THE USE OF GOOGLE+ TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT OF SECOND GRADE AT SMAN 1 NGUNUT ACADEMIC YEAR 2013/2014

THESIS

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MOTTO

“Ever say ‘No’, if you don’t ever try it. Don’t put till tomorrow what can you do today”

DEDICATION

This thesis is dedicated to:

- Thanks for God, who has given blessing and mercing
- My beloved parents Mukhamad Irfan and Karisah who given full love, attention, motivation and pray for me. Thanks for your affection and endless love.
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Tulungagung, 14 July 2014

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ABSTRACT

Fany, Cahaya Nuaristya. Registered Number Student. 3213103044. 2014. *The Use of Google+ to Improve Students' Vocabulary Achievement of Second Grade at SMAN 1 NGUNUT Academic Year 2013/2014.* Thesis. English Education Program. State Islamic Institute (IAIN) of Tulungagung. Advisor: Dr. Hj. Dwi Ima H, M. Hum

Key word: Google+ Social Media, Vocabulary

Based on the interview with the teacher, the students face many problems in learning English vocabulary. First, the students have very limited vocabulary. Second, the students difficult to memorized the words. To overcame this problem, teacher needs to use an attractive media in teaching English vocabulary. One of the media was used in teaching vocabulary was Google+. This media can help the students to learning vocabulary by identified part of speech, antonym, synonym and its meaning from the short texts.

The formulation of the research problem was: "How can Google+ improve the students' vocabulary achievement of XI IPA-1 at SMAN 1 Ngunut?".The purpose of this study was to describe how the Google+ can improve the students' vocabulary achievement of XI IPA-1 at SMAN 1 Ngunut

Research method: (1) the research design in this study was classroom action research (CAR). 2) the subject of this study was the second year students of XIIPA-1 at SMAN 1 Ngunut. (3) the research procedure of this study consisted of four steps covering planning, implementing, observing, and reflecting, 4) the criteria of success were determined in two ways; a) the students have to pass the minimum mastery criterion (*KKM*) at the score 75 and it was proven successfully when 75% out of 28 students achieve score ≥75; b) the improvement of students' participation in the teaching and learning vocabulary using Google+ students' activeness based on observation sheet. 5) the research instruments were observation sheet, field note, interview guide, questionnaire, and vocabulary test, 6) the data analysis were using qualitative and quantitative method.

Findings: The result showed that the students' mean score of pretest were 68.57; the mean score of posttest cycle 1 was 70.17 and the mean score of posttest cycle 2 was 83.92. In addition there were 8 students (28.57%) who passed minimum mastery criterion in the pretest. Meanwhile, in the cycle 1, there were 12 students (42.85%) who passed minimum mastery criterion and it gained which was in the post test cycle 2 where 24 students (85.71%) who passed minimum mastery criterion, so the criteria of success was achieved. Then, of the result of questionnaire, it showed that there was improvement of positive responses in the teaching and learning process of vocabulary by using Google+ media. The mean of pre questionnaire was 4.82%. Then, the mean of posttest questionnaire was 7.14%. It improved 2.32%. Furthermore, the result of observation and interview

showed that the students were motivated in teaching and learning process during the implementation of Google+ media.

Based on the results above, it could be inferred that the classroom action research could solve the practical problems in vocabulary and the researcher suggested that the teacher can use Google+ as one of the alternative teaching media in improving students' vocabulary ability

ABSTRAK

Fany, Cahaya Nuaristya. Nomor Induk Mahasiswa. 3213103044. 2014. *Penggunaan Google+ untuk meningkatkan kosakata prestasi siswa kelas dua SMAN 1 NGUNUT tahun akademik 2013/2014.* Skripsi. Tadris Bahasa Inggris. Institut Agama Islam Negeri (IAIN) Tulungagung. Dosen Pembimbing: Dr. Hj. Dwi Ima H, M. Hum

Kata Kunci: Media Google+, Kosakata

Berdasarkan hasil wawancara dengan guru, siswa menghadapi banyak masalah dalam belajar kosakata Bahasa Inggris. Pertama, siswa memiliki kosakata yang sangat terbatas. Kedua, siswa sulit untuk menghafal kata-kata. Untuk mengatasi masalah ini, guru perlu menggunakan media yang menarik dalam mengajar kosakata Bahasa Inggris. Salah satu media yang digunkan dalam pengajaran kosakata adalah Google+. Media ini dapat membantu siswa untuk belajar kosakata dengan mengidentifikasi bagian jenis-jenis kata, sinonim, antonym, dan makna dari teks pendek.

Rumusan masalah dalam penelitian ini adalah "Dapatkah Google+ meningkatkan kosakata prestasi siswa pada kelas XI IPA-1 SMAN 1 Ngunut?". Tujuan dari penelitian ini adalah untuk mendiskripsikan bagaimana Google+ dapat meningkatkan kosakata prestasi siswa kelas XI IPA-1 SMAN 1 Ngunut.

Metode penelitian: (1) Model penelitian dalam pnelitian ini adalah Penelitian Tindakan Kelas (PTK). 2) subjek penelitian ini adalah siswa pada semester 2 dari XI IPA-1 SMAN 1 Ngunut. 3) prosedur penelitian ini terdiri dari 4 langkah mencakup perencanaan, pelaksanakan, pengamatan, dan refleksi. 4) criteria keberhasilan dalam penelitian ini ditentukan dalam 2 cara; a) siswa harus melewati criteria ketuntasan minimal *(KKM)* pada skor 75 dan itu dikatakan berhasil ketika 75% dari 28 siswa mencapai skor ≥75. b) peningkatan partisipasi siswa dalam proses belajar mengajar vocabulary menggunakan Google+ ditentukan dari keaktifan siswa berdasarkan lembar penelitian. 5) instrument yang digunakan adalah lembar penelitian, catatan lapangan, pedoman wawancara, angket, dan tes pemahaman membaca, 6) analisa datanya menggunakan metode kualitatif dan kuantitatif.

Temuan: Hasil penelitian ini menunjukkan bahwa nilai rata-rata pre tes adalah 68.57 sedangkan nilai rata-rata pos tes siklus 1 adalah 70.17 dan nilai rata-rata pos tes siklus 2 adalah 83.92. Selanjutnya, hasil pre tes mnunjukkan bahwa hanya ada 8 siswa atau 28.57% yang mencapai nilai KKM sedangkan dalam pos tes siklus 1 ada 12 siswa atau 42.85% yang mencapai nilai KKM dalam post test siklus 2 ada 24 siswa atau 85.71% yang telah mencapai nilai KKM, dengan demikian criteria kesuksesan telah dicapai. Dari data hasil kuosioner diketahui bahwa ada peningkatan respon positif yang diberikan siswa dalam proses belajar mengajar kosakata dengan mengunakan media Google+. Rata-rata dari pre

kuesioner yaitu 4.82%, sedangkan rata-rata dari pos kuesioner yaitu 7.14%, jadi meningkat sebanyak 2.32%. Selain itu, dari hasil observasi dan wawancara diketahui bahwa siswa termotivasi dalam kegiatan belajar mengajar ketika diterapkannya media Google+.

Berdasarkan hasil diaatas dapat disimpulkan bahwa penelitian tindakan kelas dapat memecahkan masalah dalam kosakata dan peneliti menyarankan kepada guru untuk menggunakan Google+ sebagai salah satu media alternative untuk meningkatkan kemampuan pemahaman kosakata.

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Tulungagung, July 12th 2014

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