TEACHING VOCABULARY BY USING ORAL QUIZ AT THE EIGHT YEAR STUDENTS OF SMPN 8 PALOPO

THESIS

Submitted to English Language of S1 Tarbiyah Department
of State College for Islamic Studies in Partial
Fullfillment for Degree of S.Pd
in English Education

Composed By,
Sitti Maryam
Reg. Num. 09.16.3.0044

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

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Supervised, By
1. Dr. Rustan Santaria., M.Hum.
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THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

NOTA DINAS PEMBIMBING

Palopo,   November 2013

Perihal   : Skripsi

Lampiran   : 6 Eksemplar

Kepada

Yth, Ketua Jurusan Tarbiyah STAIN Palopo

Di-

    Palopo

Assalamu Alaikum Wr.Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama   : Sitti maryam

NIM   : 09.16.3.0044

Jurusan   : Tarbiyah

Program Studi   : Bahasa Inggris

Judul Skripsi   : ***Teaching Vocabulary by Using Oral Quiz at the Eight Year Students of SMP Negeri 8 Palopo***

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu Alaikum Wr.Wb.

Pembimbing I

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CONSULTANT APPROVAL

Thesis Entitled   : ***Teaching Vocabulary by Using Oral Quiz at the Eight Year Students of SMP Negeri 8 Palopo***

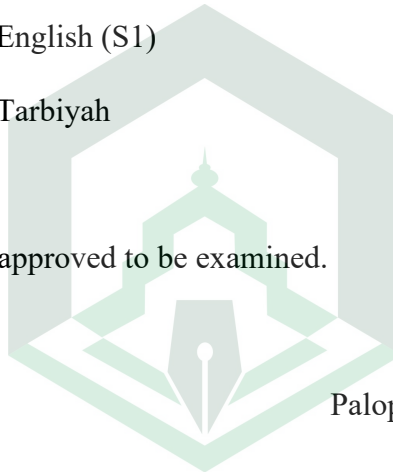Written By   :

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Palopo,   November 2013
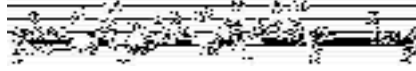
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ACKNOWLEDGEMENT

Praise be to almighty Allah, because of His blessing and guidance so the writer can finish this thesis, although in a simple form and the writer realizes that there are still many lackness. The writer expects constructive critical and suggestion from the readers for the improvement and perfection.

Shalawat and taslim convey to the great prophet Muhammad Saw. His families, his friends and all of the people that still do his commands of Allah and avoid his prohibitions.

The writer realizes that this thesis could not be finished without helping from others; the writer would like to express her deepest thanks to:

1. Prof. Dr. H. Nihaya M., Hum. The Head of STAIN Palopo, who has thought, educated, helped, advised and guided the writer during her study in STAIN Palopo.

2. Drs. Hasri, M.A. The Head of Tarbiyah Department of the States College for Islamic Studies Palopo.

3. Jufriadi, S.S., M.Pd. The head of English study program of Tarbiyah Department of the State College for Islamic Studies Palopo.

4. Dr. Rustan Santaria, M.Hum. as both the first consultant and as the academic advisor of the writer and Amir Fagihuddin Assafari, S.Ag., M.Pd.I. as the second consultant.

5. Special thanks to my beloved parents Bakri and Hamdana, for their loving, pray, support, sacrifices during the writer study at STAIN Palopo as well as my brothers, sister, and my all families who give me support every time.
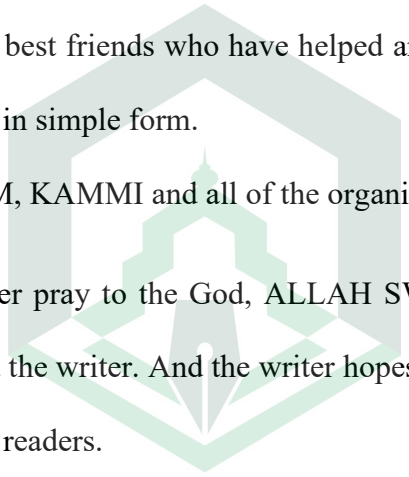
6. Abdul Zamad, S.Pd. as the headmaster of SMPN 8 Palopo for his written permission to research his students.

7. All of the members of Emotional Spiritual Questions Training who always give spirit and support, pray and motivating the writer in finishing this thesis.

8. All of the writer best friends who have helped and given motivations that this thesis finished although in simple form.

9. PMII, HMI, IMM, KAMMI and all of the organizations, thanks about all.

Finally, the writer pray to the God, ALLAH SWT gives regard to all of the people who have helped the writer. And the writer hopes this thesis can be usefull and give contribution for all readers.

IAIN PALOPO

November   th 2013

The writer

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THESIS APPROVAL

This thesis entitled **"Teaching Vocabulary By Using Oral Quiz At The Eight Year Students of SMPN 8 Palopo"** which is written by Sitti Maryam, students ID 09.16.3.0044, English SI Study Program of Tarbiyah Department of State College For Islamic Studies and has been examined and defended on Friday, December 2nd 2013 coincided with 28 Muharram 1435 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, <u>2 December 2013</u>
28 Muharram 1435

COMMITTEE OF EXAMINATION

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2.	Sukirman Nurdjan, S.S., M.Pd	Secretary	(....................)
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ABSTRACT

Sitti Maryam, 2013: "Pengajaran Kosakata dengan Menggunakan Kuis Lisan pada Siswa kelas 8 di SMP Negeri 8 Palopo". Program Studi Bahasa Inggris Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Pembimbing I, Dr. Rustan Santaria, M.Hum. And Pembimbing II, Amir Faqihuddin Assafari, S.Ag., M.Pd.I.

Kata Kunci : Kosakata, Kuiz Lisan.

Skripsi ini menggambarkan tentang keefektivan dari pengunaan Kuis Lisan dalam pengajaran kosakata. Peneliti bertujuan untuk mengetahui apakah permainan-permainan kuis lisan efektive dalam pengajaran kosakata pada siswa kelas delapan di SMP Negeri 8 Palopo.

Penelitian ini menggunakan metode penelitian experimen yang melibatkan siswa kelas delapan di SMP Negeri 8 Palopo tahun akademik 2013/2014 untuk penelitian pre-test dan post test. Jumlah populasi dalam peneltian ini adalah 32 siswa yang terdiri dari satu kelas untuk mewakili dari 297 siswa kelas delapan. Penelitian ini menggunakan tehnik proposif sampling.

Dalam penelitian ini, peneliti menggunakan tes kosakata dengan metode kuis lisan yang menjelaskan ciri-ciri kosakata. Jumlah soal 50 yang terdiri dari kata benda, kata sifat dan kata kerja. Pre-test digunakan untuk mengukur kosakata siswa sebelum memberikan langkah-langkah tahap pembelajaran kosakata sedangkan Post-test digunakan untuk mengukur kosakata siswa setelah memberikan langkah-langkah tahap pembelajaran kosakata dengan menggunakan soal yang sama.

Hasil dari tes analisis data menunjukan bahwa penggunaan kuis lisan dalam pembelajaran kosakata dapat meningkatkan kosakata siswa khususnya siswa kelas delapan di SMP Negeri 8 Palopo. Berdasarkan hasil analisis data dari t_{tes} menunjukkan nilai 4,529 sedangkan hasil nilai dari t_{tabel} menunjukkan nilai 2,04, dengan kata lain bahwa kuis lisan dapat digunakan dalam pembelajaran kosakata di tingkat Sekolah Menengah Pertama.

ABSTRACT

Sitti Maryam, 2013: "Teaching Vocabulary by Using Oral Quiz at the Eight Year Students of SMPN 8 Palopo". Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo.

Key Word : Vocabulary, Oral Quiz.

This thesis studies about the effectiveness of using Oral Quiz in teaching vocabulary. The researcher aims to find out whether Oral Quiz is effective or not in teaching vocabulary at the eight year students of SMPN 8 Palopo.

This research using experimental method which involved the eight year students of SMPN 8 Palopo in 2013/2014 academic year. The researcher used pre-test and post-test design. This research was undertaken at the eight year students of SMPN 8 Palopo. The number of population were 297 students and researcher took 32 students from class VIII.a as samples using purposive sampling technique.

The researcher used test and questionnaire as instruments of the data collection. Total of questions is 50 which represents noun, adjective and verb content. Pre-test used to know the students' vocabulary before treatment and post-test after treatment.

The result of this research showed that there were significant improvements on students' Teaching Vocabbulary by Using Oral Quiz at the eight year Students of SMPN 8 Palopo after conducting the treatment. In which the score of t_0 (4,529) is bigger than the score of t_t (2,04). It means that Using Oral Quiz gives significant improvement to the students in Teaching Vocabulary. In addition, the researcher aims to find out Teaching Vocabulary by Using Oral Quiz is effective at the eight year students of SMPN 8 Palopo.

CHAPTER I

INTRODUCTION

A. Background

Learning language will never be successful without learning and understanding the vocabulary of that language since the vocabulary is the prerequisite and inseparable unit of the language. Having good knowledge of vocabulary supports students to master English. Vocabulary is needed to convey what one wishes to say through vocabulary someone can express his or her feeling, ideas, emotion, and desire.

In teaching English, vocabulary is an element of language was regarded as the important aspects in mastering those skills. According to Allan that vocabulary is an important aspect in all language teaching. The students must continuously learn words as they learn structure and as they practice the sound system[1]. According to Harmer that if language structure makes up the skeleton of language, than vocabulary that provides the vital organs and the flesh. Vocabulary is also an important element in language teaching and learning.[2]

In a fact, formal education in Indonesia generally has less relationship to students' vocabulary achievement than they might be expected, that students were

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[1] Allan, Virginia French, *Tecnhnique in Teaching Vocabulary England Oxford,* (New York: University Press, 1997), p. 5.

[2] Jaremy Harmer, *The Practice of English Language Teaching,* (NewYork: Longman Publishing, 1992), p. 32.

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always faced by difficulties to improve their word power on their own. Among of the fundamental factors that cause in place are because both of the materials and media of learning presented, it does not address the students' needs in learning what they wishes. Consequently, it affected their motivation and attitude to be more active in efforts to learn and master the English.

This is also the problem faced by students of the Eight year Students of SMP Negeri 8 Palopo, lack of English vocabulary that they expected and weak self-motivation to learn. Realizes that the habit of a teacher who used saturated learning media, provision of additional teaching materials less support students' contextual materials need to increase their motivation of learning, and teacher's attitude also is not providing enough attention seriously affected the spirit of the students in learning process to reach vocabulary achievement. On the other hand, students have difficulties to find a good way has been made possible in increasing their motivation. Therefore, requires necessary to introduce both of media and material of learning that has more possible by the students to raise their motivation.[3]

Based on the explanation above, the writer thinks that it is necessery to find out the other way in teaching English. So the Writer conducts the research the topic "Teaching Vocabulary by Using Oral Quiz at the eight year Students of SMP Negeri 8 Palopo".

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[3] Ika Ashari, *Improving Vocabulary of Students through Bingo Game at the Seventh Year Students of SMPN 8 Palopo,* Thesis S1, (Palopo: STAIN, 2008), p. 66.

B. *Problem Statement*

Based on the background above, the writer formulates the research questions as follows:

1. Is the using of oral quiz method effective in Teaching Vocabulary at the eight year students of SMP Negeri 8 Palopo?

2. What problem encountered the students in learning vocabulary at the eight year students of SMP Negeri 8 palopo?

C. *Objective of the Research*

Relevant to the writer question which set above as follows:

1. To find out the effective way of teaching vocabulary by using Oral Quiz at the eight year students of SMP Negeri 8 Palopo.

2. To find out and identify kinds of problem in learning vocabulary at the eight year students of SMP Negeri 8 Palopo.

D. *Significance of the Research*

In this case the writer expects the result of this research is expected to be useful information:

1. Theoretically, to be useful information for all reader how to teach vocabulary by using Oral Quiz.

2. Practically, to find out the essential problem encountered the students in increasing vocabulary.

E. *The Scope of the Research*

The writer focuses on Teaching Vocabulary by Using Oral Quiz Media at the eight year Students of SMP Negeri 8 Palopo. The scope of this study is restricted to build up the students' vocabulary noun, verb, adjective. The words used here are words which are distributed through Oral Quiz.

F. *Definition of Terms*

Based on the title above, the writer gives definition as follows:

1. Teaching is guiding and fasilitating learning, enabling the learner to learn, setting the condition for learning.[4]

2. Vocabulary is all the word that a person knows or uses, all the words in a language, list of words with their meanings, especially in a book for learning in foreign language.[5]

3. The oral quiz is an easily implemented style of communicative testing, designing to create positive washback, both in learner motivation and habits.[6]

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[4] H. Douwglas Brown, *Principle of Language Learning and Teaching,* (2nd Ed: 1980), p. 8.

[5] John Eastwood, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2005), p. 15.

[6] http at://iteslj. *Org/Techniques/kurzweil-Oral Quizzing*. Accessed on Mei 13th 2013.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies on Related Research

There are related researches which makes the writer eager to hold the research. Those are :

1. Muhammad Solihin. in this research entitled "Teaching Vocabulary through computer Games to the fifth year students of SDN 42 Limpomajang". The write that computer games is an appropriate method to teach English in elementary school because the classroom situation, interesting and the students enjoy getting the material and also the students relax during treatment process.[1]

2. Mustika, in this research entitled " Improving the Students' Vocabulary through Crossword Picture to the fifth year Students of Madrasah Ibtidaiyah Datok Sulaiman Putra Palopo". She stated that the use of using crossword ficture in improving the students' vocabulary particulary Noun and technique of teaching vocabulary.[2]

Based on the above study, it can be inferred that there are many kinds technique of teaching vacabulary. Each methods can be applied in any ways as long as it is suitable for the students. Mustika, according to her research, in the

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[1] Muhammad Solihin, *Teaching Vocabulary through Computer Games to The Fifth Year Student of SDN 42 Limpomajang,* Thesis S1, (Palopo: STAIN, 2011), p. 52.

[2] Mustika, *Improving the Students' Vocabulary through Crossword Picture to The Fifth Year Students of Madrasah Ibtidaiyah Datok Sulaeman Palopo*, Thesis S1, (Palopo: STAIN, 2011), p. 57.

development of vocabulary by using a picture crossword was effective and Muhammad Solihin also said that using computer games is one of the way to teaching vocabulary which can be used to change the pace of a lesson and so maintain motivation. However, in this study the authors will apply one method or medium of learning with the using of Vocabulary oral quizzes to enhance learners especially those for junior high school level. So by oral way to memorize vocabulary quiz will be easy without racking students brain to remember vocabulary. Beside that according to the author that the oral quiz the students' motivation to learn English will be increased.

B. *Linguistic Concept On Vocabulary*

1. The Concept of Vocabulary

Vocabulary is an important component that should be learn, practiced to master a language. It will be impossible to learn and master a language without mastering on understanding certain numbers of vocabularies. By having many vocabularies we can communicate successfully with other people.

Vocabulary is a core component of language proficiency and provides much of the basic how learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achive less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, lisening to native speakers, using the language in different context, reading, or watching television. The learner

need to achive in order to read both simplified and unsimplified materials and process different kinds of oral and writing text, as well as the kinds of strategies learners use in understanding, and remembering word.[3]

Vocabulary is a part of language learning that need continuing growth and development by both native and non native speakers long after grammar and pronunciation elementary school from until junior high School. In language teaching preparation program in our country, more and attention being given to improve some technique for teaching vocabulary. An additional 3,000 to 5,000 word is suggested for learners continuing to tertiary education studies.[4]

There are many concept about vocabulary, some of them:

a. Vocabulary is the words used by a people or by a particular class or person.

b. Vocabulary is a list or collection of the words of a language, book, out or, branch of science, or the like usually in alphabetical order and defined.

c. Vocabulary is the words of a language.

d. Vocabulary is the sum scope of one's expression technique as in the arts.[5]

Vocabulary is one important aspect in learning a foreign language and vocabulary is central to language and of critical importance to the typical language learner. With alimited vocabulary anyone will also has a limited understanding in

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[3] Jack C Richards and Willy A Renandya, *Methology in Language Teaching,* (USA: Cambridge University Press, 2002), p. 462.

[4] *Ibid*., p. 256.

[5] Fuad Mas'ud, *Upgrading Students Vocabulary through Weekly Vocabulary Program in STAIN Palopo*, Thesis S1, (Palopo: STAIN, 2008), p. 5.

terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners can not communicate to others clearly.[6]

2. The Definition of Vocabulary

Vocabulary is one aspect of the language to be learned when people learn a language. Vocabulary is important for anyone who is learning the language in listening, speaking, writing, and reading in addition to grammar. The student of a foreign language will speak fluently and accurately, and it can be easily write, or understand what he read or heard if he has enough vocabulary and have the ability to use it accurately. SH Burton said, without the vocabulary that much, it's impossible to use the English language correctly and clearly.[7] According to Collier, when a student has mastered the basic grammatical patterns of the language, the next task is to master the vocabulary, at least the vocabulary he needed.[8]

Vocabulary is knowledge of word and word meaning. However, vocabulary is more complex than definition suggest. First, word come in two forms, Oral and Print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes that word we recognize and use reading and

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[6] Erniwati S, *Increasing the Students Vocabulary through ESA Method at the SMP Muhammadiyah 1 Makassar*, Thesis S1, (Makassar: UNM, 2010), p. 1.

[7] S. H. Burton, *Mastering English Language,* (London: The Macmillan Press Limited, 1982), p. 98.

[8] Collier Macmillan, *The Key to English Vocabulary,* (London: Collier Macmillan Limited, 1971), p. 1.

writing. Second, word knowledge also games in two forms, receptive and productive. Receptive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary and may include many words to which we assign some meaning. Even if, we do not know their full definitions and connotation on ever use them ourselves as we speak and write.[9]

"Vocabulary is one of the components of language and is one exist without words. Words are signs or symbol for ideas. They are means by which people exchange their tongue. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively".[10]

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and that is language exists without vocabulary. More vocabulary we know, more ideas we can explore. So, we can communicate the ideas effectively.

It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teachers to help their students in mastering vocabulary.

Schmitt gave the definition of vocabulary as follows.Vocabulary is a basic of a language: it is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. Schmitt stated that no matter how

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[9] Fran Lehr, M. A., Lehr, *Vocabulary,* Online: www. Preal. Org, Accessed on Augusts 25th, 2010.

[10] Pieter A Napa, *Vocabulary Development Skill,* (Yogyakarta: Kanisius, 1991), p. 6.

successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.[11]

Longman dictionary of contemporary English defines. Vocabulary means all the words that someone know, learn of uses, or the words that are typically used when talking about particular subject or a list of words with the explanations of their meanings in a book for learning foreign language.[12]

Based on the reference above the writer tries to make conclusion that vocabulary is very important thing to back our English where vocabulary is as one of component of language so that no more language exist without words. We also can not do more if we have less vocabulary.

3. Types of Vocabulary

Harmer in Ali distinguishes two types of vocabulary, namely active and passive. Active vocabulary refers to vocabulary that the students have learned and which expected to be able to use. On the other hand, passive vocabulary refers to word which students will recognize when they meet them but which will probably not be able to produce.[13]

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[11] Schmitt, *Vocabulary Learnings Srategies,* (Cambridge: University Press, 1997), p. 23.

[12] Longman, *Dictionary of Contemporary English*, (2nd Ed; Harlow: Longman Group, 1987), p. 177.

[13] Jaremy Harmer, *the practice of English Language Teaching,* (New York: Logman Publishing, 1992), p. 5.

Ali divided vocabulary into four kinds as follow:

a. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing.

b. Lisening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.[14]

Vocabulary refers to the words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in lisening. Reading vocabulary refers to words we recognize or use in print or the word we need to know to understand what we hear . writing vocabulary refers to the word we use in writing.

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[14] Hernawati Ali, *The Intereset and the Classroom Participation of the First Grade Students of SLTP Bonerata Makassar in Learning Vocabulary By Using Card*, Thesis S1, (Makassar: UNM, 2000), p. 10.

Vocabulary plays an important part in learning to read. as beginning readers, children use the word they have heard to make sense of the words they see in print. Consider, for example, what happens when a beginner reader comes to the word *dig* in book. As she begins to figure out the sound represented by the letters *d, i, g,* the reader recognize that the sound make up a very familiar word that she has heard and said many times. Beginner readers have a much more difficult time to read word that are not already part of their oral vocabulary.

4. The Importance of Learning Vocabulary

Vocabulary is considered as the most important part learning a language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the from of the word but also understand its meaning. Vocabulary is central to language and of critical importance to typical language learner without a sufficient vocabulary; one of it can not communicate effectively or express it ideas in both oral and written form. Vocabularies become central to any language acquisition process especially in introducing and consolidating new lexical item. Based on explanation above vocabulary is always related to word.

A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word, learners will be able to comprehend the reading materials the other talking, give respons, speak fluently and write some kinds of tofics. on the contrary, if the learners do not recognize the meaning of words use by those who addres them, that will be unable to ask imformation. Considering the

important of vocabulary role in learning foreign language. The mastery of this element should be ensured and develop. Otherwise, the vocabulary mastery of the children will be limited and consequence of this that they will find difficulties in learning the skills of the language. Therefore, schools have a task to teach vocabulary to their students although a considerable amount of vocabulary, learning is associated with primary language learning in early years.[15] The acquisition of most the vocabulary characteristic of the an educated adult occur during the years of schooling, and infects one of the primary task of the school as far as language learning in concerned, as to teach vocabulary.

5. Strategy of Memorizing Vocabulary

In general, the strategy refers to the students memorize of vocabulary involving the relationship between words delivered with studied words and some previously learned knowledge. It states that "the type of elaborative mental process is memorizing strategy plays an important role in helping students to learn new words into memory and the whole process of learning vocabulary. Memorization strategy using keywords or mentioned characteristics of new words or methods using physical action when learning a word, something that is easy to do, but should be considered carefully. among the various methods of keyword mentions traits or new words that conveyed orally is also one of the effective strategies to improve students'

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[15] John Carol and Margaretha MC Keown, *The Important of Vocabulary,* Online: Accessed on September 20th 2012.

vocabulary. So such a method would be easier to memorize the students to memorize vocabulary back or to learn new vocabulary.

Cognitive methods, refer to the written and verbal repetition as well as some mechanical device that involves learning vocabulary. Although repetition as a learning strategy is not widely praised by but may support among students and to help them achieve higher levels of proficiency. In the Schmitt study, for example, up to 76% of students reporting they use oral and written repetition as consolidation methods, making them able to memorize and this method is most often used.[16] Cognitive method involves using several types of study aids, such as taking notes in class, record label to physical objects, respectively, or make voice recordings the characteristics of the vocabulary he wanted to know and at the same time with a list of words and learn by listening so learning method is efficient and does not spend a lot of time memorizing vocabulary learning style as this is one of the efforts are most relevant and useful to them.
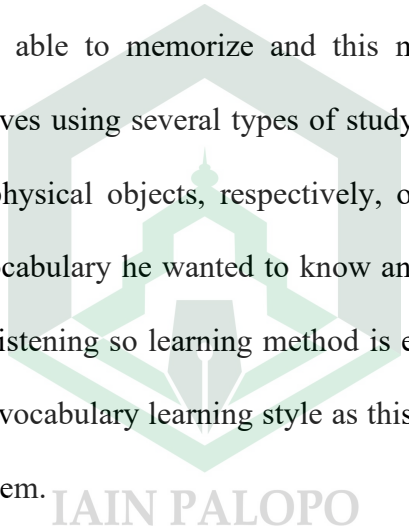
C. *Vocabulary in Teaching Learning Program*

1. The Vocabulary Learning Process

Learning English and creative student's achievement in understanding and classifying the vocabulary is being learned should be continually improved. The vocabulary in English learning process will improve the learner mastery on words. This process should precede the application of the vocabulary use both inside and

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[16] Schmitt, *Op. Cit,* p. 23.

outside the classroom. So, the vocabulary has been mastered by the students have to be able to understood, generalized, and implicated in a well communication.

Then, the result of study in the part of teaching and learning process will be related to cognitive or effective process. Concerning to this, Teaching vocabulary is one of technical learning process, Ngalim in Asmur elaborates that "English learning is the process that add manners, and someone knowledge".[17] The other opinion described by Sunardy in Asmur that English Learning is the activity where anyone process or collects the change manners in their selves, and that change manners is the active one to get the prospect of life.

To find out the vocabulary learning process that we have to know how successful learn vocabulary in good way. According Wilga, there are seven ways to learn vocabulary as follows:

a.   Students must learn to discriminate variation in distributions and new boundaries of meaning. The teachers may give explanations of contrast with narrative language distribution, demonstrate schematically the distribution of meaning of apparently comparable word, or promoted activity which requires for succes that the baundaries be respected.

b.   Students do not always realize that word are constructed of morphemes which share the burden of the meaning among them.

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[17] Asmur, *Achievement on Vocabulary of the Second Year Students of SLTP Negeri 3 Anggareja Enrekang*, Thesis S1, (Pare-pare: IKIP UNISMUH, 2003), p. 6.

c. Students should learn to penetrate disquises. With language with the some family of from ares where there has been considerable alternative there are many borrowed words and cognates.

d. Students must learn how to discover new words from themselves.

e. If students are not discovered it, they need to learn of vocabulary is elastic that they come to make much of the little they know by paragraph, circumlocution, and definition as they gradually build up a more precise and varied lexicon .

f. Student must learn how to argue their own vocabulary steadily and systematically. They should begin early to keep individual list of new word and that interest them, and problem which are continually tripping them up.[18]

There is some assumptions in language learning that should be considered when teaching English to students. The assumption below from different sources (larsen Freeman, mackey, Richard and Rogers) as quoted by Ag. Bambang setiyadi.

1. Learning should be fun and natural for students, In order for them to be successful in learning target language, there must be absence of stress. Students are believed or not to learn language forms directly, commons are believed to helpful for students interpret meanings.

2. The language should be first presented through sounds, not written symbols. After students can produce the sound with the sounds with the truth, they may begin to read the simbols in target language.

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[18] Wilga M. Rivers, *Teaching Foreign-Language Skills,* (London: The University of Chigago Press, 1981), p. 462.

3. The students more sensitive to anything that touches the senses, the read easily to physical object.

4. Meaning should be made perceptible through concreate object or by presentation of experience.

5. The idea that teaching should start from what the students already know in order to encourage association process seems to favor students.[19]

With reference to the opinion above that the learning vocabulary or in the process of memorizing vocabulary has many ways or tricks to learn to make the students interested in learning vocabulary. In this case that, the teacher must truly understand the state of their students so that the learning process can be understood by the students' vocabulary and participate actively in the learning process multiplies provided verbally in writing or another form that can motivate students in the learning process. Who need attention also in the process of vocabulary learning is a teaching staff should give a clear understanding to the students about the vocabulary of good meaning, function, and meaning and usage so that the learning targets or objectives to be achieved.

2. Effectiveness of Vocabulary Learning Strategy

Vocabulary learning strategies can be considered a subset of general learning strategies in second and foreign language acquisition. Mohd. Sahadry Gani Hamzah, Resa kafipour, Saifuddin Kumar Abdullah. Interest in learning starategies first

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[19] Ag. Bambang Setiadi, *Learning Englis as Foreign Language,* (Jakarta : Graha Ilmu, 2006), p. 197-178.

developed in the 1970s with research to identify the characteristics of good language learners. O'Malley and Chamot define learning stretegies as "the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new imformation ". This very broad definition is echoed by Schmitt defining vocabulary learning strategies. Schmitt says learning is "the process by with imformation is obtainet, stored, retrieved and used. Therefore vocabulary learning strategies could be any which affect this broadly defined process."[20]

For helping learners improve the ways they learn vocabulary have been made on a number of grounds. Helping learners to learn how to acquire vocabulary on their own, nothing that it is "not possible for students to learn all the vocabulary what they need in the classroom". To help learners develop their own vocabulary learning strategies as "a powerful apporoach "which can be based on sensitization to the systems of vocabulary, encouragement of sound dictionary skills and reflection on effective learning techniques. In view of the importance of these strategies, it is useful to find out what vocabulary learning strategies are and examine how they help to build up one's vocabulary, and what strategies the texbooks should introduce to learn. John paul Loucky the processing taxanomy presented to integrate the media in

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[20] Schmitt, *Op. Cit,* p. 199-227.

learning and effectiviness for learning strategy that should be used innovatively of both teachers and learners in vocabulary acquisition.[21]

Clyde Fowl said the outcomes in terms of vocabulary acquisition have not been measured rigorously; the students have definitely become more actively involved in the learning of vocabulary as a result of the notebooks.[22] They are usually aware of words that they have encountered and recorded in their notebooks, which at least indicates a receptive knowledge of these word, and they are able to refer back to their notebooks and refresh their knowledge of any given lexical item or set. If the strategies utilized in organizing and using vocabulary notebook are analyzed in relation to schmitt's taxonomy of vocabulary learning strategy' it is evident that many of the strategies he outlines are involved. He classifies the strategy into five groups: 'social', involving with others; 'Memory', relating new material to existing knowledge; 'Cognitive', manipulation of the language by the learner; 'Meta-cognitive', involving decision-making about the learning process; and 'Determination', deducing the meaning of a new word by one's self. He goes on to distinguish between strategies used in the discovery of a word's meaning, and those used for subsequent consolidation of understanding.[23]

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[21] Locky and Jhon Paul, *Maximizing Vocabulary Development by Systematically Using a Depth of Lexical Processing Taxonomy and Effective Strategies*, (Seinan Women's University, 2006), p. 56.

[22] Fowle and Clyde, *Vocabulary Notebooks Implementation and Outcomes,* (New York: Oxford University Press, 2002), p. 67.

[23] *Ibit*, p. 380.

Based on some of the above opinion explain that learning is a key strategy of learning especially its effectiveness in learning vocabulary. So the author tries to conclude that any learning process should have a learning strategy for the learning process is not running just like that, there are many strategies that can be used in learning vocabulary as one of them is a student can record what the teacher in the classroom and learn well in home or at school so. Students can also ask the teacher about the information it has received during learning vocabulary for what he did not understand. With the communication between students and teachers can demonstrate that the effectiveness of the learning can be achieved optimally or in other words what is presented to students can be accepted and understood clearly.

3. Strategies for Teaching Learning Vocabulary

Teaching through context vocabulary in learning process stretegies is meaning so that adding new word in repertory our experience. Develoving vocabulary is placed new concepts in place good or in a series and arranged vocabulary. Teaching vocabulary is crucial process in learning of language and it must be managed properly. In english structure the words have integral point. It is clue to the luck of vocabulary referential for the students can make students poor in language skill. In this case, before teaching it, the teacher should select the teacher or instructor should what vocabulary the students need.[24]

Part of problem in teaching vocabulary lies in the fact the whilst there is a consensus about what grammatical structures should be taught at what levels the

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[24] Jane Wills, *Teaching Vocabulary through English,* (USA: Longman, 1981), p. 115.

same is hardly true of vocabulary. One of the problems of vocabulary teaching is how to select what word to teach. Dictionaries for upper intermediate students frequently have 55,00 words or more and there may be many meanings for a word and they represent a small fraction of all the possible words in language. Beside that aims of teaching vocabulary are to make teachers aware of the variety of teachnique that can be used to teach vocabulary for active or passive control and to give practice in the english necessary for presenting, eliciting and checking undersanding of new vocabulary.

Harmer states that there are five activities, which are designet to teach practice word they are.

a. Presentation

There are many occasion when some from of presentasion or explanation is best way to being new into the classroom, such as picture, reality and contrast.

b. Discovery

Students will be using bilingual dictionaries, so they will find the meaning of words.

c. Practice

Using new vocabulary, this is real communication, so it would not be forgotten easily.

d.   Picture

Teaching vocabulary through pictures is familiarly focus on the objects or things, which can not taken into the classroom, such as: car plane, train, house, montain,etc.

e.   Translation

Translation is quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words and in the scond place, even where translation is possible it may make it a bit too easy for students by discouraging them from interacting with the word.[25]

In the early study it has been mentioned that learning vocabulary is important because it is used as a symbol of ideas to express idea in communication. Because of that teaching vocabulary in early stage or in the primary school is very essential. Teacher should give certain attention in teaching vocabulary. Teachers decide the are of words that the teacher must give attention to develop the vocabularies of each child by carefully planed instruction.

According to the basic of frequency, vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary.[26]

a.   High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High

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[25] Jeremy Harmer, *Op. Cit,* p. 59.

[26] Paul Nation, *New Ways of Teaching Vocabulary,* (USA: Teacher of English to Speakers of Another Language, 1994), p. 3.

frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.

b.   The low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 100.000 word families.

Based on the explanation of this section the authors take a conclusion that by using some methods or ways can be easier for students to learn vocabulary. An educator should not lose sense in teaching and using of strategies a teacher must master the strategy so that what she/he says well designed and can be understood by students. With a structure vocabulary instruction will be able to make students interested in teaching and written text or spoken text which is used as a vocabulary teaching techniques will also be able to motivate students to memorize vocabulary by providing a detailed explanation of what is meant so that the students are easily to remember. Attention of educators to the students in teaching vocabulary is also a method and a strategy that can attract the attention of learners to continuously improve teaching vocabulary.

In an English classroom, appealing to all these learning styles seems almost impossible, but there are simple learning tools that help. Word quizzes are tools that incorporate many of these styles. When students act out words, they are appealing to those who learn through visual, physical and social means. When students play word

quizs using music, they appeal to the aural, verbal, physical and social styles.[27] Quizs are used to teach English to liven up lessons and create a relaxed learning atmosphere where students feel confident to practice new language skills. The games provide alternative ways of learning basic English vocabulary and take the form of board quizs, written quizs such as word searches and write vocabulary. In order to create a positive learning experience, teachers link quizs with the curriculum or syllabus and make sure students understand what they will learn from the quiz.

Vocabulary quizs are an excellent way to get students practicing their vocabulary skills in a fun and stimulating way. Quizs can be used as an educational tool to make students think about their vocabulary words in a new way and drill spelling skills without simply using the same old classroom exercises. Quizs have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, quizs bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, quizs usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary quizs bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.[28]

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[27] http://www.ehow.com/about_6529413_*use-word-quizs-teaching english*, html#ixzz2 gqnT f2mw. Accessed October 6th 2013.

[28] By Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga *'Learning Vocabulary Through Quizs or Games*''Asian EFL Journal', Accessed on October 12th 2013.

English learning vocabulary using oral quiz has an importance role for junior high school teacher and students. The first, as students they have strong and good motivasion to deepen English language. The second they are easy to accept the English language because they learn by playing quiz that nowadays has been grown. And one of the games is oral quiz games. The students' vocabularies skill could be imroved by using oral quiz in learning process because it creates more enjoyable situasion in learning and very activities took place naturally.

Therefore, the role of quizs in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary quizs, it is essential that suitable quizs are chosen. Whenever a quiz is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

Based on the discussed above, the using oral quiz applied that teaching the students' vocabulary that all the elements had been proved effective and applicable in vocabulary. The writer appropriates to the all literature as measurement the data, because the result of all the activity and gave positive response.

D. *Oral Quiz Media for Vocabulary Devolopment*

One of method in learning vocabulary is to use the media, because the media is a tool to facilitate the learning process and also a way that can facilitate students to understand what is taught by educators. In addition, media is learning source component or physical vehicle which contains instructional material in the learner

environment that can stimulate the learner to study, one kind of useful media in teaching process is visual aids. The visual element has long played an important role in teaching foreign language. The result has shown as long as a century ago a surprising number of visual media, such as prints, drawing and maps of cities and countries was used in foreign language teaching.[29]

A number of visual media could be grouped together as non-technical teaching aids. These include aids such as blackboard, magnetic boards and pegboards, picture, charts, scrolls, flashcards, words, and picture pocket books, photograps, and cartoons. Oral quiz is one of the view aids in teaching learning and it is as a learnig media that can help clarify the teacher's explanation or accelerate understanding so that learners can communicate between student to student and student to teacher, in teaching, the students develop vocabulary by oral quizzes and can expand their horizons and knowledge of the english language.[30]

Based on the assumption above, the writer defines media as a supported in learning process, where media can help the teacher in delivering the meterial in order the students can understant clearly and easly.

The using of oral quiz in learning English is very important to students because oral quiz is part a game to improve students' development of vocabulary so that students can interact quickly. Oral quiz also helps teachers to create a contex that

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[29] Prof. Dr. Azhar, M. A. *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2007), p. 4.

[30] Dr. Arief S. Sadiman, M.Sc., et.al., *Media Pendidikan*, (Jakarta: Raja Grafindo Persada 2007), p. 6.

is useful and meaningful language to students' development of vocabulary, oral quizzes provide practice in all skills (reading, writing, listening,) etc. Use of oral quizzes in the learning process of course it using is tailored to the learning objectives to be achieved, vocabulary is one in which the learners' attention is focused mainly on words.

A quiz is a form of game in increased knowledge of vocabulary learning. This is one medium that is easy to use for children among junior high school students in one of the learning model. we often see an increase in learning vocabulary without having a special method or way of learning for students interested in the subject will have no meaning anything. Because in any learning or face to face with a teacher or a student, a teacher must have an interesting way of learning that students are eager to follow the process of learning takes place. many students who has mastered a lot of vocabulary that comes from a game or quiz on vocabulary.[31] The capacity to be developed, compliance with level of development of learners who will be achieved. The use of oral quiz media in vocabulary development is one of the most consideration by media, the opportunities of learning can be extend. Media and context should be applied together media as the component of learning source that can stimulate in learning. Media also art of things which can be manipulated, seen, listened, and can be read.

Oral quiz media can be speciffic in different ways. The list number of points of view from which media can be considered.

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[31] Quiz - Wikipedia, *The Free Encyclopedia*. Online; html, Accessed on Mei 13th 2013.

1. The nature of the information is conveyed by the media

2. The phases in the process of teaching vocabulary and testing (are they used for the presentation, repetition, and exploitation of learning material or for testing).

3. The didactic function (are the used to motivate learners. To convey information or to stimulate free language use).

4. The degree of accessibility and adaptability.

5. The possibilities for supporting, supplementing, or replacing, the teacher.

Oral quiz media is tool a tool help teacher in teaching learning process means that it is only as tool who can give a visual experiance to the students in giving the students motivasion make clear and make easier the complex concept and abtract to be simple, concreate and easier to understant, therefore we can conclude that important of media to improve the comprehension and retention of the students on learning material.[32] Over all game or quiz must be one of the centers of knowledge of vocabulary teaching program. Oral quiz is a game that might be thinking of an object in the room, or on the picture on the wall or a noun, adjective or adverb, and can be described directly in front of the students. And notified to the students to raise their vocabulary on the other hand if they thought, what they have know after the writer explain the characteristic of vocabulary and the students can write words on paper.

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[32] Sudarwan Danin, *Media Komunikasi Pendidikan*, (Cet. I ; Jakarta: Bumi Aksara, 1995), p. 14-15.

Finally, see who had guessed correctly. In this case the follow learners hear what is conveyed by a teacher on the description of the object.[33]

In teaching and learning process the need to used various instructional media will be able to help students to increase their vocabulary. Learning a new language should be fun, interactive and exciting, the use oral quiz in learning environment will not only change the dinamic of class, but it will help the brain to learn more effectively. The more exciting and interactive a teacher can make the learning environment. The more a teacher change shape and manipulates both the language and the emvironment the better circumstance. Oral quiz allow students to work cooperativelly, complete each other think in a different way and productive environment.

From the explanations about, it can be conclude that in develoving vocabulary with using oral quiz media can bring the positive effect or stimulate the students in learning vocabulary process, the characteristics of the students in learning are different, through media especially audio visual aid can help the students.

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[33] *Ibid.*

E. Conceptual Framework

The Conceptual framework in this reseach is show in the diagram b ellow:

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┌──────────────────────┐        ┌──────────────┐
│ Students' Vocabulary │  ==>   │   Pre Test   │
└──────────────────────┘        └──────────────┘
                                        ║
                                        ▼
                                ┌──────────────┐
            ┌═══════════════════│    Method    │
            ║                   └──────────────┘
            ▼                           ║
                                        ▼
┌──────────────────┐            ┌────────────────────┐
│  Oral quiz media │    <==     │ Teory and Strategy │
└──────────────────┘            └────────────────────┘
            ║
            ▼
    ┌──────────────┐
    │  Post Test   │
    └──────────────┘
            ║
            ▼
┌─────────────────────────────────┐
│ Students' Vocabulary Achievement │
└─────────────────────────────────┘
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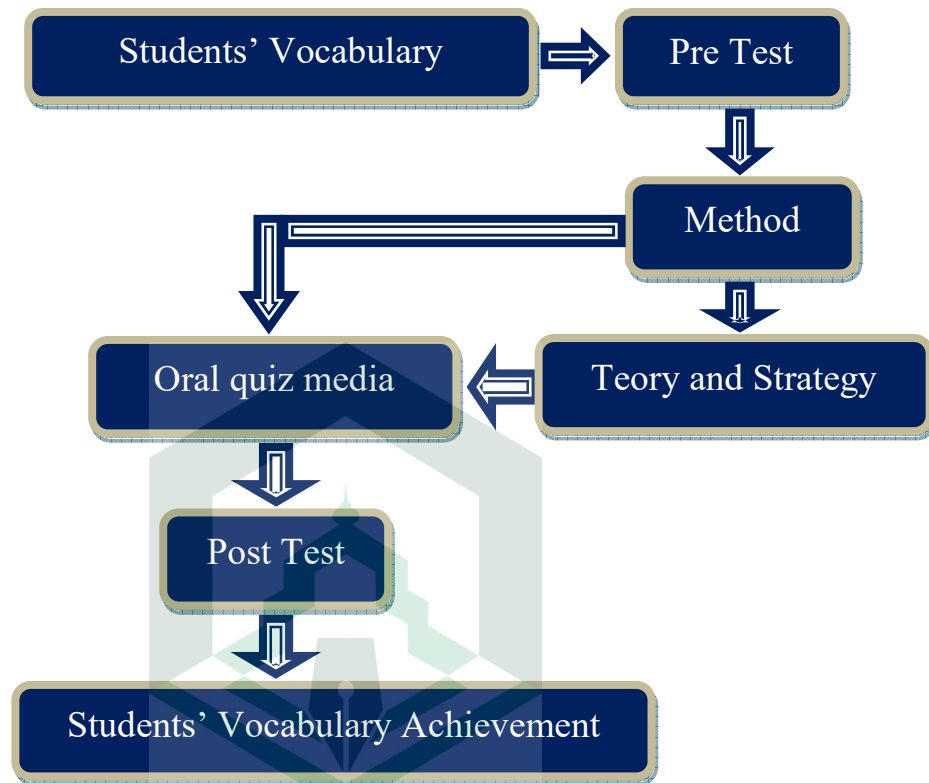
Students's vocabulary refers to vocabulary which students have learned. This vocabulary is a part of word classes (part of speech). Actually are seven part of word classes but the writer were only toughht noun, verb and adjective.

After decided the vocabulary which will be taugh, the next step is teach it. Teaching process refers to the process of treatment. The students is given some vocabulary related to noun, adjective and verb as teory and strategy in teaching vocabulary by using oral quiz media as method in learning.

Based on the statement above, the researcher focuses in teaching vocabulary by using oral quiz media. In this research the students will be given pre-test to know their ability in memorize characteristic of vocabulary before giving treatment. After that they will be given some treatmemt as a process of learning.

After conducting both items, the researcher come to the last items namely giving post-test to now whether any significant development to the students or the output after giving treatment.

F. Hypothesis

This hypothesis is temporary answer toward the result that be expected. Based on the explanation at the chapter one, that is introduction. So the hypothesis in this research is formulated, as follow:

1. H_a : oral quiz is not effective in teaching vocabulary for the students of SMP Negeri 8 palopo.

2. Ho : oral quiz is effective in teaching vocabulary for the students of SMP Negeri 8 Palopo.
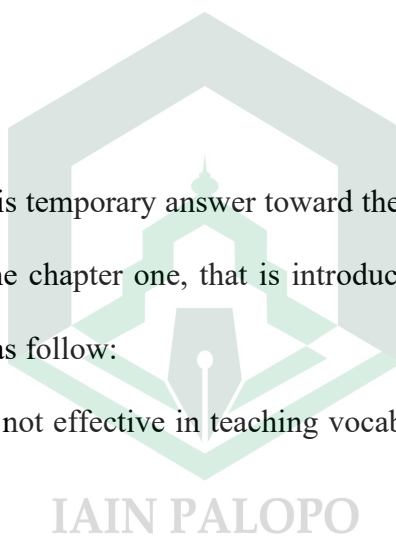
CHAPTER III

RESEARCH METHOD

A. *Design of the Research*

The writer used experimental research method. So, this research involves of pre-test, treatment, and post-test. Design of this research can be descanted as follows :

Pre-test= O_1 Treatment= X   Post-test= O_2

Where: O_1= Pre-test

                 X = Treatment

                 O_2= Post-test

In this design the writer observed twice. The first was before treatment and second was after treatment. The observation before treatment called pre-test (X) and second was after treatment called post-test (Y).[1] If the result of post-test was better than pre-test, it means the program was effective. If the result of post-test was similar to pre-test it means that the program was not effective.

B. *Research Variable*

This research consists of two variables :

1. Independent variable was teaching vocabulary by using oral quiz.

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[1] Subana and Sudrajad, *Statistik Pendidikan*, (Ed. I. Bandung: CV Pustaka Setia, 2005), p. 99.

2. Dependent variable was students' achevement in teaching vocabulary at the Eight year students of SMP Negeri 8 Palopo.

C. *Population and Sample*

1. Population

The population of this research was the Eight year students of SMP Negeri 8 palopo are consists of nine classes, and each class consists 32 students total of population were about 297 students.

2. Sample

This research was purposive sampling. The writer took class VIII.a as the sample, since all of the students at class VIII.a have good participation and easy to understand with the lesson so that is way the writer chooses calss VIII.a as research object. It consisted of 32 students in the class. Therefore the writer took 10,77% from the population. So, the sample in this research was 32 students.

D. *Instrument of the Research*

In this research, the writer used oral quiz to the test of vocabulary as the instrument to collected data. Every participant have the time one minute oral quiz as the test was used to measure the students' ability in mastering English of vocabulary. Before and after the students were given pre-test, treatment and pos-test. And also the

writer also use quesionnairies to know the effectiveness of learning vocabulary by using oral quiz.

E. *Procedure of Collecting Data*

The data collected by using the presedure below:

1. Giving Pre-test

The pre-test was intended to know the previous mastery of students in mastering vocabulary before giving treatment. To do the test, 80 minutes for each test was allocated. The writer gave an oral question test. After giving the test, the writer corrected the test results together of the students' wrong translation. After that, the writer collected the data.

2. Giving Treatment

The writer gave treatment. It was done for six meetings. The steps as follows:

a.   The first meetings. The writer explained about the parts of speech in general.

b.   The second meetings. The writer explained about characteristic and component of vocabulary. After that the writer guided the students to give the example of vocabulary.

c.   The third meetings, focused on explaining about vocabulary Noun, Adjective, and Verb.

d.   The fourth meetings, the writer explained about the relation of oral quiz and learning vocabulary. After that the writer gave some words like of Noun, Adjective, and Verb.

e.   The fifth meetings, the writer explained about caracteristics of noun, adjective, and verb vocabularies.

f.   The sixth meetings, the writer asked the students to write, memorize of vocabulary and knowing the characteristics after that practice oral quiz.

3.   Giving Post-test

After giving the treatment, finally the writer gave a post-test. In this oral test was intended to know whether the students have different improvement in vocabulary. They were asked to do the test for 80 minutes.

F.   Technique of Data Analysis

To analyze the data, the writer used the following steps:

1.   Scoring the students' correct answers of pre test and post test.

$$\text{Score} = \frac{\text{studens' correct answer}}{\text{total number}} \times 10$$

2.   Looking for D (Difference) between score variable I (X) Per-test and score variable II (Y) post-test.

$$D = X - Y$$

Where :

D = Difference

X = Pre-test

Y = Post-test

Classifying the students' scores based on the following classification:

a. Excellent   = 9.5 – 10 is classified as excellent

b. Very Good   = 8.6 – 9.5 is classified as very good

c. Good   = 7.6 – 8.5 is classified as good

d. Fairly Good   = 6.6 – 7.5 is classified as fairly good

e. Fairly   = 5.6 – 6.5 is classified as fairly

f. Fairly Poor   = 3.6 – 5.5 is classified as fairly poor

g. Poor   = 0 – 3.5 is classified as poor

3. Looking for mean from difference by using the following formula:

$$M_D = \frac{\Sigma D}{N}$$

Where :

M_D =   Mean Difference

ΣD =   Total Difference

N   =   Total Number of Students.

4. To find out the standard deviation from differences, the following formula:

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - (\frac{\Sigma D}{N})^2}$$

Where :

SD$_D$ = Standard Deviation from Difference

$\sum$D = Total Difference

N   = Total Number of Students

5. To find out the standard error from mean of differences, the following

 formula:

$$SE_{M_D} = \frac{SD_D}{\sqrt{N-1}}$$

 Where :

  SE$_{M_D}$ = Standard Error from Mean of Differences

  SD$_D$ = Standard Deviation from Differences

  N-1 = Degree of Freedom (df)

6. Looking for "t$_o$" by using the following formula :

$$t_o = \frac{M_D}{SE_{M_D}}$$

 Where :

    t$_o$ = Test of Observation

    M$_D$ = Mean Difference

    SE$_{M_D}$ = Standard Error from Mean of Difference
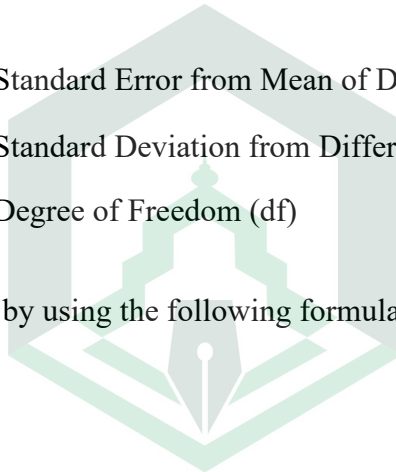
7. Criteria of hypothesis acceptability, the following formula:

$H_o \geq H_a$ = Reject null hypothesis

$H_o \leq H_a$ = Receive null hypothesis

Notation : t_t = t table[2].

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[2] Sudjiono Anas, *Pengantar Statidtik Pendidikan*, (Jakarta : PT. Raja Grafindo Persada, 2007), p. 305 – 313.

CHAPTER VI

FINDINGS AND DISCUSSION

This chapter presents about research finding and discussion. On the finding of the writer reveals the description of the result of data analyzes about the oral quiz effectiveness in teaching vocabulary at the eight year students of SMPN 8 Palopo.

A. *Findings*

1. Test

In the previous description, it has been explained that the data analyzes research, the writer used "t" test analyzes to find the result of the research.

In this part the writer present about research finding or the result of data analysis namely vocabulary tests.

In vocabulary test, the writer used several form of test namely, noun, adjective, dan verb. There are items which consist of 20 nouns, 20 adjectives and 10 verb.

The next table shows about the students' result of vocabulary test in pre-test and post-test.

Table 4.1

The students' result in pre-test

No	Students	Noun 20	Adjective 20	Verb 10	Total Correct Answer	Score
1	001	18	18	7	43	8,6
2	002	4	1	1	6	1,2
3	003	7	9	4	20	4
4	004	6	13	6	25	5
5	005	10	6	3	19	3,8
6	006	10	13	2	25	5
7	007	8	13	3	24	4,8
8	008	18	16	5	39	7,8
9	009	10	5	3	18	3,6
10	010	2	1	4	7	1,4
11	011	8	11	7	26	5,2
12	012	15	7	5	27	5,4
13	013	9	12	7	28	5,6
14	014	8	11	3	22	4,4
15	015	15	12	9	36	7,2
16	016	15	9	8	32	6,4
17	017	11	11	8	30	6
18	018	8	8	3	19	3,8
19	019	13	8	4	25	5
20	020	10	14	4	28	5,6
21	021	11	15	8	34	6,8
22	022	8	14	6	28	5,6
23	023	14	9	4	27	5,4
24	024	10	16	2	28	5,6
25	025	7	12	2	21	4,2
26	026	9	11	7	27	5,4
27	027	4	1	2	7	1,4
28	028	8	15	3	26	5,2
29	029	7	9	4	20	4
30	030	8	5	5	18	3,6

31	031	10	9	4	23	4,6
32	032	16	8	5	29	5,8

From the table 4.1 above shows that the highest score which student can achieve score was 8,6 and the percentage lowest score 1,4 until 1,2. The percentage excellent nobody got this category. It means that the percentage students' vocabulary skill is still low.

Table 4.2

Frequency distribution and percentage in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 - 10	-	-
2	Very Good	8,6 - 9,5	1	3,125%
3	Good	7,6 - 8,5	1	3,125%
4	Fairly Good	6,6 - 7,5	2	6,25%
5	Fairly	5,6 - 6,5	6	18,75%
6	Fairly Poor	3,6 - 5,5	19	59,375%
7	Poor	0,0 - 3,5	3	9,375%
	Total		32	100%

The table 4.2 above shows there were 32 students, only 1 student (3,125%) who was got "very good" classification, there was 1 student (3,125%) got "good" classification, 2 students (6,25%) got "fairly good" classification, and there were 6 students (18,75%) got "fairly" classification. 19 students (59,375%) got "fairly poor"

classification, and 3 (9,375%) students got "poor" classfication, and no one Excellent.

It's mean that the students were low of vocabulary before giving treatment.

Table 4.3

The students' result in post-test

No	Students	Noun 20	Adjective 20	Verb 10	Total Correct Answer	Score
1	001	18	14	3	35	7
2	002	17	17	0	34	6,8
3	003	15	4	1	20	4
4	004	16	18	6	40	8
5	005	15	8	2	25	5
6	006	20	12	6	38	7,6
7	007	15	11	4	30	6
8	008	17	11	5	33	6,6
9	009	13	17	7	37	7,4
10	010	19	8	1	28	5,6
11	011	18	5	4	27	5,4
12	012	13	9	1	23	4,6
13	013	20	11	4	35	7
14	014	17	9	3	29	5,8
15	015	20	13	6	39	7,8
16	016	17	10	8	35	7
17	017	19	11	3	33	6,6
18	018	12	13	4	29	5,8
19	019	20	19	5	44	8,8
20	020	20	12	6	38	7,6
21	021	17	14	5	36	7,2
22	022	14	10	6	30	6
23	023	17	17	3	37	7,4
24	024	8	7	2	17	3,4
25	025	20	13	8	41	8,2
26	026	20	12	6	38	7,6
27	027	16	16	4	36	7,2

28	028	14	12	5	31	6,2
29	029	19	13	8	40	8
30	030	8	2	2	12	2,4
31	031	18	16	6	40	8
32	032	14	17	4	35	7

The table 4.3 above showed that the students' result from in post-test was increase. In the post-test the highest score was got 8,8 and the lowest score was got 2,4. Nobody was got "Excellent" this category. If we can see the score in pre-test, and score of students' in post-test was more highest. This is indicated that the students' vocabulary is increased after treatment by using oral quiz.

Table 4.4

Frequency distribution and percentage in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 – 10	-	-
2	Very Good	8,6 - 9,5	1	3,125%
3	Good	7,6 - 8,5	8	25%
4	Fairly Good	6,6 - 7,5	11	34,375%
5	Fairly	5,6 - 6,5	6	18,75%
6	Fairly Poor	3,6 - 5,5	4	12,5%
7	Poor	0,0 - 3,5	2	6,25%
	Total		**32**	**100%**

The table 4.4 shows that from 32 students, there was 1 student (3,125%) got "Very good" classfication, 8 students (25%) were "Good" classification, 11 students (34,375%) were got "Fairly good" classfication, 6 students (18,75%) were got "Fairly" classfication, 4 students (12,5%) were got "Fairly poor" and 2 students (6,25%) were got "Poor" classfication. No one was in "excellent" classfication. If we saw the score classification pre-test, still low but in post-test there were increased score classification, it's means that using oral quiz can effective in teaching vocabulary students'.

Table 4.5

The Students' result and mean score in pre-test and post-test

No	Students	The result of	
		Pre-test (X)	Post-test (Y)
1	001	8,6	7
2	002	1,2	6,8
3	003	4	4
4	004	5	8
5	005	3,8	5
6	006	5	7,6
7	007	4,8	6
8	008	7,8	6,6
9	009	3,6	7,4
10	010	1,4	5,6
11	011	5,2	5,4
12	012	5,4	4,6
13	013	5,6	7
14	014	4,4	5,8
15	015	7,2	7,8
16	016	6,4	7
17	017	6	6,6

18	018	3,8	5,8
19	019	5	8,8
20	020	5,6	7,6
21	021	6,8	7,2
22	022	5,6	6
23	023	5,4	7,4
24	024	5,6	3,4
25	025	4,2	8,2
26	026	5,4	7,6
27	027	1,4	7,2
28	028	5,2	6,2
29	029	4	8
30	030	3,6	2,4
31	031	4,6	8
32	032	5,8	7
Total		**157,4**	**209**
Mean		**4,91875**	**6,53125**

This table showed the total score and mean score of pre-test and post-test.in the

pre-test mean score was 4,91875 and in post-test, the mean score was 6,53125.

Table 4.6

The result of vocabulary test in pre-test and post-test

No	Students	The result of Vocabulary test		$D^2 = (X - Y)$	$D = (X - Y)^2$
		Pre-test (X)	Post-test (Y)		
1	001	8,6	7	1,6	2,56
2	002	1,2	6,8	-5,6	31,36
3	003	4	4	0	0
4	004	5	8	-3	9
5	005	3,8	5	-1,2	1,44
6	006	5	7,6	-2,6	6,76
7	007	4,8	6	-1,2	1,44
8	008	7,8	6,6	1,2	1,44

9	009	3,6	7,4	-3,8	14,44
10	010	1,4	5,6	-4,2	17,64
11	011	5,2	5,4	-0,2	0,04
12	012	5,4	4,6	0,8	0,64
13	013	5,6	7	-1,4	1,96
14	014	4,4	5,8	-1,4	1,96
15	015	7,2	7,8	-0,6	0,36
16	016	6,4	7	-0,6	0,36
17	017	6	6,6	-0,6	0,36
18	018	3,8	5,8	-2	4
19	019	5	8,8	-3,8	14,44
20	020	5,6	7,6	-2	4
21	021	6,8	7,2	-0,4	0,16
22	022	5,6	6	-0,4	0,16
23	023	5,4	7,4	-2	4
24	024	5,6	3,4	2,2	4,84
25	025	4,2	8,2	-4	16
26	026	5,4	7,6	-2,2	4,84
27	027	1,4	7,2	-5,8	33,64
28	028	5,2	6,2	-1	1
29	029	4	8	-4	16
30	030	3,6	2,4	1,2	1,44
31	031	4,6	8	-3,4	11,56
32	032	5,8	7	-1,2	1,44
N = 32		**$\sum X_1 = 157,4$**	**$\sum X_2 = 209$**	**$\sum D = -51,6$**	**$\sum D^2 = 209,28$**

From the table above, the writer got $\sum D = -51,6$ and $\sum D^2 = 209,28$ and from this data, the writer presented the result of mean score (X_1) in pre-test and post-test (X_2), the difference means between pre-test and post-test (MD), standard deviation (SD_D), standard score mean (SE_{MD}) and "t" count (t_o) as follow:

1. Looking for mean score of pre-test (X_1) :

$$X_1 = \frac{\sum X_1}{N}$$

$$= \frac{157,4}{32}$$

$$= 4,918$$

Looking for mean score of post-test (X_2) :

$$X_2 = \frac{\sum X_2}{N}$$

$$= \frac{209}{32}$$

$$= 6,531$$

2. Looking for D (difference between score variable I (X) and score variable II (Y) :

$$D = X - Y$$

$$= 157,4 - 209$$

$$= -51,6$$

3. Looking for mean of difference (MD) :

$$MD = \frac{\sum D}{N}$$
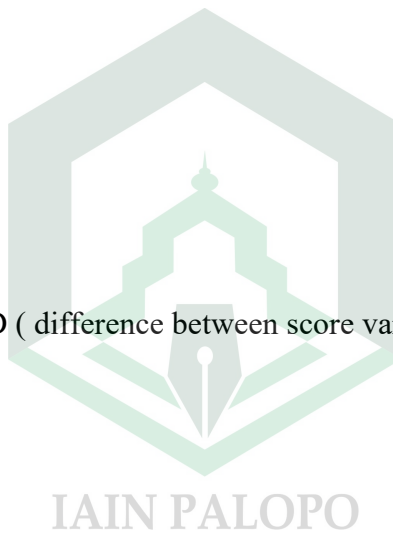
$$= \frac{-51,6}{32}$$

$$= -1,6125$$
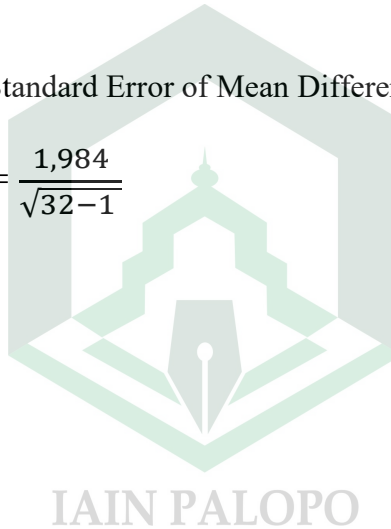
4. Looking for Standard Deviation (SD_D) :

$$SD_D = \sqrt{\frac{\sum D^2}{N} - (\frac{\sum D}{N})^2} = \sqrt{\frac{209,28}{32} - (\frac{-51,6}{32})^2}$$

$$= \sqrt{6,54 - (-1,6125)^2}$$

$$= \sqrt{6,54 - 2,60015625}$$

$$= \sqrt{3,93984375}$$

$$= 1,984$$

5. Looking for Standard Error of Mean Difference (SE_{MD}) :

$$SE_{M_D} = \frac{SD_D}{\sqrt{N-1}} = \frac{1,984}{\sqrt{32-1}}$$

$$= \frac{1,984}{\sqrt{31}}$$

$$= \frac{1,984}{5,567}$$

$$= 0,356$$

6. Looking for "t" count (t_o) by using the following formula :

$$t_o = \frac{MD}{SE_{M_D}}$$

$$= \frac{-1,6125}{0,356}$$

$$= -4,540$$

$$t_o \ (\ t_{test} \ ) = -4,529$$

(The sign of (-) "minus" is not algebra, but that is indicated that there is standard differences as big as 4,529).

7. Given interpretation based on criteria acceptability hypothesis :

To find out the acceptability hypothesis. The degree of freedom (df)= N-1. The result of t_{test} = 4,529 was analyzed by testing criteria t_{test}.

Testing "t" table (t_{table})

Standart significance a =0,05 or (5%)

Degree of freedom (df) = N − 1

$$= 32 - 1$$

$$= 31 (\text{to find out in } t_{table})$$

Based on the result above, the writer gave interpretion as the steps hypothesis and based on the table "t_{table}" standard of signification 0,05 (5%) with df = 31 the present of t_{table} = 2,04 and with standard signification 1% present 2,75 this the value of the t_{test} is greater than t_{table} (4,529≥ 2,04). It means that there is significance between post-test and pre-test of using oral quiz students in teaching vocabulary before and after treatment. In other that using oral quiz is effective in teaching vocabulary.

From the result above, the writer give interpretation that "t_o" is bigger than "t_t" ($t_o > t_t$). This is indicated than $H_o \geq H_a$ so, null hypothesis is reject, therefore using oral quiz is effective in teaching vocabulary at the junior hight school.

The section present the result of data analysis. It's aims using oral quiz is effective in teaching vocabulary at the Eight year Students of SMPN 8 Palopo. Since treatment had been conducted. The result of table (t_t) with significant 5% we got 2,04 with comparing 't_o' which he had got in (t_o=4,529), the writer gives interpretation "t_t", is greater than "t_t".

Since "t_o" is greater (or equal to) than "t_t" the score of students' vocabulary before and after treatment is oral quiz. It means that the using oral quiz could increase students' vocabulary.

2. Questionnaries

Questionnaries was related to oral quiz in teaching vocabulary showed at the following table:

Table 4.7

The use of oral quiz method in learning vocabulary at the Eight year Students of SMP Negeri 8 Palopo was effective.

Item of choice	Frequency	Percentage
Strongly agree	29	90,625%
Agree	3	9,375%
Disagree	-	-
Strongly Disagree	-	-
Total	32	100%

The table above indicates that, the highest percentage there were 29 students (90,625%) said "strongly agree" if the use of oral quiz method in learning vocabulary at the SMPN 8 Palopo was effective, the percentage were said "agree" 3 students

(9,375%), disagree and strongly disagree nobody choose this categories. It is means that most of the students' strongly agree with the statement that the oral quiz is a program very effective for applied at the SMP Negeri 8 Palopo as method can help achivement students' vocabulary skill.

Table 4.8

The using of oral quiz method in teaching vocabulary make students easy to

memorize 5 vocabulary everyday.

Item of choice	Frequency	Percentage
Strongly agree	4	12,5%
Agree	28	87,5%
Disagree	-	-
Strongly Disagree	-	-
Total	**32**	**100%**

Based on the table above indicates that, the highest percentage were said "agree" 28 (87,5%) students, the lowest percentage were said strongly agree 4 (12,5%) students, Disagree and strongly disagree nobody chose this categories. So, most of the students' agree with the statement that, the use of oral quiz method in teaching process vocabulary able to easily students memorize 5 vocabularies everyday.

Table 4.9

The use of oral quiz method, can increase students' vocabulary easly.

Item of choice	Frequency	Percentage
Strongly agree	26	81,25%
Agree	6	18,75%
Disagree	-	-
Strongly Disagree	-	-
Total	32	100%

From the table above indicates, the highest percentage were said strongly agree 26 (81,25%) students, the lowest percentage were said agree 6 (18,75%) students, disagree and strongly disagree nobody choose this categories. Strongly agree about the use of oral quiz method, it able to easy students' in increasing the vocabulary. And the other hand that most of the students' like with the statement that.

Table 4.10

The use of oral quiz method in learning vocabulary makes students get fun and

enjoy

Item of choice	Frequency	Percentage
Strongly agree	21	65,625%
Agree	11	34,375%
Disagree	-	-
Strongly Disagree	-	-
Total	32	100%

According the table above indicates that, the highest percentage were (65,625%) 21 Students said strongly agree, the lowest percentage were (34,375%) 11 students said agree, disagree and strongly disagree nobody chose this categorys. If we

were to saw the students Strongly agree about The use of oral quiz method in teaching vocabulary makes students have fun and enjoy. It's means that the students' participated actively in teaching procces.

Table 4.11

The use of oral quiz in studying vocabulary is difficult.

Item of choice	Frequency	Percentage
Strongly agree	2	6,25%
Agree	2	6,25%
Disagree	23	71,875%
Strongly Disagree	5	15,625%
Total	**32**	**100%**

Based on the table above indecates that, the highest percentage were (71,875%) 23 students said disagree, the low percentage were (15,625%) 5 students said strongly disagree, the lowest percentage were (6,25%) 2 students strongly agree and agree. It is means that most of the students' disagree with the statement that the use of oral quiz studying vocabulary is difficult.

Table 4.12

The use of oral quiz in learning vocabulary suit the students' fancy.

Item of choice	Frequency	Percentage
Strongly agree	27	84,375%
Agree	3	9,375%
Disagree	2	6,25%
Strongly Disagree	-	-
Total	**32**	**100%**

The table above indicates that, the highest percetage were said strongly agree 27 students (84,375%), the low percetage were said agree 3 students (9,375%), and the lowest percentage were disagree 2 students (6,25%), and strongly disagree nobody choose this category, it is means that most of the students' strongly agree with the statement that the material that the use of oral quiz in learning vocabulary suit one's fancy students at SMPN 8 Palopo.

Table 4.13

The use of oral quiz in learning vocabulary was easy.

Item of choice	Frequency	Percentage
Strongly agree	4	12,5%
Agree	28	87,5%
Disagree	-	-
Strongly Disagree	-	-
Total	**32**	**100%**

Based on the table above indicates that, there were 4 students (12,5%) choose strongly agree, there were 28 students (87,5%) chose agree, and nobody of students choose disagree and strongly disagree. From the this question after giving treatment the students agree that. The use of oral quiz in learning process vocabulary was easy.

Table 4.14

The use of oral quiz method in learning vocabulary can make students distinguish

noun, adjective and verb clearly.

Item of choice	Frequency	Percentage
Strongly agree	7	21,875%
Agree	25	78,125%
Disagree	-	-
Strongly Disagree	-	-
Total	**32**	**100%**

From the table above indicates that, there were 7 students (21,875%) choose strongly agree, there were 25 students (78,125%) chose agree, and nobody of students choose disagree and strongly disagree. It's means that the using of oral quiz method in learning vocabulary can practice competence to find distinguisted between noun, adjective and verb after learning procces treatment.

Table 4.15

The using of oral quiz in learning vocabulary, help students understand the material
in learning process.

Item of choice	Frequency	Percentage
Strongly agree	3	9,375%
Agree	29	90,625%
Disagree	-	-
Strongly Disagree	-	-
Total	**32**	**100%**

From the table above indicates that, there were 3 students (9,375%) chose strongly agree, there were 29 students (90,625%) chose agree, and nobody of students chose disagree and strongly disagree. According the table the students' like with the statement that the use of oral quiz in learning vocabulary, can be easy to understand the material in learning process.

Table 4.16

The use of oral quiz vocabulary in learning increase students ability.

Item of choice	Frequency	Percentage
Strongly agree	4	12,5%
Agree	28	87,5%
Disagree	-	-
Strongly Disagree	-	-
Total	**32**	**100%**

Based on the table above indicates that, there were 4 students (12,5%) said strongly agree, there were 28 students (87,5%) said agree, and nobody of students chose disagree and strongly disagree.

Appropriate way to test English in junior high school so personal vocabulary notes is a good technique for an English teacher to apply in the classroom.

B. Discussions

1. Vocabulary test

The researcher present the result of data analysis of using oral quiz in teaching vocabulary at the eight year students' of SMPN 8 Palopo academic year 2013/2014.

Since treatment hed been conducted the result of t table t_t with significant 0,05 (5%) we got (t_t= 2,04) with comparing t_o which he had good in ($t_{o=}$ 6,513), the writer gives interpretation t_o is bigger t_t. It is showed as follows. Since t_o is greater (or equal to) than t_t, the score of students teaching vocabulary by using oral quiz before and after giving treatment is significant. It means that there were significant developments on the students in teaching vocabulary by using oral quiz at the eight year students of SMPN 8 Palopo.

Using oral quiz to teach vocabulary and the researcher ask to the students that they will identify the vocabulary such as noun, adjective, and verb from oral quiz and explain how to answer it. According to Jeremy Harmer said that there three techniques or activities which are designed to teach and practice words of vocabulary, they are:[1]

1. Presentation

Not all vocabulary can be learned through interaction and discovery techniques, even if such techniques are possible: However, they are not always the most cost effective.

2. Discovery

Students will be using their bilingual dictionaries; through some of them may know these words though do simple matching task to more complex understanding of connotation and context.

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[1] See Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman Group), p.161.

3. Practice

Using new words which are known in real communication so it will not be forgotten easily.

Related to the explanation above, it can be said that the using of oral quiz is effective in teaching vocabulary at the Eight year Students of SMPN 8 Palopo

2. Quesionnaires

In addition the score of vocabulary and students' active participation, the writer also took the data about students' response toward oral quiz as media of teaching and learning process. The writer used questionnaries to get the data. And for statement one, talked about the use of oral quiz method in learning vocabulary at the Eight year Students of SMPN 8 Palopo was effective. There were 29 students said ' Strongly agree' and the percentage was 90,625%, 3 students said 'agree' and the percantage was 9,375% and no students said disagree and strogly disagree it means that by using oral quiz in learning vocabulary was effective .

For the statement two explain oral quiz method in teaching vocabulary make students easy to memorize 5 vocabulary. Where, there were 4 respondens said 'stongly disagree' and percentage was 12, 5%, 28 respondens said 'agree' and the percantage was 87,5% and for disagree and strongly disagree no students said it. So, most of the' agree' with the statement that the use of oral quiz method in teaching vocabulary make students easy to memorize 5 vocabulary everyday.

For the statement three talked about the use oral quiz method, can increase students' vocabulary easly, and the result of this statement was most of the students

or respondens strongly disagree with this statement. There were 26 students said 'strongly disagree' and the percentage was 81,25%, 6 students said 'agree' and the percentage was 18,75% and some previous table no students said disagree and strong disagree. It means that oral quiz method can increase students' vocabulary.

For the statement four abaut explain the use oral quiz method in learning makes students get fun and enjoy, and most of students said 'strogly disagree'. where the percantage was 65,625%, 21 students said it. Only 11 students said 'agree' and the percantage was 34,375%. And no responden said disagree and 'strongly disagre'. So, the use oral quiz makes students get fun and enjoy. It means that by using oral quiz in learning process, it can make stdents get fun and enjoy.

For the statement five talked abaut using oral quiz in studying vocabulary is difficult. There were 23 students said 'disagree' and the percentage was 71,875%, 5 students said 'strong disagree' and the percentege was 15,625%, 2 students 'strogly agree' and percentage 6,25%, 2 students said 'agree' and percentage 6,25%. It's means that most of students' disagree with the statement that the use of oral quiz in studying vocabulary is difficult.

For the statement six explained abaut the use oral quiz in learning vocabulary suit students' fancy. There were said 'strogly agree' and the percentage was 84,375%, 3 students said 'agree' and the percantage was 9, 375%, and 2 students said 'disagree' and the perencate 6,25%. None students said strogly disagree. It mean that most of the students strongly agree with the material that the use of oral quiz in learning vocabulary suit students' fancy.

For the statement seven explain abaut the use of oral quiz in learning vocabulary was easy. There were 4 students said 'strogly agree'and percentage 12,5%, 28 students said 'agree' and the percentage was 87,5%. None of the students said disagree and strogry disagree. It means that most of the students agree the use of oral quiz in learning vocabulary was easy.

For the statement eight it is talking abaut the use oral quiz method in learning vocabulary can make students distinguish noun, adjective and verb clearly. and the result of the table there were 7 students said 'strogly agree' and percentage was 21,875%, 25 students said 'agree' and percentage 78,125%. For disagree and strogly disagree was none. It means that that the students the use of oral quiz method in learnin vocabulary can make students practice competence to find distinguish noun, adjective, and verb clearly after learning process treatment.

For the statement nine explain abaut the use of oral quiz in learning vocabulary, help students understand the material in learning process. There were 3 students said 'strogly agree' and the percentage was 9, 375% and 29 students said 'agree' and the percentage was 90,625%. From the result of table showed that, the students' like with the statement that the use of oral quiz in learning vocabulary, help students understand the material in learning process.

And last statement was talking abaut the use of oral quiz vocabulary in learning increase students ability. Most of the students said 'strogly agree' there were 4 and the percentage was 12,5%, and there were 28 students said 'agree' and percentage was 87,5%, and nobady of students chose disagree and strogly disagree.

Appropriate way to test English in junior high school so personal vocabulary notes is a good technigue for an English teacher to apply in the classrom.

Based on the result of data analysis finding, this is result of the connected with the theory from the writers' experience. in teaching process using oral quiz was interest. The students enjoyed getting material and the situation of classroom to be good and fun. The students also participated actively in learning process continuing and the students competed to remember the vocabulary which the chartacteristics were given.

In addition, the researcher found that most of the students give positive responds to the method applied by the researcher.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and some suggestions based on findings, and application of the writer.

A. *Conclusions*

There are some conclusions from result of data analysis and findings this research:

1. Vocabulary test

Based on the data analysis of this research, it could be concluded that, oral quiz is effective in teaching vocabulary at the eight year students of SMPN 8 Palopo. There was positive response toward oral quiz as teaching media. It can be proven by the students' result in pre-test and post test with showing that score t_t 2,04 and score t_o 4,529 in the other word Oral Quiz is effective in teaching vocabulary at the eight year students of SMPN 8 Palopo.

2. Quesionnaire

Based on the responses of questionnaires, The writer encountered problems of students in learning vocabulary. There were students able to answer vocabularies but some were not. some students understood characteristics of vocabulary and knew the answer but they could not write. Although these problems occured in the classroom activities, but almost the all students improve their vocabularies after treatment.

B. *Suggestion*

The writer would like to give some suggestions about teaching vocabulary by using oral quiz as follows:

1. English teacher especially in junior high school should give an appropriate oral quiz method to the students which could make them enjoy getting the material in teaching vocabulary process and also the teacher should make the classroom situation fun.

2. The teacher should stimulate the students to memorize vocabulary more actively. So, if a teacher wants to increase the students vocabulary, he/she may formulate this oral quiz method to the students.

3. For the students of junior high school, their vocabulary should be increased by using oral quiz because oral quiz was effective in teaching.
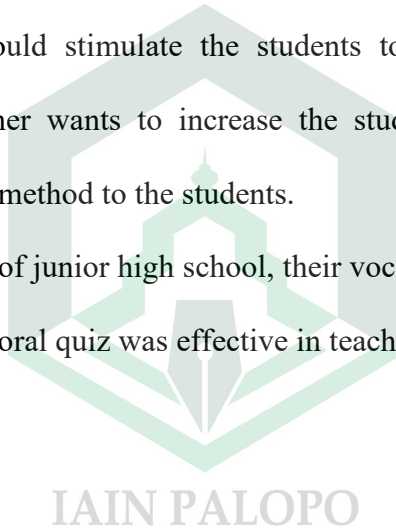
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