

**DEVELOPING STUDENTS' VOCABULARY POWER ON  
PAST FORM THROUGH FAIRY TALES**

**(A Classroom Action Research at Eighth Grade of SMPN 23 Semarang in the  
Academic Year of 2010/2011)**

**A Final Project**

**Submitted in partial fulfillment of the requirement  
For the degree of Bachelor of Education  
in English Language Education**



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*Assalamu'alaikum Wr. Wb.*

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## MOTTO

لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةً لِأُولِي الْأَلْبَابِ مَا كَانَ حَدِيثًا يُفْتَرَى وَلَكِنْ تَصْدِيقَ  
الَّذِي بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ  
(يوسف: 111)

“Indeed in their stories, there is a lesson for men of understanding. It (the Qur’an) is not a forget statement but a confirmation of (Allah’s existing books) which were before it (i.e. the Taurat, the Injeel and and other Scriptures of Allah) and a detailed explanation of everything and guide and a mercy for the people who believe<sup>1</sup>.”

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<sup>1</sup> Muhammad Taqi-ud-Din Al-Hilali dan Muhammad Muhsin Khan, *The Noble Quran*, (Saudi Arabia: Darussalam, 1996), p. 444.

## **DEDICATION**

The final project is dedicated to:

- My father and mother (Khasan Bisri and Naimah) who always support emotionally and materially with prayer, love, and patience.
- My honorable teacher KH. M. Nasir MH and his family who always motivate and pray the writer to do the best things in life.
- My sisters and brothers, (Umi Sa'adah, Ismiyati, A. Zaenuri, Nur Faizah, and Luluk Barokah) who always support and motivate the writer to finish this thesis.
- My brothers-in-law (H. Ali Munib, S. Ag., A. Rosyidi, and M. Ngadni).
- My dearest friends Suhardiman, Hadi, Hanafi, Aziz, faul, Hasan, Indah and all of Students TBI '06. Thanks for helping, without your generous participation this thesis would not have been completed in its present form. I love you all.
- Someone who is always in my heart.
- All my friends.

## **A FINAL PROJECT STATEMENT**

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

Semarang, December 13<sup>th</sup> 2010

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## ABSTRACT

Abdul Basir (Student's Number: 063411074). Developing Students' Vocabulary Power on Past Form through Fairy Tales ((A Classroom Action Research at Eighth Grade of SMPN 23 Semarang in the Academic Year of 2010/2011). Final Project, Semarang: Bachelor program 2010.

Key word: past form, fairy tales, develop, students' vocabulary power.

The background of the study in this research is that some students are interested in studying English. Other students are still confused and difficult to understand English, because of limited vocabulary. The students are still confused about past form because they have less vocabulary of it. The teacher still uses conventional method (teacher center) and uses monotonous resources (LKS). To develop students' vocabulary on past form, the teacher can use fairy tales to help her in teaching learning process.

The problems of this research can be stated as follow:

1. How are fairy tales implemented to improve students' vocabulary power on past form?
2. How is the improvement of students' vocabulary power on past form after being taught with fairy tales?

The objectives of this study are (1) To describe the implementation of fairy tales to improve students' vocabulary power on past form, (2) To improve the students' vocabulary power on past form after being taught through fairy tales.

The study was conducted at SMPN 23 Semarang in the academic year of 2010/2011. The subject of this study was the students of eighth grade in class VIII D. the number of the students was forty. The research design used was classroom action research. The researcher conducted preliminary research and three cycles in classroom action research. The data from the observation that had been done in every cycle were analyzed in descriptive explanation while the data from test explained quantitatively. The data collection was done using observation and test.

The result shows in preliminary, there were about 44% or half of students give attention and response maximally to the teacher, the average of the students' achievement was 56.5. In the first cycle there were about 48% or still half of students were active in the class, but the average of the students' achievement was 58. In the second cycle there were about 56% or many of students were active in the class, the average of the students' achievement was 63.5. In the third cycle there were 76% or majority of students were active in the class, the average of the students' achievement was 73.5. It can be said that fairy tales is an effective media to improve students' vocabulary power on past form.

The result of this study is expected to be information for many teachers especially English teachers in teaching vocabulary so that they can produce students who master English well.

## ACKNOWLEDGEMENT

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 the final project. Without Him, the writer couldn't stay patient and in control in writing this final project from the first page to the last page.

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

The writer realizes that the writer cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. The writer wishes, however, to give my 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 who also as the my first advisor and Drs. H. Abdul Wahid, M. Ag. as the my second advisor for their patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
3. Lectures in English Department of Tarbiyah Faculty for valuable knowledge, guidance, and advices during the years of my study.
4. Library official who always give good service related with the references in this thesis so that the writer could done this thesis well.
5. Drs. S. Agung Nugroho, MM. as the Headmaster SMP N 23 Semarang who had allowed me to carry out the research in his school. Ratinah Asmantika, S. Pd. as the English teacher of VIII D who had helped me in conducting the research in her class, and the students of 8<sup>th</sup> grade class D, thanks for the cooperation, and also the school administration staff.
6. All of my friends at English Department of Tarbiyah faculty State Institute of Islamic Studies Walisongo Semarang who gave me a lot of assistance. Thanks a lot for cooperation.
7. My beloved friends in Islamic Boarding School Rahmatan Lil 'Alamin, Mijen, Semarang.



8. All of my friends in TBI '06, team KKN posko 33 Sidorejo and team PPL at Mts. NU Nurul Huda Semarang.
9. Last but not least, those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

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

Semarang, December 1<sup>st</sup> 2010

The Writer,

**ABDUL BASIR**  
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