

CHAPTER I

INTRODUCTION

In this chapter the writer explains about the background of the study, the problem of the study, objective of the study, assumption, significance of the study, variable of the study, hypothesis of the study, scope and limitation of the study, definition of key terms, and framework of discussion.

A. Background of The Study

Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write.¹ The words that students choose in speaking will affect how well they understand what a speaker says. In writing, student vocabulary mastery describes how clearly they can convey the readers thinking. In reading, student vocabulary mastery will affect their ability in comprehending and in understanding the writer message through the writer writing. The first thing people will understand a sentence by investigating the meaning of the vocabulary.

Learning vocabulary is very important. Wilkins says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”² Thus, vocabularies are the flesh of a language while grammar is the skeleton. Therefore, many studies have attempted to improve the efficiency and performance of learners when learning English vocabulary.

Students of junior high schools are teenagers, so it is important to introduce English, especially vocabulary to junior high school since vocabulary is

¹Richards and Renandya, Bab 1-05202244164, 2002: 255

²Wilkins, in *Thornbury*, 2002. P. 13.

very crucial in learning a foreign language. Unfortunately, mastering vocabulary is not easy for students, especially for students in Indonesia where English is learned as a foreign language and it is not used in daily communication. So, it is more difficult to master English vocabulary. As a result, vocabulary mastery of students is still low.³

One of the vocabulary test types in the upcoming achievement test is multiple-choice test, in which a word is deleted from a sentence and the candidate selects a correct answer depending on context clues and sentence meaning. Another vocabulary test type in the achievement test is multiple-choice paraphrase, in which a lexical item is underlined in context and tests are required to choose the best synonym or paraphrase of the lexical item depending more on knowing the lexical item than on detecting meaning in the sentence context.

Based on pre-observation that have been done by the writer, the writer found that many students of SMP Muhammadiyah still have some problems especially in learning English vocabulary. They said that English is difficult to be learnt such as translate the word by word and especially in learning vocabulary by using multiple-choice test, because the teacher rarely to teach the topic. Besides that, they were tried with the learning style and then they needed something new and interesting. Because of that, the writer tried to use Multiple-Choice Test in learning vocabulary. It makes the student interested and antutiatiion to learn English. In this study, the writer tried to increase the students' vocabulary using Multiple-Choice Test.

³(Richards and Renandya, Wilkins (in Thornbury, 2002: 13) 2002: 255) : BAB 1-05202244164.pdf, page 1-2

The writer chooses Multiple-Choice Test in this study because Multiple-Choice Test has some benefit, one of benefit it is able to cover various psychology aspects such as knowledge, application, analysis, shynthesis, to teach English and using Multiple-Choice Test in teaching learning process can help the students in learning vocabulary. Based on syllabus of SMP Muhammadiyah Palangka Raya, the writer will taught vocabulary such as noun, adjective, verb, and others based on the syillabus of the eight of SMP Muhammadiyah Palangka Raya.

Based on the explanation above, the writer is very interested inconducting a study entitled: **“The Effects of Using Multiple-Choice Test to The Students’ Scores in Learning Vocabulary to The Eight Grade of SMP Muhammadiyah Palangka Raya”**.

B. Problem of the Study

Based on the background above, the writer stated the problem of the study as follow:

What is the effect of using multiple-choice test to the students’ scores in learning vocabulary at the eight grade of SMP Muhammadiyah Palangka Raya?

C. Objective of the Study

Based on the statement of the problem above, the writer’s purpose is:

To measure the effect of using multiple-choice test to the students’ scores in learning vocabulary at the eighth grade of SMP Muhammadiyah Palangka Raya.

D. Assumption

There are two assumptions in this study, they are:

1. Multiple-choice test could be applied as projective technique in teaching vocabulary.
2. There is a significant in students' score when using multiple-choice test and without using multiple-choice test.

E. Significance of the Study

The significances of this study can be viewed from both theoretical and practical aspects, as describe below:

1. Theoretically, It is expected that this study is able to contribute to the application of teaching English vocabulary as a foreign language for Indonesian students.
2. Practically, the result of this study is expected to give benefit for the students and teacher.
 - a. For students; this study is expected to help the students learn vocabulary in a good and enjoyable way through multiple choice test.
 - b. For teacher; the result of this study can be directly intended to provide them with more understanding of the effective of teaching vocabulary through Multiple Choice Test.

F. Variables of the Study

Variable is a construct or a characteristic that can take on different values or score. In pre experimental research, there are two types of variable to be

observed: independent and dependant variables. Independent variable is a variable that influence the dependent variable.

Meanwhile, dependent variable is the variable in an experiment, which changes as a result of the independent variable, the effect, in a study of cause and effect. In the present study there are two variables, independent and dependent variable. The independent variable is teaching English by using Multiple-choice Test. Meanwhile, the dependent variable is students' English vocabulary score.

X = independent variable (Multiple-Choice Test)

Y = dependent variable (Students' English Vocabulary Scores)

G. Hypothesis

The hypothesis set for the recent study is as tentative answer of the research problem.

H_a : There is an effect of using Multiple-Choice test to the students' scores in Learning Vocabulary to The eight grade Students of SMP Muhammadiyah Palangka Raya.

H_o : There is no effect of using Multiple-Choice test to the students' scores in Learning Vocabulary to The eight student Students of SMP Muhammadiyah Palangka Raya.

H. Scope and Limitation of the Study

The Study was focused on the use of multiple-choice test to students' scores in learning vocabulary. The study was conducted at the Eighth grade students of SMP Muhammadiyah Palangka Raya. Based on the syllabus of SMP

Muhammadiyah Palangka Raya especially to VIII on semester 2 that the writer focused on verb, noun, and adjective.

I. Definition of Key Terms

To avoid the drawback or misunderstanding of some words in this research, it is important to give some explanations or definitions as follows:

1. Effect

The effect is a change of produced by an action or a course, a result or an outcome.⁴ Related of the study, a change of product by an action or a course is a change for the student's English score of the eight grade students of SMP Muhammadiyah Palangka Raya after given treatment; that is taught by multiple-choice test.

2. Multiple-Choice.

A multiple-choice consists of a *stem*, which is stated, a direct question or an incomplete statement, and a number of suggested solutions called *options* (also called *choices* or *alternatives*).⁵

3. Vocabulary

Vocabulary is the total number of words in a language, or all the words knows to a person or used in a particular book, subject, etc, or a list of words with their meanings.⁶

⁴ A S Hornby, *Oxford Anvantaged Learner's Dictionary*, New York: Oxford University Press, 1995, p. 369.

⁵ Mei-er Yu Vi-ching Lin, *Principles for Writing Multiple-Choice Items in Vocabulary, Gramnlar, and Reading Tests: A Study on the Test Making Process of an Achievenlent Test at Fooyin Institute of Technology*, :§:ll:ltVIiti ~¥!H2002) 107~114, p. 108.

⁶ A S Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995, p. 369.

4. Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.⁷

5. A recount text

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.⁸

6. SMP Muhammadiyah Palangka Raya

A Junior High School where is the writer did his study. It is located at Rta. Milono Street, km. 1, 5 Palangka Raya.

J. Framework of Discussion

The frameworks of the discussion of this study are:

Chapter 1 : Introduction that consist of background of study, problem study, objective of the study, the assumptions, the hypothesis, the significance of the study, variable of the study, the definition of key terms, and framework of discussion.

Chapter II : Discuss the review of materials which covers vocabulary (Definition of Vocabulary, kinds of vocabulary, descriptive text, recount text, multiple-choice items test, technique of teaching multiple choice, advantages and disadvantages of multiple

⁷Linda Gerot, Peter Wignell, '*Making Sense of Functional Grammar*', 1994, p. 4

⁸M. Arifian Rosyadi, '*Teaching Material Development*', p. 1

choice test, and procedure teaching by using multiple choice items test..

Chapter III : Its research methodology that consist of research design, approach of the study, population and sample, data collecting technique, data collection procedure, instrument of the study, instrument try out, instrument of validity, instrument of reliability, level of difficulty, data analysis procedure.

Chapter IV : Result of the study that consist of Data Presentation, testing of normality and homogeneity, the result of data analysis, and discussion.

Chapter V : Conclusion and suggestion (for the teacher, for the students, and for the other researchers.