MOTIVATING THE FIRST YEAR STUDENTS OF SMP WAHYU MAKASSAR TO MASTER ENGLISH VOCABULARY USING QUESTIONS

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ABSTRACT

The purpose of this writing is to know the effect of using Questions in motivating students to master English vocabulary of SMP Wahyu Makassar. This research is experiment research that according to students 'vocabulary knowledge. The population in this research is students' class VII-A of SMP Wahyu Makassar with number of sample 25 students. This research holds on January 2016. In this research, the writer used test as the instrument that given on pre-test and post-test. The result of research showed that with using questions method in teaching and learning English process can improving students' vocabulary of SMP Wahyu Makassar. In other words, with using questions can giving positive effect to students. Using questions in this research can be said success because can improving students' vocabulary.

Keywords: Questions, Motivation, Vocabulary

Introduction

Since English has been used as the international language, almost school from everywhere has to use English as the introduction language in their school with their curriculum diction. So, English has been as the state of international language.

Although, in several country is learning English as the second language contain with our countries also but English will be learning a useful in several management of government, if we will to do cooperate with another country has been of course always using English as the native language.

English is one of the compulsory subjects that is taught in SLTP and SMU. There were five components which were emphasized in learning English at SMP and SMU namely structure, reading, vocabulary, conversation and composition. It is different with the writing, listening, and speaking. The four English skills are taught interruptedly, bit to master the four skills one must be supported by a good command of vocabulary. Vocabulary is one supporting aspect in mastering English

because the ability of students to read and comprehend the subject is relatively determined by their vocabulary.

In this case, the writer emphasizes the vocabulary play a key role not only in reading but also in writing speaking, and listening. Farahdiba in Riren (2008:33) points out, it would be impossible to learn a language without vocabulary, language is not dry bone. It is living thing, growing entity, clothed in flesh of wound. Furthermore, Farahdiba points out that without language and any form of mental and physical certainly and activity cannot be communicated and conveyed but it is impossible to study or acquire language without vocabulary.

The most important element which is involved in the language skills is vocabulary. Vocabulary is needed to convey what ones wish to say, which is organized by grammar. Through vocabulary we can communicate our ideas. There are many ways that can be used to motivate the students to achieve English vocabulary. In this case the writer tries to put question as one technique to give the students motivation in learning vocabulary.

METHOD

In this research the writer used pre-experimental method with one group pretest - posttest design. The comparison between pre - test and post - test score depend on the success of the treatment. The design it was to find out the motivation of the students of SMP Wahyu Makassar to master vocabulary using questions. The writer used cluster sampling technique in this research because the heterogenic of the school. One class has been taken as the sample which consists of 25 students. The vocabulary test is used to find whether or not there is an achievement progress of vocabulary achievement got by the students. It gave to the students twice.

Finding Dan Discussion
Findings.

In this part the writer presents about the result of data analysis namely the vocabulary test. The research process was conducted for treatment by using Questions. To obtain the information of students' vocabulary, the writer described it through scoring, giving classification, mean score, standard deviation and test significance of pre-test and post-test.

Table 1. Students' Pretest Score and Classification

No	Initial Name	Pre-test	Classification
1.	RH	74	Fairly good
2.	A	66	Fairly good
3.	ADS	88	Very good
4.	NI	44	Very poor

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 10 Number 1 April 2022

5.	MA	44	Very poor
6.	MIA	66	Fairly good
7.	ANF	78	Good
8.	IA	64	Fair
9.	MAS	40	Very poor
10.	DO	46	Poor
11.	DL	46	Poor
12.	MRA	50	Poor
13.	AH	64	Fair
14.	DAS	66	Fairly good
15.	S	68	Fairly good
16.	LA	68	Fairly good
17.	WW	64	Fair
18.	AH	68	Fairly good
19.	TRW	64	Fair
20.	S	68	Fairly good
21.	FH	58	Fair
22.	EE	68	Fairly good
23.	PR	54	Poor
24.	IS	66	Fairly good
25.	PL	78	Good
	Total	**1560**	

Source : SMP Wahyu Makassar

Table 2. Students' Post-test Score and Classification

No	Initial Name	Post-test	Classification
1.	RH	86	Very good
2.	A	72	Fairly good
3.	ADS	100	Very good
4.	NI	76	Good
5.	MA	74	Fairly good
6.	MIA	80	Good
7.	ANF	80	Good
8.	IA	84	Good
9.	MAS	74	Fairly good
10.	DO	80	Good
11.	DL	80	Good
12.	MRA	76	Good
13.	AH	80	Good
14.	DAS	74	Fairly good
15.	S	72	Fairly good
16.	LA	70	Fairly good
17.	WW	72	Fairly good
18.	AH	78	Good

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19.	TRW	74	Fairly good
20.	S	84	Good
21.	FH	84	Good
22.	EE	84	Good
23.	PR	86	Very good
24.	IS	84	Good
25.	PL	96	Very good
	Total	**2000**	

After classifying the students' vocabulary achievement, the mean score and standard deviation in pre-test and post-test are presented in the following table :

Table 3. Mean Score and Standard Deviation of Students Pre-test and Post-test.

Test	Mean score	Standar Devition
Pre-test	62.4	**11.69**
Post-test	**80**	7.3

Table 3 showed that the mean score of students in pre-test was 62.4 while the mean score in post-test increased to 80. The standard deviation of the pre-test is 11.69 while the standard deviation of the post-test is 7.3. From these data, we obviously see that the mean score of students' post-tests is greater than the mean score of students' pre-tests.

Test of significance used to know whether or not the result of pre-test and post-test are significantly different. The result of t-test is 8,61. Then result of t-test was compared with the value of t-table. To know the value of t-table, the writer used the level of significance (p)= 0,05 and found degree freedom (df) 24. If degree of freedom (df) 24 in the level of significance 0.05, so t-table value is 2.064. It is clearly shown that the result of t-test is greater than t-table (8.61>2.064). It means that there is a significant effect of questions on students' vocabulary at SMP Wahyu Makassar. This indicates that the using of questions on students' vocabulary gave positive effect which mainly the establishing of student's vocabulary. So, it can be concluded that Null hypothesis was rejected and alternative hypothesis was accepted.

Discussion

The proposing of research in this section is to describe clearly the effect of questions in students' vocabulary. For computing students' vocabulary on pre- test and post-test or before and after using questions in teaching learning process. The findings of this study show that the use of questions in teaching vocabulary helps the students' to establish the vocabulary knowledge because using questions can

motivate the students to be more active in vocabulary learning. Beside that one of the advantage of questions can motivate students because it offers challenge to try questions. Giving question scan give opportunity for students to practice and repeat the sentence pattern and vocabulary. The others advantage of questions was made the teaching and learning process can be more attractive. Thus, the English teachers are hopped to apply questions for retrieving students 'vocabulary knowledge in a teaching and learning process. During the test, the students' feel confident in doing the test. And the result of the post- test revealed significantly different with the pre-test.

In the pre-test, students had to answer 30 questions which consist of 20 essay test and 10 matching words. Then the writer conducted treatment to improve students' vocabulary by using questions. It also supported by the inferential statistical analysis by using questions t-test that was used to know the research hypothesis that there was a difference between the result students' vocabulary test before and after giving treatment. The result showed that t-test value (8.61) is greater than t-table (1.69092). The writer also found that the students were still low to master vocabulary before using questions. In pre-test there was 1 student (4%) got very good classification, 2 students (8%) got good classification, 10 students (40%) got fairly classification, 5students (20%) got fair classification, 4 students (16%) got poor classification and 3 students (12%) got very poor classification. After giving treatment, the students' vocabulary is categorized good because there were 4 students (16%) got very good classification, 13 students (52%) got good classification, and 8 students (32%) got fairy classification. None of them got fair, poor, and very poor classification. The average value of the pre-test is smaller than post-test, where pre-test = 62 and post-test = 80. It means that the use of the question can give a significant effect on students' vocabulary at SMP Wahyu Makassar.

Conclusions

Based on the research findings in the previous chapter, there is a significant effect of questions on students' vocabulary (a case of class Vll) at SMP Wahyu Makassar. It can be proved that the score of t-test = 8.61 is higher than the score of t-table = 2.064. After consulting the t-table at the significant level 0,05 with the standard and the degree of freedom (df) = N-1= 25-1= 24. So, H^0 was rejected and H^1 was accepted, which means   that   there   is a significant of using questions in establishing students' vocabulary.

The conclusion be concluded as "The use of questions technique can develop significantly the vocabulary of the seventh-year students of SMP Wahyu Makassar which was proved by the result of pre-test was 62.4 and post-test was 80"

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