



**IMPROVING THE VIII-F YEAR STUDENTS' VOCABULARY
ACHIEVEMENT AND PARTICIPATION THROUGH FAIRYTALES AT
SMP NEGERI 1 BANGSALSARI-JEMBER IN THE 2011/2012 ACADEMIC
YEAR**

THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of
the English Language Education Study Program, Language and Arts Education
Department, The Faculty of Teacher Training and Education
Jember University

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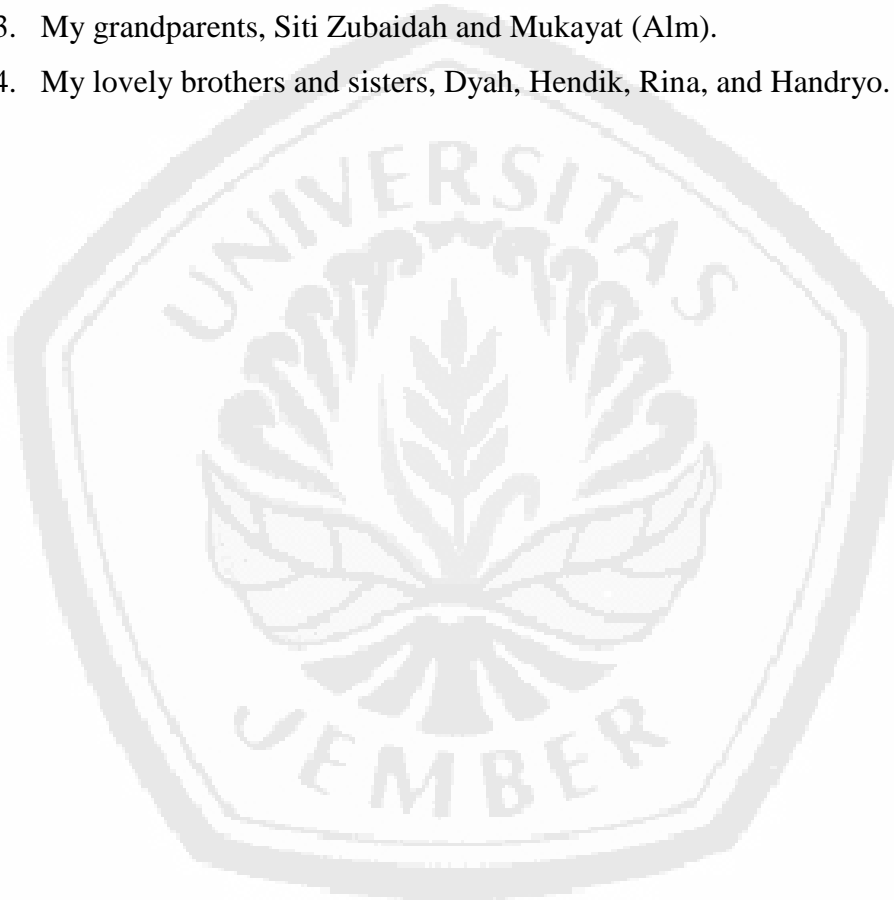
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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JEMBER UNIVERSITY**

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DEDICATION

This thesis is dedicated to the following people:

1. My beloved parents, Bapak Arso Satoto and Ibu Sri Mugiyati.
2. All my teachers and lecturers.
3. My grandparents, Siti Zubaidah and Mukayat (Alm).
4. My lovely brothers and sisters, Dyah, Hendik, Rina, and Handryo.



MOTTO

“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.”

(Albert Einstein)



APPROVAL SHEET

IMPROVING THE VIII-F YEAR STUDENTS' VOCABULARY ACHIEVEMENT AND PARTICIPATION THROUGH FAIRYTALES AT SMP NEGERI 1 BANGSALSARI-JEMBER IN THE 2011/2012 ACADEMIC YEAR

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, October 2012

The Writer

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SUMMARY

Improving the VIII-F Year Students' Vocabulary Achievement and Participation through Fairytales at SMP Negeri 1 Bangsalsari – Jember in the 2011/2012 Academic Year; Winda Setyaningtias; 070210491156; 2012; 58 pages; English Education Program Faculty of Teacher Training and Education Jember University.

This classroom action research was intended to improve the VIII-F year students' vocabulary achievement through fairytales at SMPN 1 Bangsalsari – Jember in the 2011/2012 academic year. The research subjects were the students of class VIII-F that were determined purposively by consulting to the eight grade English teachers at SMPN 1 Bangsalsari-Jember. According to the results of preliminary study in the form of interview with the English teacher, it was found that the students of class VIII-F had the lowest mean scores in English lesson because they lack of vocabulary and interest in learning English among the other six classes of grade VIII. The average of their English score was 66.8 (fair category). It is below the mastery score level of English score at that school that is 70.

This classroom action research was completed in two cycles in which each cycle covered four stages of activities, namely planning the action; implementing the action; observing and evaluating; and analyzing the data and reflecting the action. Each cycle was conducted in two meetings. The data about the students' vocabulary achievement were collected by administering the vocabulary achievement test after the actions given. Observation was used to monitor the process of teaching vocabulary through reading fairytales and the students' active involvement in the classroom.

The results of this research were as follows: the students' English score improved from their previous score that was 66.8 to 67.4 after being taught vocabulary through fairytales in the first cycle. In the first meeting in cycle 1, there were 28 out of 34 students (82.3%) who were actively involved in the teaching and learning vocabulary through fairytales. In the second meeting, there were 29 students or 85.2% out of 34 students who were active during the teaching and learning vocabulary. In the second cycle, the result of vocabulary achievement test was 77.27 (76.47% of the students got the score at least 70 or higher). The score was improved from cycle 1 which was 67.4 to 77.27 in cycle 2. In the first meeting in cycle 2, there were 30 students (88.2%) out of 34 students who were actively involved in the teaching and learning process of vocabulary through fairytales. In the second meeting, similarly there were 30 students or 88.2% out of the 34 students who were actively involved during the teaching and learning of vocabulary. From the research findings, it can be concluded that reading fairytales was able to improve the VIII-F students' vocabulary achievement, as well as their active participation in the process of teaching and learning vocabulary. Therefore, it was suggested to the English teacher to also include fairytales as the teaching material when teaching vocabulary.

Key words: Fairytale, Students' Participation, Vocabulary Achievement.