study, the writer will apply weekly quizzes as a teaching technique to improve the students' vocabulary achievement. As Adam, Henry, and Megan (2011) state that if students are given quizzes frequently, they tend to study more regularly. One of the other important advantages of frequent testing is that it creates extrinsic motivation for the students; students want to obtained good grades in the course, they try hard and spend a lot of time preparing for the quizzes (Dusting, 1971).

From the view above, the writer concludes that testing or quizzing can motivate the students to attend the class and learn more to be succeed in their exam. By implementing the weekly quiz technique, can also help the teacher to find out whether the students have understood the lesson that has been taught or not.

The usage of quiz media in teaching vocabulary facilitated them to understand an object that want conveyed, memorized and interested in learning vocabulary. The are some findings provided about using quiz media application by the researchers, and focus on students' vocabulary. Quizzes gives the opportunity to complete the quiz with music and silly "correct" or "incorrect" images drawn from popular media. These pictures with fun/funny messages are a treat. They're displayed after a question is answered to show whether it's right or wrong. Quizzes even lets you create your own. The students can use their pre-loaded images or upload your own. As the teacher, once the quiz is over, you have access data and analyze reports and easy to know the reading skill of students. teacher can see the overall class performance on a particular quiz, or the individual student breakdown as well. (Medvedovska, et.al., 2016). Through the usage of quiz media, they are expected be more interested and more active in the process of learning vocabulary.

2. TINJAUAN PUSTAKA

2.1. Theoretical Review

This theoretical review is presented in order to give information and some clearer concept, and to clarify

the terms in order to minimize or avoid misunderstanding between the researcher and the reader concerning the topic which is important for the purpose of this study.

1) Weekly Quizzes

The term of weekly quizzes or frequent testing has been subjected to many different interpretations and definition. Some define frequent testing as a kind of examination which is carried out weekly (Keys, 1934). Other hand said that it is a kind of assessment which is performed on a daily basis (Dineen, Taylor, & Stephens, 1989), while other researchers define it on a monthly basis (Kling, Miller, & Reardom, 2005).

About the types of Quizzes, there are many kinds of quizzes that can be used to test the students. According to Sood (2019) there are eight types of quiz, they are Multiple-Choice questions, Match-The-Pair, Fill-In-The-Blanks, Open-Ended Questions, Close-Ended questions, Sorting/ Classifications Questions, Sequencing Quizzes, Labeling or Identifications Quizzes.

2) Vocabulary

Vocabulary can be defined as knowledge of word and meanings. The definition of vocabulary is much more complex. Vocabulary is commonly defined as all the words known and used by a particular person. It is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words, Averil (2006:1). Moreover, Averil states that vocabulary is a central part of a language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances. There are various definitions of vocabulary proposed by some experts. Hornby (1987) said that vocabulary is the total number of words which make up a language. He adds that vocabulary is a collection of words or phrases in language.

Moreover, Hornby states that vocabulary is the total number of words an individual knows and those words are used as a vehicle of language to express one's thought. So, language is arranged by so many words and phrases. Similar with Simpson (2011), he defines vocabulary as a collection of words, usually alphabetically arranged and defined. He further explains that vocabulary is a stock of word in a language, it is a language component which contain all of information about meaning and using of words in language which are possessed by a speaker, a researcher, or a listener. It means that vocabulary is a language component which give information or explanation in a language term. According to Richard and Renandya (2002), vocabulary is a language main element and provide the learners of the language to be able to speak, read, write and listen in a particular language.

3) Vocabulary Achievement

Achievement comes from the Dutch language which means the result of the business. Achievement is the result of what an individual has learned from some educational experiences. Achievement is something that is accomplished particularly by great effort, courage or special skill. Achievement means recognition granted to learner when all required learning outcome have come successfully demonstrated, Travers (1970:47). According to Hornby (1995), achievement is thing done successfully, especially with effort and skill. He argues that the word 'achievement" derived from a verb 'achieve' which means finish successfully especially for something to get the result. While Merriam Webster Colligate Dictionary (2004:10) defines the achievement into three definitions Achievement is the act of achieving something, Achievement is a result gained by effort, and Achievement is a great or heroic deed.

4) The Implementation of Weekly Quizzes to Improve Students' Vocabulary

It is revealed that frequent quizzes may have positive effect on participants' language achievement and also administering frequent quizzes has led to higher vocabulary achievement. The findings of the present study are in line with Soehren (1997), Graham (1999), and Kamuche (2005) studies which confirmed that weekly quizzes improve students' language performance.

Weekly quizzes make students come to class consistently with well preparation. Still another reason for better performance of the weekly quizzes that quiz create a lot of extrinsic motivation for the students since students want to obtain good grades in the course, therefore, they try hard and spend a lot of time preparing for the quizzes (Dustin,1971; Standlee & Popham, 1960).
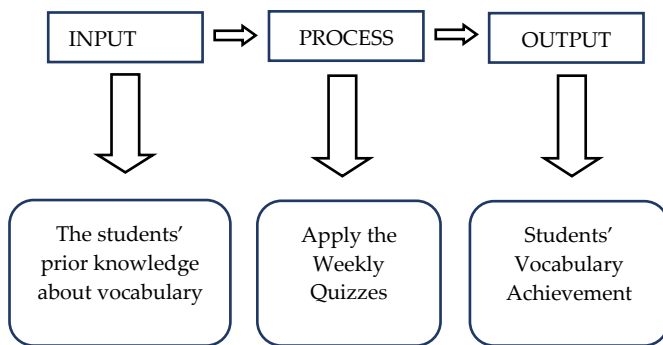
2.2. Theoretical Framework

Figure 1. Theoretical Framework

2.3. Hypothesis

The statistic hypothesis states:

1) Null Hypothesis (Ho)

There is no significant difference between students' vocabulary achievement before and after they are given treatment by using weekly quizzes technique in teaching and learning process.

2) Alternative Hypothesis (Ha)

There is significant difference between students' vocabulary achievement before and after they are given treatment by using weekly quizzes technique in teaching and learning process.

3. RESEARCH METHODOLOGY

3.1. Research Design

This research used Pre-Experimental research design which involved a class of students to have pre-test, treatment and post-test. This pre-experimental research was quantitative and the data was taken from pre-test and post-test in order to know the students' significant differences score on vocabulary achievement before and after they were given treatment. The table below shows the design of the research.

Table 1. Design of the Research

Pretest	Treatment	Posttest
O_1	T	O_2

3.2. Instrument of the Research

The instrument of this research was vocabulary test. The test was in written form which consisted of 20 (thirty) multiple choice, 10 (ten) fill in the blank, and 10 (ten) jumbled letters (arranging letters to make a word). The content of the questions was based on the four aspects of vocabulary (meaning, spelling, word classes, and word use). The pronunciation aspect was not included in the test because the test was in written form. The test was used to collect the quantitative data. The students were asked to answer the questions related to the material from their text book "Let's Learn English SMA/MA/SMK/MAK Grade XI", Bumi Aksara.

Table 2. Indicator Of Vocabulary Test

No	Indicator of vocabulary test	Test number	Amount number
1	Meaning	1,2,3,4,5,6,7,8,9,10	10
2	Spelling	31,32,33,34,35,36,37,38,39,40	10
3	Word Use	11,12,13,14,15, 16,17,18,19,20	10
4	Word Classes	21,22,23,24,25,26,27,28,29,30	10
Total Number			40

3.3. Technique of Data Analysis

Technique of data analysis came from the interpretation of the data collection. The data was analyzed by quantitative method, that was by computing the result of the pre-test and post-test. The data from the test was analyzed by using the procedure as follows:

1) Scoring the students correct answer at pretest and posttest by using the formula:

$$Score = \frac{the\ total\ number\ of\ correct\ answer}{the\ total\ number\ of\ items} \times 100$$

2) Classifying the students score into five classifications:

Table 3. Classifying the students

No	Classification	Score
1	Very good	93-100
2	Good	84-92
3	Fair	75-83
4	Poor	51-74
5	Very poor	Less than 50

3) Computing the frequency and the rate percentage of the students' scores by using the following formula:

$$P = \frac{fq}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of item

N = The number of Subject

4) Find out the students' mean score, standard deviation, significant difference and t-test of both pre-test and post-test by using Statistical Product and Service Solution (SPSS) 20.0 analysis

4. FINDING AND DISCUSSION

4.1. Finding

The finding of the research covered the description of the result of the data analysis about the implementation of weekly quizzes to improve students' vocabulary achievement in MAN 1 Makassar which was collected from 40 students of Class XI MIA 1 by using vocabulary test.

1) Experimentation

The experimentation presents how the researcher gave the treatment to the students which are conducted in four meetings, started from February 9. 2022 until March 2. 2022. In the first meeting on February 9. 2022. the researcher started the meeting by greeting and praying together. Then the researcher checked the students' attendance, then delivering the learning objectives. After that the researcher informed the students about weekly quizzes strategy that would be used in learning where at the end of the lesson students would be given a quiz related to the vocabulary they had learned that day. In the main activity, the researcher explained about the aspects of vocabulary, namely: pronunciation, meaning, spelling, word classes, and word use. To make sure whether the students had understood the aspects of the vocabulary, she asked the students to open their text book and read the text in the form of analytical exposition. Then, the researcher asked the students to find out the words based on the aspects of vocabulary. Next, the researcher introduced about the analytical exposition text included its definition, social function, generic structure, and language features by showing the text: COVID-19 Health Protocol Violators should be Sanctioned and Smoking should be Banned in Public Area to the students. Then, the researcher asked the students to read the text and identify the social function, generic structure, and the language feature of the text. After that, the researcher asked the students to write the words that had been chosen from the text and find out their meaning. After that, the researcher practiced pronouncing the words followed by the

students. Then, the researcher corrected the students' pronunciation if they made mistake. Next, to know whether the students had known and understood about the words given or not, the researcher asked them to make simple sentence using the words given orally. Next, students were divided into groups and asked them to identify the aspects of vocabulary of the words given. Each group presented the result of their assignment. After all groups had presented their answer, the researcher corrected the mistakes students made. Before the class ended, the researcher made conclusion of the material. The last, the researcher gave quiz about the words the students had learned.

2) The Data Analysis

After giving pre-test, treatment, and post-test to the students, the researcher analyzed the collected data using SPSS **(Statistical Product and Service Solutions) version 20.0.** The result of pre-test and post-test were collected and compared.

In pre-test none of the students (0%) got very good and good score. There were 2 students (5%) got fair score, 37 students (92.5%) got poor score, and 1 student (2.5%) got very poor score. While the frequency and percentage of the students' score in post-test there were 7 students (17.5%) got very good score, 18 students (45%) got good score, 15 students (37.5%) got fair score. None of the students got poor and very poor score.

3) Data Analysis of T-Test

After all the data of the students' scores had been collected, the researcher analyzed the data through t-test. A t-test is a tool for a comparative hypothesis of two samples if data is in interval or ratio. It is aimed to find out whether the implementation of weekly quizzes is effective to improve students' vocabulary achievement or not.

Before analyzing the data, the researcher did a normality test, homogeneity test, t-test value, and hypothesis testing

1) Normality Test

The normality test is used to check whether the pre-test and post-test were normally distributed or not in the research. The normality test used in this research was the Kolmogorov Smirnov test using the SPSS 20.0 for Windows program. The criteria of the data will be considered normally distributed if the significance value of the calculation results is greater than *0.05.*

2) Homogeneity Test

Homogeneity test is intended to determine whether the sample has a homogeneous variance (same) or not. The homogeneity test used in this study is a test of variance with the help of the *SPSS 20.0 for windows program*. If the significance value (sig.) < 0.05, it means that the data does not have the same variance and if the (sig.) > 0.05, it means that the data has a homogeneous (same) variance.

3) T-test value

In order to know whether the pre-test and post-test scores have significant difference or not, the researcher employs t-test using SPSS 20.0 at the level significance with α = 0.05. If the result of t-test is higher than t-table value, the null hypothesis will be rejected and if the result of t-test is lower than t-table value, the null hypothesis will be accepted

4) Hypothesis Testing

Hypothesis testing is used to know whether the pre-test and post-test scores have significant difference or not. The researcher used standard significance *0.05* to test the hypothesis and used significance (2-tailed) to take the conclusion.

4.2. Discussion

This research aims to investigate whether the implementation of weekly quizzes is effective to improve students' vocabulary achievement to the eleventh years students of Science Major of MAN 1 Makassar in academic year 2020/2021 or not.

After conducting the research, the researcher found that the implementation of weekly quizzes was effective to improve students' vocabulary achievement to the eleventh years students of Science Major of MAN 1 Makassar in academic year 2020/2021. It was proved by the mean of the post-test (86.30) which was higher than the mean of pre-test (62.67) and it is indicated that there was a different score on the two tests. And to prove whether the difference is significant or not, it can be identified by comparing the t-test value and the t-table. It was found that the result of the t-value was *25.721*, which was higher than the t-table *2.022.* So, it can be concluded that there is a significant difference on students' score before and after they were given treatment.

Besides seeing the t-test analysis, the effectiveness of the weekly quizzes can also be proved by comparing the number of students who achieved or even exceed the *Minimum Completeness Criteria* (75) in pre-test and post-test. Students' scores on the pre-test showed that among 40 students, only two students achieved *the minimum completeness criteria* (75), while others achieved under *the minimum completeness criteria* (75). Among 40 students, none of the students got very good and good score. There were 2 students got fair score, 37 students got poor score, and 1 student got very poor score. While in post-test there were 7 students got very good score, 18 students got good score, 15 students got fair score. None of the students got poor and very poor score. In addition, during the learning process, students were active to attend the class. Students were also very active to answer the questions. It was shown when the researcher asked them to answer the questions, many of them raised their hands. The researcher noticed that students were active to attend the class because they knew that they would be given a quiz at the end of the class.

Based on the result of pre-test and post-test described above, it can be concluded that the implementation of weekly quizzes is effective to improve students' vocabulary achievement because there was an improvement in the post-test score. This result was in line with Morady (2013), and Kayser (2015). And another study that supports this finding is the study conducted by Poljicanin (2009), he concluded that the students attending the course with daily quizzes significantly improved their academic achievement.

The improvement that occurred in students' vocabulary achievement based on the indicators of vocabulary tests (meaning, spelling, word use, and word classes) can be seen from the comparison of students' answers in pre-test and post-test.

The finding of the research is in line with Kamuche (2005) confirmed that students who received frequent quizzes may have a positive wash back effect on their language achievement and language performance. And also administering frequent quizzes has led to higher vocabulary.

From the findings of the research, the problem statement of the research is answered that the implementation of weekly quizzes as a medium in teaching vocabulary is effective to improve students' vocabulary achievement to the eleventh years students of

Science Major of MAN 1 Makassar in academic year 2020/2021.

5. CONCLUSION AND SUGGESTION

5.1. Conclusion

The final result of this research showed that there was a significant difference between the pre-test and post-test. It was proved by the mean of the post-test (86,30) which was greater than the mean of pre-test (62,67), and the t-test value proves that there was a significant difference between students' pre-test and post-test, where the t-test value (25.721) was greater than the t-table (2.022). In other words, students' vocabulary achievement was improved. Therefore, the researcher concluded that the implementation of weekly quizzes is effective to improve students' vocabulary achievement.

5.2. Suggestion

After concluding the result, the researcher would like to give some suggestion related to this research:

1) For the English teachers, they are recommended to apply weekly quizzes as one technique in teaching vocabulary because it can help students to retain the material for a longer period of time. Besides, quizzes motivate students to study hard since students want to obtain good grade in the class.

2) For the students, they should be more active in every activity provided and not to be afraid of making mistakes because it is a part of learning progress.

3) For other researchers, this study can be used as additional reference to conduct a similar research or study.

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