ENRICHING STUDENTS’ VOCABULARY THROUGH WORD JAR GAME

(A Classroom Action Research at the Fifth Grade Students of MI Tinjomoyo Semarang in the Academic Year of 20013/2014)

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

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Assalamu'alikum Wr. Wb.

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ABSTRACT

Title: Enriching Students’ Vocabulary through Word Jar Game (A Classroom Action Research at the Fifth Grade of MI Tinjomoyo, Semarang in the Academic Year of 2013/2014).

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This thesis discusses the enriching students’ vocabulary through word jar game (A classroom action research at the fifth grade of MI Tinjomoyo, Semarang in the academic year of 2013/2014).

The background of the study in this research are the students still have difficulties in remembering new vocabulary and confused to understand the vocabulary. The teacher uses conventional methods; the teacher only translates the words and monotone, so the students are easy to get bored. To improve young learner’s understanding, teacher can use word jar game as teaching method to help him in teaching learning process.

The objects of this study are: (1) To know the implementation of using word jar game to enrich students’ vocabulary. (2) To know how the improvement of students’ vocabulary using word jar game.

The study was conducted at MI Tinjomoyo Semarang the Academic Year 2013/2014. The subject of this study was the students of fifth graders. The number of the subject was eleven. The design research that used was classroom action research with the reason the teachers can develop and repair their skills in giving the material to the students. This research conducted pre-test, three cycles in classroom action research, and post test.

The techniques which were used to collect the data are documentation, observation, test, and interview. In the pre-test, the teacher uses conventional method. The teaching learning process in cycle 1 until cycle 3 in classroom action research, the teacher introduces the words that represented by word jar game and give assessment test. In the post test, the teacher reviews the entire lesson from cycle 1 to cycle 3, and gives test.

In this research, the researcher analyzed the result from observation and achievement test from each cycle. In the pre-test, there are about 47,7% or half of students give attention and response maximally to the teacher, the average of the students’ achievement was 58, 2. In the first cycle there are about 66, 2% or many of students joined the class, and the average of the students’ achievement was 63, 3. In the second cycle there are about 69,2% or almost majority of the students joined in the class, the average of the students’ achievement was 69, 0. In the third cycle there are 80% or majority of students joined the class, the average of the students’ achievement was 73, 2, and in the post test, the average of the students’ achievement was 80, 4.
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