



**IMPROVING THE FIFTH GRADE STUDENTS' VOCABULARY
ACHIEVEMENT BY USING STICK FIGURES AT
SDN DAWUHAN LOR 5 LUMAJANG IN THE
2013/2014 ACADEMIC YEAR**

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program of Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University

By:

**NIKE NUFITA SARI
NIM 090210401052**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT THE FACULTY OF
TEACHER TRAINING AND EDUCATION
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents (Bapak Djamaludin and Ibu Eni). Thank you for your supports, prayers and loves.
2. My beloved sister (Diana Fatmawati) for advices and supports.
3. My beloved husband (Erik Tri Widyanto). You are the best inspiration for me and thank you for your wonderful supports to me.

MOTTO

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

(David Wilkins)

*)Thornbury, S. 2005. *How to Teach Vocabulary*. London: Longman.

LETTER OF STATEMENT

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title also this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; Ethics procedures and guidelines of thesis writing from the university and the faculty have been followed. Besides, I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

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Jember, 2013

The Writer

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CONSULTANT'S APPROVAL

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THESIS

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2. The Chairperson of the Language and Arts Education department.
3. The Chairperson of the English Education Program.
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Finally, I believe that this thesis might have some weaknesses. Therefore, I really hope that there will be some suggestions from the readers to improve this thesis. I also hope that this thesis will be useful for the readers.

Jember, Desember 2013

The Writer

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SUMMARY

“Improving the Fifth Grade Students’ Vocabulary Achievement by Using Stick Figures at SDN Dawuhan Lor 5 Lumajang in the 2013/2014 Academic Year”, Nike Nufita Sari, 090210401052; 2013: 62; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

Vocabulary plays a key role in learning English for elementary school because vocabulary is basic for English. In reading, speaking, writing and listening we need vocabulary to master English. However, many students still face difficulties in learning vocabulary. Further, based on the preliminary study that was held on October, 27th 2012, it showed that the fifth grade students of SDN Dawuhan Lor 5 Lumajang still had difficulty to improve their scores in vocabulary. Hence, the variation teaching is needed. One of the variations in the teaching learning process is stick figures. Stick figures are simple drawing that have many types for teaching learning process.

The classroom action research with cycle model was applied in this study. It was intended to improve the fifth grade students’ vocabulary achievement at SDN Dawuhan Lor 5 Lumajang in the 2013-2014 academic year. The subjects of the research were the fifth grade students of SDN Dawuhan Lor 5 Lumajang. They were chosen because they still had problems in learning vocabulary like in memorizing the words or their meaning and they had low motivation in learning vocabulary so their scores did not achieve the target score of the school that was 65. The gaps of students’ score in learning vocabulary were more than 10 point.

This research was done in two cycles in which each cycle covered four activities as follows: the planning of the action, the implementation of the action, observation of the action, and reflection of the action. Each cycle had 3 meetings. The first and the second meetings were conducted to teach vocabulary by using stick figures. Next, the third meeting was held to give

vocabulary achievement test. The primary 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 in the teaching learning process of vocabulary. The results of vocabulary achievement test and class observation were analyzed statistically. The criteria used as the main consideration to determine the success of the actions were as follows: 1) most of the students about 75% actively involved in teaching learning process and 2) 75% of the students got score at least 65 as the standard score of SDN Dawuhan Lor 5 Lumajang in the vocabulary achievement test. Meanwhile, the supporting data were collected by using interview and documentation.

The result of the observation and students' vocabulary achievement in the first cycle did not achieve the target of the research (75%) of the students actively participated in the teaching learning process of vocabulary and got score ≥ 65 . The average percentage of the students' active participation in the first cycle was 68.81%. Moreover, the result of students' vocabulary achievement test showed that 29 of 30 students or 58.62% of the students got score ≥ 65 . It means that the percentage of students' active participation and vocabulary achievement test did not achieve the target of the research yet.

It might happen because of some problems. They were as follows: the teacher did not write the word related with the picture, the teacher usually used full English in the teaching learning process, and the size of pictures were small. Therefore, the action cycle was continued to the second cycle by revising some problems that happened in the first cycle. The revisions were the teacher wrote the word related with the picture so the students could memorize the word, the teacher used English and *Bahasa Indonesia* to make the students understand with the explanation, and the teacher made the stick figures bigger.

Having conducted the action in the second cycle the result of class observations and vocabulary showed improvement. The average percentage of the students' active participation in the second cycle was 81.43%. Further, the result of students' vocabulary achievement test also reached the standard score of the research. There were 23 of 29 students or 79.31% of the students got score 65 or higher. Thus, the result of the students' active participation and vocabulary test in the second cycle reached the standard score of the research that was 75% of students got ≥ 65 in the vocabulary achievement test and 75% of students actively participated in the teaching learning process.

Based on the result above, it could be concluded that the use of stick figures could improve the students' vocabulary achievement and their active participation in the teaching and learning vocabulary of the fifth grade students at SDN Dawuhan Lor 5 Lumajang in the 2013/2014 academic year. It is suggested that the English teacher can use stick figures as alternative media in teaching and learning process in order to help students who have difficulties in learning vocabulary to master their vocabulary.