IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH TELLING OBJECTS
(TOYS, REPLICA, AND MINIATURE)
(A Classroom Action Research at the Fourth Grade Students of SD N1 Talagening Bobotsari Purbalingga in the Academic Year 2011/2012)

A thesis
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MOTTO

Sometimes all you need is a second chance, because time was not ready for the first.

Heaven on earth is a choice you must make, not a place you must find.

Someone can do something, because she thinks she can.
DEDICATION

Firstly, the writer would like to say thanks to Allah SWT for blessing and mercies so that the writer could finish this thesis.

Secondly, the writer would like to say thanks for:

😊 My good parents “Enya” and “Babeh” who always give love and support when the writer was giving up and never tired pray to Allah SWT for the writer success. Thanks a lot for your love and the writer would like to say so sorry because the writer could not finish this thesis on time.

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PREFACE

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Purwokerto, July 2012

The Writer
ABSTRACT

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The aim of the research was to improve the student’s vocabulary mastery through telling objects (toys, replica, and miniature). The reason for choosing the topic was that the student’s mastery in learning vocabulary was still low and they still got difficulties.

This research used Classroom Action Research, and was conducted at SD N1 Talagening Bobotsari Purbalingga in the academic year 2011/2012. The subject of the research was the fourth grade students. The number of the students was 42, consisting of 18 boys and 24 girls. This study was done on Thursday, 23rd February 2012. The writer applied qualitative and quantitative data that were taken from observation, interview, questionnaire, and pre and post test. The data analysis proved that learning vocabulary through telling objects (toys, replica, and miniature) could improve student’s vocabulary mastery in every cycle. The improvement of the student’s activity it improved 5.55% in Cycle 1 and 11.5% in Cycle 2 or 5.95% from Cycle 1. The last was the result of the student’s vocabulary test which showed improvement in every Cycle. The mean of the student’s vocabulary score improved 18.89% from pre test in Cycle 1, and improved again to 30.48% in Cycle 2.

From the result of student’s vocabulary test, the writer took a conclusion that after the CAR more than 80% students could reach the English KKM (Passing Grade). It could be seen from the result of pre test, that there was 21.42% students who could reach the English KKM, from the result of post test 1 there was 47.61% students who could reach the English KKM, and from the result of post test 2 there was 85.71% students who could reach the English KKM. So, this CAR could be called successful because 85.71% students could reach the English KKM.
TABLES OF CONTENTS

TITLE ...........................................................................................................................................i
APPROVAL ...................................................................................................................................ii
MOTTO ..........................................................................................................................................iii
SURAT PERNYATAAN ................................................................................................................iv
DEDICATION ..............................................................................................................................v
PERFACE ......................................................................................................................................vi
ABSTRACT .................................................................................................................................vii
TABLES OF CONTENTS ............................................................................................................viii
LIST OF FIGURES .....................................................................................................................xi
LIST OF TABLES ........................................................................................................................xii
LIST OF APPENDICES ...............................................................................................................xiii

CHAPTER I: INTRODUCTION ....................................................................................................1

A. Background of Study .........................................................................................................1
B. Reason for Choosing the Topic .........................................................................................3
C. Research Problem .............................................................................................................4
D. The Purpose of the Research ..........................................................................................4
E. Clarification of the Terms .................................................................................................4
F. Contribution of the Research ..........................................................................................6

CHAPTER II: THEORITICAL REVIEW ..................................................................................7

A. Characteristics of Students at Elementary School .........................................................7
B. Vocabulary Knowledge .....................................................................................................8
   1. Definition of Vocabulary ............................................................................................8
   2. The Importance of Vocabulary ...............................................................................9
   3. Teaching and Learning Vocabulary ....................................................................10
C. Media………………………………………………………………………………16
   1. The Definition of Media…………………………………………………16
   2. Reason of Using Media………………………………………………17
   3. The Function of Media…………………………………………………17

D. The Objects (toys, replica, and miniature)……………………………..18
   1. Definitions of the Objects (toys, replica, and miniature)……………18
   2. The Advantages of Using the Objects (toys, replica, and miniature)…………………………………………………………………19
   3. The Disadvantages of Using the Objects (toys, replica, and miniature)…………………………………………………………………21
   4. Teaching and Learning Vocabulary………………………………………22
      Through Telling Objects (toys, replica, and miniature)

E. Basic Assumption………………………………………………………………23

CHAPTER III: RESEARCH METHOD…………………………………………………24

A. Method of Research……………………………………………………………..24
B. Subject of Research………………………………………………………………25
C. Place and Time of the Research……………………………………………….25
D. Design of the Research…………………………………………………………25
E. Technique in Collecting Data…………………………………………………….27
   1. Qualitative Data……………………………………………………………..27
   2. Quantitative Data…………………………………………………………….30
F. Technique for Analyzing Data………………………………………………….31
   1. Qualitative Data……………………………………………………………..31
   2. Quantitative Data…………………………………………………………….32
G. Criteria of the Action Success………………………………………………….34
H. Validity of Data………………………………………………………………….34

CHAPTER IV: RESULT AND DISCUSSION……………………………………………36

A. Result of the Research…………………………………………………………….36
   1. The Implementation of Cycle 1……………………………………………36
   2. The Implementation of Cycle 2……………………………………………49
B. Discussion………………………………………………………………………….60
CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion

B. Suggestion

BIBLIOGRAPHY

APPENDICES
LIST OF FIGURES

Figures 1: The Diagram of CAR.................................................................26

Figures 2: The Process Sequence of Qualitative Data......................................31

Figures 3: The Chart of Student’s Activity in Cycle 1.......................................41

Figures 4: The Improvement of the Student’s Activity in Cycle 1......................42

Average in Each Action.

Figures 5: The Chart of the Student’s Questionnaire.....................................44

before the Implementation of the Action

Figures 6: The Chart of the Student’s Questionnaire.....................................46

after the Implementation of the Action

Figures 7: The Chart of the Student’s Activity in Cycle 2...............................55

Figures 8: The Improvement of the Student’s Activity in Cycle 2......................56

Average in Each Action

Figures 9: The Improvement of Vocabulary Test Result in Cycle 1 to Cycle 2.....63

Figures 10: The Improvement of Student’s Activity in Cycle 1 to Cycle 2.........65
**LIST OF TABLES**

Table 1: The Schedule of Research .......................................................... 25

Table 2: The Indicator Observation of Student’s Activity .......................... 28

Table 3: The Indicator Observation of Teacher’s Activity .......................... 28

Table 4: The Indicator Questionnaire of the Students before the Implementation of the Action 29

Table 5: The Indicator Questionnaire of the Students after the Implementation of the Action 30

Table 6: The Observation Result of Student’s Activity in Cycle 1 ............... 40

Table 7: The Result of the Teacher Activity in Cycle 1 ............................. 43

Table 8: The Result of the Student’s Questionnaire before the Implementation of the Action 44

Table 9: The Result of the Student’s Questionnaire after the Implementation of the Action 45

Table 10: The Improvement of Student’s Vocabulary mastery of Cycle 1 .... 48

Table 11: The Observation Result of Student’s Activity in Cycle 2 ............. 54

Table 12: The Result of the Teacher’s Activity in Cycle 2 ........................ 57

Table 13: The Improvement of Student’s Vocabulary Mastery of Cycle 2 ... 58

Table 14: Vocabulary Test Result ............................................................. 60

Table 15: The Result of Student’s Activity .............................................. 63
LIST OF APPENDICES

Appendix 1: List of Student’s Name
Appendix 2: Lesson Plan
Appendix 3: Student’s Pre Test and Post Test
Appendix 4: The Result of Student’s Pre Test and Post Test
Appendix 5: The Result of Student’s Activity
Appendix 6: The Result of Teacher’s Activity
Appendix 7: The Result of Interview
Appendix 8: The Result of Questionnaire
Appendix 9: Photos
Appendix 10: Letter