

STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF VOCABULARY QUIZ THROUGH THE SUBJECT "ENGLISH FOR CHILDREN"

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ABSTRACT

In creating a comfortable learning atmosphere, an English educator must have many strategies in teaching English. Many methods and techniques in language teaching can be implemented by an educator or instructor for making the learning proses running well as wanted. Without creating good learning, the room will be boring for the students, and they will consider that the teacher/instructor have not competence in his/her discipline. In this study, the researchers implemented a kind of technique in teaching English for the students using quiz. The result of implementation shown that the students got high motivation in learning English, and they had enthusiasm when implementing it, for taking them active involving themselves in the process of learning English.

Key words: perceptions, implementation, vocabulary, quiz

An overview of study

Teaching strategy becomes something very crucial that needs to be considered by every teacher or prospective teacher. One requirement of successful learning is to implement strategies that are good and suitable with learning needs. The teaching method as a tool that is a device or part of a teaching strategy. The teaching strategy is also an approach used to achieve goals. So the scope of the strategy is broader than the teaching method or strategy (Richard & Rodgers, 2000).

Yusuf and Syaiful said that there are several factors that need to be considered in choosing and applying a teaching method: 1) the objectives to be achieved, 2) the ability of the teacher, 3) students, 4) the teaching process conditions and conditions, 5)

available facilities , 6) the time available, and 7) the goodness and lack of a method.

Especially in learning English the appearance that often exist is English as a difficult subject. Because of position as a foreign language, it demands that students understand how to be able to speak according with appropriate grammar or pronunciation. It requires teachers to have a variety of teaching strategies, because a monotonous learning strategy can cause boredom in students, especially at the children's level. Children in principle are playing while learning. In their age, playing is a priority that does not need to be banned. Especially in language learning process, it is realized or not, linguistic systems are well mastered by a child although there is not formal teaching generally. Learning a

language is something important that every child often does successfully if it is conducted through a game.

learning is related to processes that occur when a child learns a second language, after they has acquired their first language (Chaer, 2003). Oller and Nagato (1974) investigated the English proficiency differences between students who experienced six years of English language instruction from grade 1 in one particular school and students recruited through entrance examinations who began studying English from grade 7. The school system provided a six-year sequence of EFLES instruction in addition to a six-year EFL (English as a Foreign Language) program at the junior and senior high school levels. From grades 1 to 4, the pupils received approximately 120 minutes of English instruction per week in three 40-minutes classes. In grades 5 and 6, they had two 40-minute classes per week.

Shizuka (2007) also added that studying English for three or more years before junior high school was more effective for developing the students' overall proficiency than programs lasting for less than three years; the Experienced students' advantage over the Non-experienced students resided in their higher abilities in listening and reading skills; no advantage existed regarding vocabulary or grammar knowledge; experiencing English for three years or longer was more effective for developing listening skills than doing so for less than three years; and when elementary school students studied

The English learning strategy of children level will be different at junior and high school levels. Language English, it did not seem to matter whether the learning took place at an elementary school or at another type of school.

The previous cases indirectly explain that the important of children learning strategies to be care of. Creativity of the teacher in packing lessons with methods that are suitable for their needs is needed without having to eliminate some of their cheerful time. One strategy that is widely used by instructors is game. Vocabulary quiz is a strategy with game models, guessing words both through pictures, crossword puzzles, gap fill sentences, mixed letters, sudoku, mixed sentences, word search solutions, etc. The implementation of this game will not only stimulate the speed of mindset, but also train children's motor movements, stimulate learning activity. In addition, this will also bring a cheerful moment, not boring and a fun thing to make them feel that learning English is not as difficult as they find. As stated by Muzdalifah in her research in 2018 that the purpose of the game is not only to stimulate the students in learning, but also a change in the perspective that English is not difficult subject to learn.

Vocabulary quiz is a strategy that is often used by teachers to bring the classroom comfortable or restore the children's learning spirit. However, every strategy of course does not work perfectly due to several factors such as factors that arise from students or

learning situations (Muzdalifah, 2018). Therefore the researcher recommends this study to find out students perceptions about the vocabulary quiz and to know is the strategy fisible or not to be applied. This research limits its scope only to the perceptions of students as prospective child educators. The results of this study did not generalize all perceptions about children in their learning process, but want to know the students’ perception of doing vocabulary quiz through “English for Children” course.

Research design

This study was designed using descriptive qualitative and the data

presented in the form of detailed information. Data was collected using interviews with in-depth interview techniques. There were 27 students who were respondents to this study. Interview were collected through several questions, then the answers were summarized in 5 answers that were often raised by respondents. . Data on the percentage were analyzed quantitatively by using the formula $(N / Y \times 100)$, with the results of the data presented in the form of tables and chart.

1. Findings and discussion

a. Findings

Summary of interview responses

Table 1. Students’ responses summary

Num.	Responses
1	<i>The learning process becomes more fun and fosters motivation to learn.</i>
2	<i>the material is packed with interesting strategy so that learning becomes more enjoyable. This method will be my reference for teaching later.</i>
3	<i>This method is quite good, it's just not too effective if it is applied to the elementary level because of the limited understanding of vocabulary for most students.</i>
4	<i>I really like this learning method, this is very interesting and not boring.</i>
5	<i>A game can stimulate students' mindsets to improve understanding through vocabulary.</i>
7	<i>besides being able to stimulate the mindset, this method can also train children's motor movements.</i>
8	<i>This method is quite good, except if it is applied to the elementary level, they will be noisy until some of their friends lose concentration (fear of being ineffective).</i>

The table above shows 8 responses consisting of positive and negative responses. The above responses are the results of a response summary of 27 respondents where response number 1 was obtained from 5 respondents, response number 2 was obtained from 5 respondent number 3 obtained from 2

respondents, response number 4 was obtained from 5 respondents, response number 6 were obtained from 3 respondents, response number 7 were obtained from 3 respondents, and response number 8 were obtained from 1 respondent.

Variable responses category

The results of responses of all respondents, a number of responses, both negative and positive responses, were identified. Positive response results are known to be more than negative responses. Some of the response variables of the method that have been found are as follow:

1. Learning process be a fun moment/no boring feel
2. Learning motivation growing up
3. Ineffective

4. Interesting way
5. Stimulates the mindset
6. Increasing and addition vocabulary understanding
7. practice motor movements
8. Learning consentration losing out

Several variables that have been raised by the data can be clearly seen the number of respondents with positive and negative responses presented in the following chart:

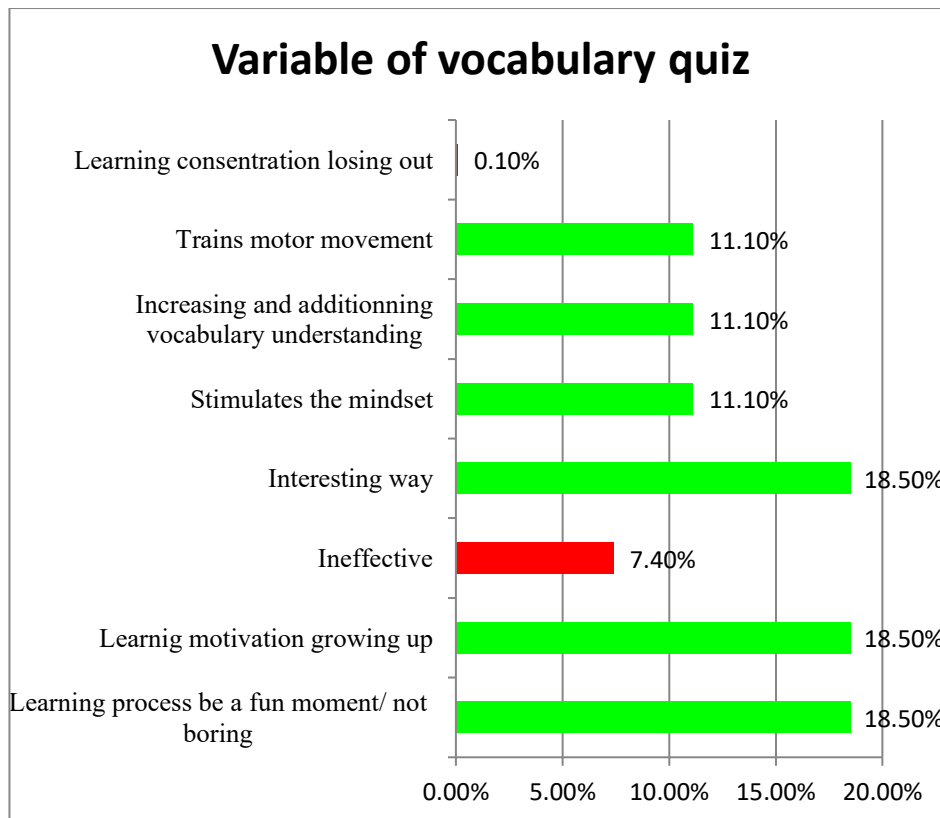


Chart 1. Variables percentage of vocabulary quiz

The chart above explains that from 8 variables, there were 6 positive responses and 2 negative responses. Positive response goes to response number 1 with 18.50% or 5 respondents, response number 2 with 18.50% or 5 respondents, response number 4 with 18.50% or 5 respondents, response number 5 with

11.10% or 3 respondents, response number 6 with 11.10% or 3 people, and response number 7 with 11.10% or 3 respondents. While the negative goes to response number 3 with 7.40% or 2 respondents and response number 8 with 0.10% or 1 respondent only.

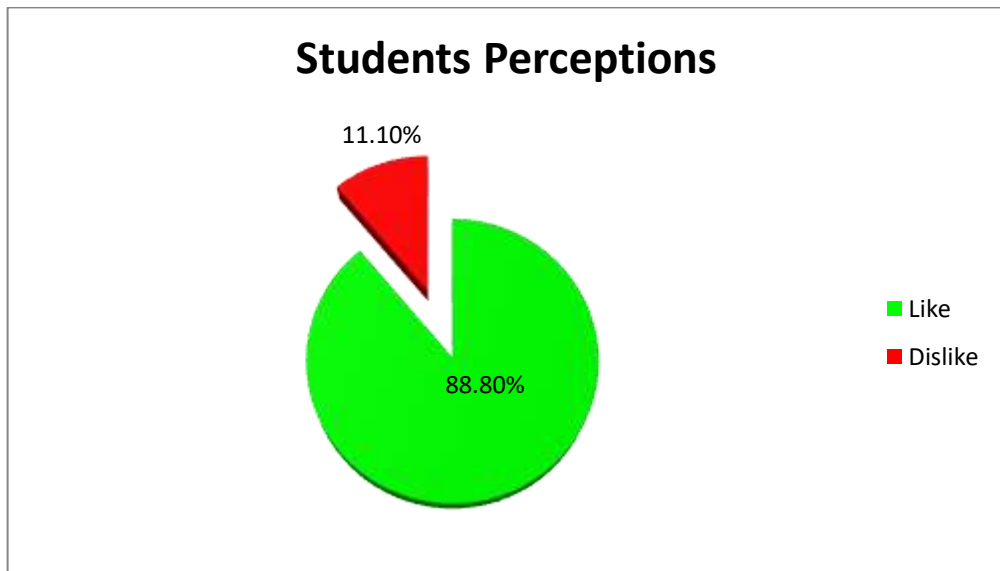


Chart 2. Students' Perceptions of Vocabulary Quiz

The chart above presents the significant differences between positive (like) and negative (dislikes) perception. The number of respondents with a positive perception (like) of the quiz vocabulary method reached in 88.80% or 24 respondents, while respondents with negative perceptions (dislikes) were 11.10% or 3 respondents only. This result clearly states that the several respondents who like the vocabulary quiz as a learning strategy is more compared to respondents who unlike it. In other words, the model of vocabulary quiz was successful and reasonable to implement.

Discussion

Based on the findings that have been analyzed, the final results present that positive perceptions are found goes to response number 1 with 18.50% or 5 respondents, response number 2 with 18.50% or 5 respondents, response number 4 with 18.50% or 5 respondents , response number 5 with 11.10% or 3 respondents, response number 6 with

11.10% or 3 respondents and response number 7 with 11.10% or 3 respondents. While the negative response goes to response to number 3 with 7.40% or 2 respondents and response number 8 with 0.10% or 1 respondent. The total respondents with positive perceptions (liking) reached in 88.80% or 24 respondents, while respondents with negative perceptions (dislikes) were 11.10% or 3 respondents only. This significant comparison clearly shows that the implementation of the general quiz vocabulary method has a positive response from students or in other words it is successful and feasible to apply.

The learning strategy is not all can be in accordance with students condition, therefore variations in learning strategy should be considered by each teacher. Implementing the vocabulary quiz method is not a new method, but some researchers have done this. The results of this study shown that many students got good perception in implementing

vocabulary quiz through "English for children" course.

Conclusion

Based on the research findings, it can be concluded that respondents with positive perceptions reached for 88.80% or 24 respondents, while

respondents with negative perceptions (dislike) are 11.10% or 3 respondents only. In other words, the implementation of vocabulary quiz generally gets a good perception from students. Thus, it works and deserves to be applied.

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