



**IMPROVING THE FIFTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT  
AND THEIR ACTIVE PARTICIPATION BY USING QUESTION AND ANSWER  
GAME AT SD NEGERI SUMBERSALAK 01 LEDOKOMBO JEMBER**

**THESIS**

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2013**

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**THESIS**

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

**Written by:  
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2013**

**DEDICATION:**

*This Thesis is honorably dedicated to:*

*My beloved husband (A. Taufiq), my beloved parents and my beloved brother.*

## **MOTTO**

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

---

\*)Hornbury, S. 2002. *How to Teach Vocabulary*. Longman: Pearson Education.

## CONSULTANTS' APPROVAL SHEET

### IMPROVING THE FIFTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION BY USING QUESTION AND ANSWER GAME AT SD NEGERI SUMBERSALAK 01 LEDOKOMBO JEMBER

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

Jember, February 2013

The Writer



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## SUMMARY

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

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Key Words : Vocabulary Achievement, Game

Vocabulary as one of the Language components is important in learning English. However, many students still find difficulties in studying vocabulary. Therefore, game is needed to help students who have learning difficulty, especially in vocabulary. This Classroom Action Research was intended to improve the fifth grade students' vocabulary achievement and their active participation by using "question and answer" game at SD Negeri Summersalak 01 Ledokombo Jember in the 2011/2012 academic year. That was determined purposively. They were chosen because the fifth grade students in that classroom still had problems in learning new vocabulary and memorizing the meanings of the words. It was proved from the average scores of the students' vocabulary achievement test that was 50, while the standard passing grade of the school was 65. This research was done in two cycles, in which each cycle covered four activities namely: the planning of the action, the implementation of the action, classroom observation, evaluation and reflection of the action. Then, each cycle was conducted in two meetings, in which vocabulary test conducted in the third meeting. The data collection methods used in each cycle were

classroom observation and vocabulary test, to conduct the primary data and supporting data by interview and documentation were used to get supporting data.

The result of observations and vocabulary test in cycle 1 did not achieve the target requirement of the research. The result of the observation in cycle 1 showed that 20 students of 31 students (65%) were actively involved in the first meeting. Then, in the second meeting, there were 22 students of 31 students (71%) who were actively involved in the teaching learning process of vocabulary. In other words, the percentage of the student's active participation in cycle 1 had not achieved the target percentage yet. Meanwhile the result of the students' vocabulary test done after the action in the first cycle showed that the mean score was 61,29 and only 55% of the students got score at least  $\geq 65$ . The result showed that the students' vocabulary achievement in the first cycle had not achieved the target average score that was 65. Therefore the action cycle was continued to the second cycle by revising some necessary changes used in the first cycle.

In the cycle 2 the result of observations and vocabulary test achieved the target. It showed that in the first meeting, there were 26 students of 31 students or 84% who were actively taking part of the teaching learning process, 28 students of 31 students or 90% were active in the second meeting. The result of the students' vocabulary test also reached the target score in cycle 2 (M=72, 42) which was higher than cycle 1 (M=61, 29). In this cycle, there were 27 students or 81% of the students got score  $\geq 65$ . It means that the teaching vocabulary by using "Question and Answer" game could improve the students' vocabulary achievement.

Based on the above results, it could be concluded that teaching vocabulary by using "Question and Answer" game was useful and good to improve the students' vocabulary achievement and to make students participate actively during the teaching learning of vocabulary at SD Negeri Summersalak 01 Ledokombo Jember. The students were motivated to learn new words in relax atmosphere. They enjoyed and felt comfortable, did not feel afraid of making mistakes. The students were motivated to be active in teaching learning of vocabulary because the game facilitates a competitive situation, done in relax situation and

made students enjoy the game. Therefore, it is suggested to the English teacher to apply game, in order to help students who have difficulties in learning vocabulary to increase their vocabulary mastery.



## **I. INTRODUCTION**

This research investigated whether the use of games could improve the fifth grade students' vocabulary achievement especially for the students at the beginning level. Besides, this chapter discusses some aspects dealing with the topic of the research. They are the background of the research, the research problem, the objective of the research, the operational definition of the terms, and the research significance. These issues are written respectively in the following sections.

### **1.1 Background of the Research**

As a foreign language in Indonesia, English is taught as a compulsory subject from junior high school up to university level. Nowadays, English in Indonesia is not only obligatory to be taught at SMA and SMP levels. But it is also taught at elementary school level as a local content subject. English becomes a local content course in the curriculum to be taught for elementary school students (Depdikbud, 1994:1) as this is not considered as an obligatory subject for the elementary school level. Teaching English in the early stage is good since kindergarten and elementary schools because students are in the golden age and they have a good chance to learn a new language beside their mother tongue (Johan in Vianti 2002). Introducing a new language from the early age can help the elementary school students to be familiar with the English before they get English as a compulsory subject at junior high school.

In learning English, vocabulary is very important. Lack of vocabulary will make learners difficult in mastering the language. Wilkins (1998), as quoted by Hornburry (2002:13), states the importance of vocabulary learning, that “ If you spend most of your time studying grammar, your English will not improve very much. You will see more improvement if you learn more words and expressions.