IMPROVING THE SEVENTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT BY USING WORD CARDS AT SMP NEGERI 1 TANGGUL IN THE 2013/2014 ACADEMIC YEAR

THESIS

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LANGUAGE AND ARTS DEPARTMENT

EDUCATION AND TEACHER TRAINING FACULTY

JEMBER UNIVERSITY

2014

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THESIS

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

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2014

DEDICATION

This thesis is honorably dedicated to:

- My beloved father *Muhammad Husen* and my beloved mother *Amina* who have given me big power. Thanks for your love and your support.
- My dearest brother and sister, *Khusnul Hotimah and Abbror*. Thank you for your help, prayer, support and affection to get my S.Pd degree.
- My beloved nieces, *Deanova Auora and Fakhira Syahputri Rahmadhani*. Thank you for your cheerfulness to cheer up my life.

MOTTO

Words are labels for the things we see and the things we feel. Without such labels we are lost or at least confused.

(Garrad Beck)

http://www.verbalworkout.com/quotes.htm. *[January 6th, 2014]*.

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, 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. 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, January 2014

The Writer

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CONSULTANT'S APPROVAL

IMPROVING THE SEVENTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT BY USING WORD CARD AT SMPN 1 TANGGUL IN THE 2013/2014 ACADEMIC YEAR

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APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled **"Improving the Seventh Grade Students' Vocabulary Achievement by Using Word Card at SMP Negeri 1 Tanggul in the 2013/2014 Academic Year"** is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

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First of all, I'd like to thank Allah SWT, the almighty, who always leads and provides blessing, mercy, and guidance to me, so I can finish this thesis entitled "Improving the Seventh Grade Students' Vocabulary Achievement by Using Word Card at SMP Negeri 1 Tanggul in the 2013/2014 Academic Year."

In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincerest thanks to the following people.

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2. The Chairperson of the Language and Arts Department.
3. The Chairperson of English Language Education Study Program.
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Finally, I expect that the thesis will be useful for me and the readers. Nevertheless, the constructive comments and criticism are expected to make the writing of this thesis better.

Jember, January 2014

The writer

SUMMARY

Improving the Seventh Grade Students' Vocabulary Achievement by Using Word Cards at SMPN 1 Tanggul in the 2013/2014 Academic Year; Romi Rosmalina, 090210401077; 2014: 57 pages; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This Classroom Action Research was intended to improve the seventh grade students' vocabulary achievement by using word cards at SMPN 1 Tanggul in the 2013/2014 Academic Year. The subjects of this research were class VIIC students that were determined purposively. Based on the preliminary study in the form of the interview with the English teacher of SMPN 1 Tanggul, it was known that the students of class VIIC had difficulties in understanding vocabulary because they did not know well about the meaning and the classification of vocabulary. In general English test, their vocabulary achievement was still low which could be seen from the average score of their test, that was 65 which did not reach the standard score in that school, that is 75. The researcher tried to overcome the problem by using word cards as teaching media in teaching vocabulary.

This research was conducted in two cycles. Each cycle covered four stages of activities: (1) planning the action, (2) implementing the action, (3) observing and evaluating, and (4) analyzing the data and reflecting the action. At least 75% of the 40 students had to fulfill at least three of five indicators required in order that they were categorized as active students. Besides, at least 75% of 40 students had to get ≥75 as the standard score level for the vocabulary test in order to achieve the success criteria of this classroom action research.

Cycle 1 was done in three meetings including the test. The result of the fist meeting in the classroom observation showed that there were 40% (16 students) and in the second meeting, there were 52.5% (21 students) who were actively participated during the teaching and learning process of vocabulary achievement by using word cards. It showed that there was improvement of the students' active participation from

the first meeting to the second meeting of cycle 1, but it did not achieve the target criteria of success of the research yet that was 75% or more of the students should be active in the teaching and learning process of vocabulary. In addition, the result of vocabulary test in the first cycle showed that there were 16 students of 40 students (40%) who got score ≥75. Besides, the mean score of the students' vocabulary test was 63.87. It means that the result of the students' vocabulary test in cycle 1 did not achieve the target mean score yet of 75 and 75% of the students could achieve the standard score, that is ≥75. Based on the results of the first cycle above, the actions were continued to the second cycle because the result of the first cycle did not achieve the criteria of success of the research yet. The action in the second cycle was conducted by revising the problems happened in first cycle. The revision were as follows: 1) the teacher made a set of word cards and delivered it to the students in pairs, 2) the teacher made a set of word cards, and the size of word cards was 9x6cm and delivered it to the pairs of students so that the students could focus more to the cards.

Therefore, the second cycle was conducted by revising some necessary aspects relating to the use of word cards in teaching and learning process of vocabulary achievement. The classroom observation and vocabulary test in the second cycle showed an improvement. In the classroom observation, the students' active participation improved from 72.5% (29 students) in the first meeting and 77.5% (31 students) in the second meeting. In addition, the result of vocabulary test revealed that 77.5% (31 students) got score ≥75.

Based on the results, it can be concluded that the actions in the second cycle had achieved the criteria of success of the research. The results of the first cycle to the second cycle showed an improvement of the success criteria, that is 75% or more of students could achieve the standard score, that is 75. Therefore, it can be summarized that the use of word cards could improve the seventh grade students' vocabulary achievement at SMPN 1 Tanggul in the 2013/2014 academic year.

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