



**IMPROVING GRADE FIVE STUDENTS' VOCABULARY ACHIEVEMENT  
BY USING POEMS AT SDN 1 GONDANG TULUNGAGUNG IN THE  
2010/2011 ACADEMIC YEAR**

**THESIS**

**Presented as the requirements to obtain the degree of S1 at the English  
Education Program, Language and Arts Education Department, The  
Faculty of Teacher Training and Education, Jember University**

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**2011**

## **DEDICATION**

*This thesis is honorably dedicated to:*

- 1. My beloved father, Suja'i . Thank you for always love and support me, although many times I disappoint you. Nothing can be compared for everything that you have given to me.*
- 2. My beloved mother, Mulyati (The late). This thesis is proudly dedicated to you for your endless love. I miss you so much.*
- 3. My dearest sister, Winda Dwi Rahayu. Because of you I could finish this thesis. Thanks for your support.*

## **MOTTO**

*Without vocabulary nothing can be conveyed, but you can say almost anything with words. (David Wilkins)*

*The words you need and more words you need. (Rudzka)*

## **CONSULTANTS' APPROVAL SHEET**

### **IMPROVING GRADE FIVE STUDENTS' VOCABULARY ACHIEVEMENT BY USING POEMS AT SDN 1 GONDANG TULUNGAGUNG IN THE 2010/2011 ACADEMIC YEAR**

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## **ACKNOWLEDGEMENT**

First of all, I would like to express my deepest gratitude to Allah S.W.T., the Almighty, who always leads and provides blessing and guidance to me, so I can finish this thesis entitled “Improving Grade Five Students’ Vocabulary Achievement by Using Poems at SDN 1 Gondang Tulungagung in the 2010/2011 Academic Year”.

I do realize this thesis could not be finished without the supervision of the following persons. At this occasion, I would like to express my deepest appreciation and sincerest thanks to;

1. The Dean of Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of the English Education Programs.
4. My first consultant, Dra. Zakiyah Tasnim, M.A, my second consultant, Dra.Musli Ariani M.App., and my advice consultant, Dra. Wiwiek Eko Bindarti, M.Pd., for the guidance, advice and motivation in accomplishing this thesis.
5. The Principal, the English teacher, and the students of the grade five students at SDN 1 Gondang Tulungagung in the 2010/2011 academic year who had helped me willingly to involve in this research.
6. My ‘Jawa 50b’ friends, for support, help, and friendship.

Finally, I do expect that this thesis will be useful either for the readers or the researcher. Finally, any constructive criticism as well as the advice from those who really want to have this thesis to be perfect will be fully appreciated.

Jember, June 14<sup>th</sup> 2011

The writer

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## SUMMARY

Dian Anita Sari. 2011. *Improving Grade Five Students' Vocabulary Achievement by Using Poems at SDN 1 Gondang Tulungagung in the 2010/2011 Academic Year.*

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Consultant : 1. Dra. Zakiyah Tasnim, M.A  
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Key words : Vocabulary Achievement, Poems

Vocabulary as one of the language components is important in learning English. However, many students still find difficulties experience in studying vocabulary. Therefore, poems are needed to help students who have learning difficulty, especially in vocabulary. This Classroom Action Research was intended to improve the grade five students' vocabulary achievement by using poems at SDN 1 Gondang Tulungagung. The research subjects of this research were the grade five students that were determined purposively. It was chosen because the grade five students at that classroom still had a problem in learning new vocabulary and memorizing the meaning of the words. This research was done in two cycles, in which each cycle covered four activities namely: the planning of the action, the implementation of the actions, classroom observation, evaluation and reflection of the actions. Then, each cycle was conducted in two meetings and the vocabulary test was conducted in the third meeting. The data collection methods used in each cycle were primary data by classroom observation and vocabulary test, and supporting data by interview and documentation.

From the results of classroom observation in Cycle 1, it was known that there were 15 students or 41.6% of 36 students who actively participated in the first

meeting and in the second meeting there were 17 students or 47.2% of 36 students who actively participated in the vocabulary teaching learning process by using poems. This means that this percentage was still below the target percentage that was 75%. In other words, the percentage of the students' active participation in Cycle 1 had not achieved the target percentage yet. Then, the result of the students' vocabulary test that was done after the actions in the first cycle showed that only 18 students or 50% of 36 students who got score at least  $\geq 68$ . The results showed that the students' vocabulary achievement in the first cycle had not achieved the targeted average score that was 68 and it was achieved by 75% of the subjects. Therefore, the actions cycle was continued to the second cycle by revising the lesson plans in Cycle 1. In the revised lesson plan, the teacher and the students read the poems using mimes and gestures. It was different from the first cycle that reading poems by using only varying intonation. In the main activity, the students were not asked to find the meaning of new words by themselves but discussing with their friends.

In Cycle 2, 28 students or about 77.7% of 36 students in the fourth meeting and 27 students or 75% of 36 students in the fifth meeting who participated actively in the vocabulary teaching learning process by using poems. This means that process evaluation was achieved in the second cycle and it was better than in the first cycle. Then, in Cycle 2, the percentage of the students who got vocabulary achievement score at least  $\geq 68$  also increased from 50% in the first cycle to 80.5% in the second cycle.

Based on the above results, it could be concluded that the use of poems could improve the students' active participation in the teaching and learning process and their vocabulary achievement at SDN 1 Gondang Tulungagung. Therefore, it is suggested to the English teacher to use poems in order to help the students who have difficulties in learning vocabulary to improve the students' vocabulary achievement. It is also suggested to the students to improve their vocabulary achievement by reading or listening poems. The last, for the other researcher is suggested to conduct a

classroom action research dealing with related problem to develop students' English skill ability. For example: improving students' listening skills by using poems.