

**IMPROVING STUDENTS' VOCABULARY
USING EXTERNAL MOTIVATORS
IN TEACHING VOCABULARY**

**(A Classroom Action Research at the First Grade of SD Alam
Islam Terpadu Auliya Kendal in the Academic Year of 2010/2011)**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
the Degree of Bachelor in English Language Education



By:

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**EDUCATION FACULTY
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG
2011**

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The Dean of Education Faculty
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I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : *Improving Students' Vocabulary Using External Motivators (A Classroom Action Research at the First Grade of SD Alam IT Auliya Kendal in the Academic Year of 2010/2011)*

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Department : Tadris

Field of Study : English Language Education

I state that the thesis is ready to be submitted to Education Faculty Walisongo State Institute for Islamic Studies to be examined at Munaqosyah session.

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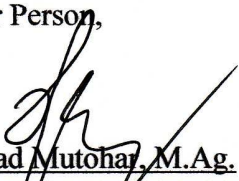
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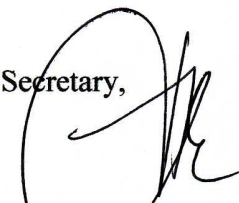
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ABSTRACT

Title : *Improving Students' Vocabulary Using External Motivators
(A Classroom Action Research at the First Grade of SD Alam
IT Auliya Kendal in the Academic Year of 2010/2011)*
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Keywords: vocabulary, external motivators, teaching vocabulary

The background of the study in this research is the students still have difficulties in remembering new vocabulary and confused of understanding the vocabulary. The teacher still uses conventional methods; the teacher only translates the words and monotonous, so the students are easy to get bored. To improve young learner's understanding, teacher can use the external motivators in teaching vocabulary. They need motivators to learn English consistently.

The study is aimed at responding the following questions:

1. How is the implementation of external motivators in teaching vocabulary at the first grade of SD Alam Islam Terpadu Auliya Kendal?
2. How can the external motivators improve students' vocabulary?.

The topic is discussed through the field research in first grade students of SD Alam Islam Terpadu Auliya Kendal in the academic year of 2010/2011. The school is used as the data source to accomplish the research about the implementation of using external motivators in teaching vocabulary.

The data was gathered through the evaluation test score, the observation note, and documentation study. All data then were analyzed using the quantitative and qualitative approach and the descriptive analysis.

The first result of the study shows that the use of external motivators can improve students' vocabulary. It was seen from the comparative result of the test in each cycle. The improvement of students' vocabulary was indicated by their score in test. It can be seen from the result of cycle 1 to the third cycle, where in pre-cycle students' mean on mastery vocabulary was only 67.5; it increased 4.2 became 71.7 in cycle 1. In cycle 2 it increased from 71.7 to 75. And in the cycle 3 increased up to 15 became 90. The second result of the research that the implementation of the using external motivators in teaching vocabulary was done by giving punishment and praise to the students. The result of giving punishment and praise were the students pay more attention to the topic that was being given.

The second implementation was by giving the appreciation and feedback to the students as the reinforcement. And the third implementation of another kind of external motivators was by giving the reward and game competition to find the hidden words around the class. Students were more active and enthusiastic in doing this activity and more motivated to remember the vocabulary that was given.

Base on the results of the research, it could be concluded that using external motivator could improve students' vocabulary. And it is hoped that it can be valuable information resource for students, teachers, and the researcher himself.

ACKNOWLEDGEMENTS

First and foremost, the writer would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish this thesis untitled “IMPROVING STUDENTS` VOCABULARY USING EXTERNAL MOTIVATION IN TEACHING VOCABULARY (A Classroom Action Research at the First Grade Students of SD Alam Islam Terpadu Auliya Kendal in the Academic Year of 2010/2011)”. Without Him, the writer could not stay patient and in control in writing this thesis from the first page to the last page.

Shalawat and salam may be granted to our noble prophet Muhammad Saw and his family, his friends, and his followers who has brought Islam until this present.

The writer realizes that the writer cannot complete this thesis without the help of others. Many people have helped him during the writing this thesis and it would be impossible to mention of all them. The writer wishes, however, to give his sincerest gratitude and appreciation to:

1. Dr. Suja`i, M.Ag, as the Dean of Tarbiyah faculty.
2. Siti Tarwiyah, M.Hum. as the Head of English Department.
3. Daviq Rizal, M.Pd. as the first advisor and Dr. Ahwan Fanani M.Ag. as the second advisor for their patience in providing careful guidance, helpful, corrections, very good advice as well as suggestion and encouragement during the consultation.
4. Lectures in English Department of Tarbiyah Faculty for valuable knowledge, guidance, and advices during the years of my study.
5. Library officers who always give good service related with the references in this thesis so that the writer could done this thesis well.
6. Nurul Lisangadah as the headmaster of SD Alam Islam Terpadu Auliya Kendal who had allowed me to carry out the research in her school, and gave

the writer the belief to teach in her school, and the students of the first grade class, thanks for the cooperation, and also the school administration staff.

The writer realizes that this thesis is still far from being perfect. So, the writer expects the constructive suggestion and criticism from all side for the advantages of this thesis.

Finally, the writer hopes this thesis will be one of the big contributions in teaching learning English especially in mastery vocabulary. Amin.

Semarang, Mei 31th, 2011

The Writer,

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