THE USE OF SPOOF TO IMPROVE STUDENTS’ MEMORY
ON CONCRETE NOUN
(A Classroom Action Research at the Fifth Grades of
SD Ngadirgo 03 Mijen Semarang
in the Academic Year of 2009/2010)

THESIS

Submitted in partial fulfillment of the requirement
for the degree of Bachelor of Islamic Education
in English Language Education

BY:
DIAN NOFITA KURNIATI
053411388

TARBIYAH FACULTY
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG
2010
RATIFICATION

Name: Dian Novita Kurniati
Student Number: 053411388
Title: The Use of Spoof to Improve Students' Memory on Concrete Noun (A Classroom Action Research with Fifth Grades Students of SD Ngadirgo 03 Mijen Semarang in the Academic Year of 2009/2010)

had been ratified by the team of thesis examiner of Education Faculty of Walisongo State Institute for Islamic Studies Semarang on:
Day: Wednesday
Date: June 30th, 2010

The Team of Examiner

Chairman,
Drs. H. Abdul Wahid, M.Ag.
NIP. 196911141994031003

Secretary,
Drs. Ikhrom, M.Ag.
NIP. 196503291994031002

Examiner I
Dra. Siti Mariam, M.Pd.
NIP. 196507271992032002

Examiner II
Moh. Naif Annuri, M.Pd.
NIP. 197807192005011007
MOTTO

“Do not be afraid to fail”

Nothing is impossible the word itself says “I’m possible”\(^1\)

\(^1\) [http://www.goege.co.id/imglanding?q=wise%20word&imgurl](http://www.goege.co.id/imglanding?q=wise%20word&imgurl), on 27 June 2010
DEDICATION

This thesis is dedicated to:

❖ The researcher’s beloved mother (Masyati, alm) for being her everlasting inspiration.

❖ The researcher’s beloved father (H. Mustaqim) who always gives motivation in everything she does and teaches her to be a strong person.

❖ The researcher’s beloved brother (M. Zaenal Arifin) who always support her to finish this thesis.

❖ The researcher’s family, who always loves and gives suggestions to never give up in finishing this final project.

❖ The researcher’s best friends Faris, mb. Atus, Iin, Fayik, Isty, Prety, Rondiyan, Mumun, Adi, Sohibah, Aam, pak Sam, and all her friends. Thanks for always accompanying her unconditionally.
A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 30 Juny 2010
The Writer,

Diah Nofita Kurniati
Nim: 053411388
ABSTRACT

Dian Nofita Kurniati (Student Number: 053411388), The Use of Spoof to Improve Students’ Memory on Concrete Noun (A Classroom Action Research at the Fifth Grades of SD Ngadirgo 03 Mijen Semarang in the Academic Year of 2009/2010). Final Project: Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies (IAIN Walisongo), Semarang, 2010.

Keywords: Spoof, to Improve, Students’ Memory, Concrete Noun.

The background of the study in this research is the students still have difficulties in remembering vocabulary especially on concrete noun and confused of understanding vocabulary in the text. The teacher still uses conventional methods, the teacher only translates the words. So, the students are easy to get bored. To improve students’ memory on concrete noun, the teacher must be creative in selecting teaching methods. Spoof text may be can used as teaching aid to help her in teaching learning process.

The problems in this study can be stated as follow:
1. How is the implementation of spoof in teaching concrete noun at fifth grade of SD Ngadirgo 03 Mijen Semarang?
2. How is the improvement of students’ memory on concrete noun after being taught using spoof?

The objective of this study are (1) To describe the implementations of the teaching concrete noun using spoof at fifth grade of SD Ngadirgo 03 Mijen Semarang, (2) To find out the improvement of students’ memory on concrete noun.

This research is a classroom action research. The subject of this study is the students of SD Ngadirgo 03 Mijen Semarang in the academic year of 2009/2010. The number of the subjects is 28 students. The process of this research was conducted in three stages, including, pre cycle, cycle 1, and cycle 2. Cycle 1 was planned after conducting pre cycle. Cycle 2 was conducted based on the reflection results of cycle 1. The data were collected using observation during the teaching learning process in pre cycle, cycle 1, and cycle 2 and test to measure the improvement of students’ memory on concrete noun in each cycle. The data were analyzed using quantitative descriptive.

The results of the analysis were used to describe the improvement of students’ memory on new vocabulary which was indicated by their score in test. It can be seen from the result of cycle 1, where in pre cycle students’ mean on concrete noun was only 64.6, it increased up to 5 became 69.6 in cycle 1. In cycle 2 it increased, from 69.6 up to 76.8 or 7.2 increased.

Based on the results of the research, it could be concluded that using ‘spoof’ could improve students’ memory on concrete noun. And it is hoped that it can be valuable information resource for students, teachers, and the writer herself.
Bismillahirrohmanirrohim,

Praise be to Allah, the merciful, the compassionate that the researcher can finish this thesis completely.

Shalawat and Salam for the Prophet Muhammad who brings us from the darkness to the brightness.

The researcher realizes that there are many people who are already helped her in arranging and writing this thesis directly or indirectly. In this chance, the researcher would like to express deeper appreciation to:

1. Prof. Dr. Ibnu Hadjar, M.Ed. as the Dean of Education Faculty.
2. Siti Tarviyah, M.Hum. as the first advisor who already guided and advised the writer patiently during the arrangement of this thesis.
3. Drs. Mahfud Junaidi, M.Ag. as the second advisor who gave guidance and advices over the study conducted.
4. The entire lecturers in Education Faculty who always give input and advice to the writer during conducting this study.
5. Drs. Agus Suyono, M. Pd. as the Headmaster of SD Ngadirgo 03 Mijen Semarang who gave the researcher permission to conduct the study there.
6. Anis Aryani, S.S. as the English teacher at the 5th grade of SD Ngadirgo Mijen Semarang for helping the researcher during the research.
7. All of the 5th grade students of SD Ngadirgo Mijen Semarang for all the time and cooperation during the research.
8. Beloved father and mother who always being the researcher’s inspiration and motivation to continue this study.
9. Beloved brother (Arif) who always support the researcher to finish this thesis.
10. All the researcher’s friends in TBI 2005 especially class C.
11. The big family of KSR, KOHATI, HMI, for all the great experience with.
12. Last but not least, those who cannot be mentioned one by one, who have
— supported the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is a far from being perfect.
Therefore, the researcher will happily accept constructive criticism in order to
make it better. The researcher hopes that this thesis would be beneficial to
everyone. Amin.

Semarang, 30 Jany 2010

The writer

Dian Nofita Kurniati
NIM: 053411388
# TABLE OF CONTENT

PAGE OF TITLE ............................................................................................................. i
ADVISOR APPROVAL ................................................................................................. ii
RATIFICATION ............................................................................................................ iii
THESIS STATEMENT .................................................................................................... iv
MOTTO .......................................................................................................................... v
ACKNOWLEDGEMENT ................................................................................................ vi
DEDICATION ............................................................................................................... vii
ABSTRACT .................................................................................................................. viii
TABLE OF CONTENTS .............................................................................................. ix

## CHAPTER I: INTRODUCTION

A. Background of the Study ......................................................................................... 1
B. Reasons for Choosing the Topic ............................................................................... 4
C. Research Questions ................................................................................................ 5
D. Objectives of the Study ........................................................................................... 5
E. Pedagogical Significant .......................................................................................... 5
F. Scope of the Study ................................................................................................... 6
G. Definition of the Key Terms .................................................................................. 6

## CHAPTER II: REVIEW OF RELATED LITERATURE

A. Theoretical Review .................................................................................................. 7
  1. The Characteristics of Elementary School Students ......................................... 7
  2. Teaching Language to Children at Elementary School .................................... 8
  3. The Importance of Learning Vocabulary ......................................................... 9
  4. Concept of Teaching Vocabulary ....................................................................... 11
     a. Definition of Vocabulary ............................................................................. 11
     b. Teaching Vocabulary ............................................................................... 12
     c. Ways to Improve Vocabulary .................................................................. 13
     d. Types of Vocabulary .............................................................................. 14
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Nouns</td>
<td>16</td>
</tr>
<tr>
<td>1) The Definition of Noun</td>
<td>16</td>
</tr>
<tr>
<td>2) Definition of Concrete Noun</td>
<td>17</td>
</tr>
<tr>
<td>3) Kind of Concrete Noun</td>
<td>18</td>
</tr>
<tr>
<td>5. Spoof</td>
<td>19</td>
</tr>
<tr>
<td>a. Definition of Spoof</td>
<td>19</td>
</tr>
<tr>
<td>b. Social Function of Spoof</td>
<td>19</td>
</tr>
<tr>
<td>c. Generic Structure of Spoof</td>
<td>19</td>
</tr>
<tr>
<td>d. Generic Features of Spoof</td>
<td>20</td>
</tr>
<tr>
<td>6. Teaching Concrete Noun Using Spoof</td>
<td>20</td>
</tr>
<tr>
<td>7. Previous Research</td>
<td>22</td>
</tr>
<tr>
<td>8. Action Hypothesis</td>
<td>23</td>
</tr>
<tr>
<td>CHAPTER III: METHOD OF INVESTIGATION</td>
<td></td>
</tr>
<tr>
<td>A. Methods of Research</td>
<td>24</td>
</tr>
<tr>
<td>1. Research Design</td>
<td>24</td>
</tr>
<tr>
<td>2. Characteristics of Action Research</td>
<td>25</td>
</tr>
<tr>
<td>B. Setting of Research</td>
<td>26</td>
</tr>
<tr>
<td>1. Time of Place of the Study</td>
<td>26</td>
</tr>
<tr>
<td>a. Time of Research</td>
<td>26</td>
</tr>
<tr>
<td>b. Place of the Study</td>
<td>27</td>
</tr>
<tr>
<td>C. The Subject of the Research</td>
<td>28</td>
</tr>
<tr>
<td>D. Source of Data</td>
<td>28</td>
</tr>
<tr>
<td>E. Technique and Instrument of the Research</td>
<td>28</td>
</tr>
<tr>
<td>1. Technique of Data Collection</td>
<td>28</td>
</tr>
<tr>
<td>2. Instrument of the Research</td>
<td>30</td>
</tr>
<tr>
<td>F. Analysis of the Data</td>
<td>32</td>
</tr>
<tr>
<td>G. Indicator of Research</td>
<td>34</td>
</tr>
<tr>
<td>H. Procedure of the Research</td>
<td>34</td>
</tr>
<tr>
<td>CHAPTER IV: RESEARCH FINDING AND DISCUSSION</td>
<td></td>
</tr>
<tr>
<td>A. Result of the Study</td>
<td>41</td>
</tr>
</tbody>
</table>
B. Implementation of Spoof in Teaching Concrete Noun and The Improve of Students’ Memory on Concrete Noun .......................... 41
   1. Students Score in Pre Cycle .................................................. 41
   2. Implementation of Spoof in Teaching Concrete Noun and Students’ Score in first Cycle .............................................. 43
   3. Implementation of Spoof in Teaching Concrete Noun and Students’ Score in second Cycle ............................................ 49
C. The Analysis of The Whole Meetings ........................................... 54
D. The Use of Spoof to Improve Students’ Memory on Concrete Noun .................................................................................. 56

CHAPTER V: CONCLUSION
A. Conclusion ............................................................................... 57
B. Suggestion ................................................................................ 58
C. Closing .................................................................................... 59

REFERENCES AND APPENDIXES