IMPROVING STUDENTS’ PARTICIPATION IN LEARNING ENGLISH BY USING DOMINOES

(A Classroom Action Research at Fifth Grade Students of SD N 2 Bojongsari, Kembaran, Banyumas Academic Year 2010/2011)

A THESIS

Submitted to the English Department as a Partial Fulfillment of The Requirement for S.Pd Degree

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2012
DEDICATION

This thesis dedicated to:

1. Alloh SWT, thank you for your permit, everything.

2. My father and my mother, thank you for your praying.

3. My brother, Bambang Priyono thank you for your attention.

4. My sisters in Aisyah and GMS boarding house, thank you for your help.

5. My friends, Dwi, Roro, and Santi, love you all.
MOTTO

Praying is the key of success
PREFACE

First of all, the writer would like to thank to Alloh SWT, the most gracious the most merciful and also guiding her in writing this thesis. This thesis is written to fulfill one of the requirements for S,Pd. Degree of English Department of Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto.

The writer wishes to express her great appreciation and special thanks to:

1. Drs. Joko Purwanto, M, Si. The Dean of the Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto who gave permission to conduct the research.
2. Endang Kusrini, S, Pd., M. Hum, as the head of English Department of Teacher Training and Education Faculty who has allowed the writer to write this thesis.
3. Drs. Suwartono, M, Hum, as the first Supervisor who has given advice and suggestion.
4. Lutfi Istikharoh, M, Pd, as the second supervisor, who has given guidance and correction patiently.
5. Sudi Rahayu, S, Pd, as the head master of SD N 2 Bojongsari who gave permission to get the data of the research.
6. Mrs. Analiah Efiani, S.Pd, as the English teacher of SD N 2 Bojongsari who gave her help to get the data of the research.
7. The fifth students of SD N 2 Bojongsari.
The writer hopes that thesis would give some values to English Departement Faculty and some teachers. She believes that there are still many weaknesses in this research, so she welcomes any critics and suggestion that encourage her for further study.

Purwokerto, March 2012
ABSTRACT

IMPROVING STUDENTS’ PARTICIPATION IN LEARNING ENGLISH BY USING DOMINOES (A Classroom Action Research at Fifth Grade Students of SD N 2 Bojongsari, Kembaran, Banyumas Academic Year 2010/2011)

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This research aimed at improving students’ participation in learning English by using Dominoes. The research was done at Fifth Grade students of SD N 2 Bojongsari, Kembaran, Banyumas, consisting of 45 students. It was conducted for a month (November 2011)

The writer worked in collaboration with the English teacher in that school. This research was done based on Kemmis and McTaggart’s design. The writer took one cycle that consisted two actions. The procedures of the research were planning, acting, observing, and reflecting.

There were two kinds of data: qualitative data and quantitative data. The qualitative data were taken from interview, documentation, and field note. In analyzing the quantitative data, the writer used observation and questionnaire. The quantitative data were obtained by calculating the percentage of the indicators of students’ participation, both in contributive and initiative participation.

The result of the observation in Cycle 1 showed that the average of students’ individual activity in Action 1 was 27.8% which increased 39.6% in Action 2. It means that the improvement of the students’ individual activity in Cycle 1 was 11.98% and the average of students’ group activity in Action 1 was 33.3% which increased 44.45% in Action 2. It means that the improvement of students’ group activity in Cycle 1 was 11.1%. It was also supported by the result of questionnaire and interview. The result of questionnaire showed that 93.57% of the students gave positive response toward the implementation of Dominoes in learning English, and the data from interview showed that students were interested and enjoyed in learning English by using Dominoes. Based on the CAR result, Dominoes were able to improve students’ participation in learning English.
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