

ABSTRACT

Kaswito, Mario. (2020). *The Implementation of Vocabulary Quizzes to Support Vocabulary Mastery of the 12th Grade Students of SMK Sanjaya Pakem Yogyakarta*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

From the writer's observation, English subject is one of the hardest subjects for the twelfth grade students of SMK Sanjaya Pakem Yogyakarta. That is because they have a lack of vocabulary when they learn English. This problem was faced by the 12 accounting class and it was exacerbated by the unavailability of vocabulary learning strategies and a medium to practice. Also, these problems became a bad combination in learning English, especially vocabulary. The students will have no right strategy to learn English words effectively. That problem forces them to memorize English words as many as they can, and that is not good. Additionally, they also have no media to practice their English words. The students need an effective medium to practice their memory of English words. Because of that, vocabulary quizzes are considered suitable for them to practice their English words memory.

This research aims to describe the implementation of vocabulary quizzes as a medium to support the students' vocabulary mastery in SMK Sanjaya Pakem and to analyze the improvement of the students' vocabulary mastery.

The methodology applied in this research was Classroom Action Research (CAR). This research used three cycles of action research. The researcher obtained two major data for analysis using observation checklists, field notes, tests, and questionnaire.

Based on the observation checklists and field notes, the results showed that the implementation of vocabulary quizzes were running in accordance to the lesson plan. The vocabulary quizzes were used in 3 cycles at the end of the meeting. In cycle 1 up to cycle 3, the vocabulary quiz was implemented after learning the lesson's topic and applying the vocabulary learning strategies. The students' tests results showed that there were improvements from pre-test to cycle 1, which was 55 and increased to 99; and cycle 2 to cycle 3, which was 90 and increased to 95. However, the students' test results in cycle 2 to cycle 3 decreased from 99 to 90. The questionnaire results showed that the mean score of the questionnaire was 38.4. The mean score is higher than 27.5, this means that the students have a positive perception toward the implementation of vocabulary quizzes.

In conclusion, the implementation of vocabulary quizzes as a medium to support students' vocabulary mastery was successfully done. The students could apply the vocabulary learning strategies and practice through vocabulary quizzes. The students were more enthusiastic and engaged in the learning process because the implementation and the learning process were presented easily.

Keywords: classroom action research, vocabulary quiz, vocabulary mastery.

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Mata pelajaran Bahasa Inggris merupakan salah satu mata pelajaran paling sulit bagi siswa-siswi kelas 12 SMK Sanjaya Pakem Yogyakarta. Hal ini terjadi karena mereka kekurangan kosa kata Bahasa Inggris ketika mereka belajar Bahasa Inggris. Masalah ini dihadapi oleh siswa-siswi akuntansi kelas 12 yang diperparah dengan ketidaktahuan terhadap strategi belajar vocabulary dan ketidakadaan sebuah medium untuk berlatih. Para siswa tidak memiliki strategi yang benar dalam mempelajari kosa kata Bahasa Inggris secara efektif. Hal ini memaksa mereka untuk mengingat kosa kata Bahasa Inggris sebanyak yang mereka bisa dan itu bukan merupakan strategi yang baik. Selanjutnya, mereka juga tidak memiliki media untuk berlatih kosa kata Bahasa Inggris yang ada didalam memori mereka. Para siswa perlu sebuah media yang efektif untuk melatih memori kosa-kata Bahasa Inggris mereka. Oleh karena itu, kuis vocabulary tergolong sesuai untuk berlatih memori kosakata Bahasa Inggris mereka.

Metodologi yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas. Penelitian ini menggunakan tiga siklus. Peneliti mendapatkan dua data besar untuk dianalisis menggunakan lembar observasi, catatan lapangan, tes, dan kuesioner.

Berdasarkan pada lembar observasi dan catatan lapangan menunjukkan bahwa implementasi dari kuis vocabulary berjalan sesuai dengan rancangan proses pembelajaran (RPP). Kuis vocabulary digunakan dalam 3 siklus diakhir pembelajaran. Pada siklus 1 sampai dengan siklus 3, kuis vocabulary diimplementasikan setelah topik pembelajaran selesai dan setelah mengaplikasikan strategi belajar vocabulary. Hasil dari tes siswa menunjukkan peningkatan dari pre-test 1 ke siklus 1, yaitu 55 ke 99, dan siklus 2 ke siklus 3, yaitu 90 ke 95. Namun, hasil dari tes siswa pada siklus 2 ke siklus 3 terjadi sedikit penurunan dari 99 ke 90. Hasil dari kuesioner menunjukkan bahwa skor rata-rata dari kuesioner yaitu 38.4. Skor rata-rata kuisisioner lebih tinggi 27.5, ini berarti siswa memiliki persepsi positif terhadap implementasi kuis untuk meningkatkan vocabulary mastery siswa.

Kesimpulannya, implementasi kuis vocabulary sebagai medium untuk meningkatkan vocabulary mastery siswa berhasil meningkatkan. Para siswa dapat mengaplikasikan strategi belajar vocabulary dan berlatih melalui kuis-kuis vocabulary. Para siswa lebih antusias dan tertarik dalam proses pembelajaran karena implementasi dan proses pembelajaran disajikan dalam cara yang mudah dan menarik.

Kata kunci: penelitian tindakan kelas, kuis kosakata, penguasaan kosakata

