



**IMPROVING STUDENTS' VOCABULARY MASTERY
BY USING *CHARADES***

*(A Classroom Action Research at Second Grade of MTs Assyafi'iyah
Gondang Tulungagung in the Academic Year of 2015/2016)*

THESIS



By

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STATE ISLAMIC INSTITUTE (IAIN)
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May 2016

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THESIS

**Presented to
State Islamic Institute of Tulungagung in partial fulfillment of
the requirements for the degree of Sarjana Pendidikan Islam in
English Education**



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MOTTO

The more that you read, the more things you will know.

The more that you learn, the more places you will go.

(Hayan Ayu Nur Cahyani)

4 things that never get back: spoken sentences,

released arrow, the past, and vained chance.

(Omar Idn Al-Halif)

DEDICATION

I dedicate this thesis to:

My beloved parents, Mahmud and Umi Khusaimah who always give full love, attention, motivation, support, advice and pray for me. Thank you very much for your endless love.

Your daughter,

Cakya

DECLARATION OF AUTHORSHIP

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States that the thesis entitles “**Improving Students’ Vocabulary by Using Charades (A Classroom Action Research at Second Grade of MTs Assyafi’iyah Gondang Tulungagung in the Academic Year of 2015/2016)**” is truly my original work, the materials inside are not written or published yet by another person or expert of theses previously, indicated in quotation and bibliography. In fact, I am the only person who responsible from the thesis if this is any objection or claim from other.

Tulungagung, May 30th 2016

The Writer,



Hayan Ayu Nur Cahyani
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ACKNOWLEDGEMENT

In the name of Allah, The Most Beneficent and The Most Merciful.

All praises are to Allah, who has given the writer many things such as chance to learn, strength, motivation and guidance. Peace and blessing be upon to our Prophet Muhammad SAW, his families, his relatives and all followers.

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Finally, the writer realizes that this paper is far from being perfect and need for suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will have some value for her and for a better thing in future. Hopefully this paper may give the advantages for all.

Tulungagung, May 30th 2016

The Writer

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ABSTRACT

Cahyani, Hayan Ayu Nur. Student Registered Number 2813123077. 2016. *Improving Students' Vocabulary Mastery by Using Charades (A Classroom Action Research at Second Grade of MTs Assyafi'iyah Gondang Tulungagung in the Academic Year of 2015/2016)*. Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung.
Advisor: Nany Soengkono Madayani, S. S., M. Pd.

Key words: Improving, Vocabulary, Charades

Teaching vocabulary is such an important thing in teaching English because vocabulary mastery is related to all language learning and it is of concern to all four language skills. Without vocabularies, teacher cannot teach their students speaking, writing, reading, and listening skills. The students cannot understand, write, read, and speak if they do not know the vocabulary. Moreover, there is no special vocabulary course in teaching English in Indonesia. So that the students still have low motivation in learning English and also they have low vocabulary mastery. Due to the problem, the researcher conducted a technique named charades to improve the students' vocabulary mastery especially in verbs.

The formulation of the research problems were: 1) How is the implementation of charades in improving students' vocabulary mastery at second grade of MTs Assyafi'iyah Gondang Tulungagung in the academic year of 2015/2016? and 2) What is the improvement of students' vocabulary mastery at second grade of MTs Assyafi'iyah Gondang Tulungagung in the academic year of 2015/2016 after being taught by using charades?.

The purpose of the study were: 1) To describe the implementation of charades in improving students' vocabulary mastery at second grade of MTs Assyafi'iyah Gondang Tulungagung in the academic year of 2015/2016 and 2) To find out the improvement of students' vocabulary mastery at second grade of MTs Assyafi'iyah Gondang Tulungagung in the academic year of 2015/2016 after being taught by using charades.

This research was used Classroom Action Research as the research design. The classroom action research design applied in this study was a collaborative classroom action research means that the researcher as the teacher worked collaboratively with the other researcher in the class. The CAR (Classroom Action Research) was done based on Kemmis and Mc Taggart's design, it consists of two cycles where in each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative. The qualitative data were gained by analyzing the observation result. Then, quantitative data were obtained from the students' vocabulary score of preliminary test, test in cycle 1 and test in cycle 2.

Based on the result of this research showed that there was an improvement on the students' vocabulary mastery, it can be seen from the mean score of preliminary test was 51.5, the mean score of test in cycle 1 was 68.6 and the mean

score of test in cycle 2 was 84.5. In addition, there were 4 students (12.5%) who passed Minimum Passing Criterion – Kriteria Ketuntasan Minimal (KKM) in preliminary test. Meanwhile, in the cycle 1, there were 11 students (34.3%) who passed Minimum Passing Criterion (KKM) and it gained which was in the test in cycle 2 there were 27 students (84.4%) who passed Minimum Passing Criterion, so the criteria of success was achieved. Furthermore, the results of observation showed in cycle 1 there was 42.85% and then improved into 62.85% in cycle 2. So, the observation results showed that the students were motivated to be more active and enthusiastic in the teaching-learning process during the implementation of *charades*.

ABSTRAK

Cahyani, Hayan Ayu Nur. NIM 2813123077. 2016. *Improving Students' Vocabulary Mastery by Using Charades (A Classroom Action Research at Second Grade of MTs Assyafi'iyah Gondang Tulungagung in the Academic Year of 2015/2016)*. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung.
Pembimbing: **Nany Soengkono Madayani, S. S., M. Pd.**

Kata kunci: Improving, Vocabulary, Charades

Mengajar kosakata adalah sebuah hal yang amat penting dalam mengajar Bahasa Inggris karena penguasaan kosakata berhubungan dengan seluruh pembelajaran Bahasa Inggris dan ini menyangkut empat keterampilan bahasa. Tanpa kosakata, guru tidak dapat mengajar siswa keterampilan berbicara, menulis, membaca, dan mendengarkan. Para siswa tidak dapat memahami, menulis, membaca, dan berbicara jika mereka tidak tahu kosakatanya. Apalagi, tidak ada pelajaran khusus untuk pengajaran kosakata Bahasa Inggris di Indonesia. Jadi siswa masih memiliki motivasi yang rendah dalam belajar Bahasa Inggris dan juga mereka memiliki penguasaan kosakata yang rendah. Berdasar dari masalah tersebut, peneliti menerapkan teknik bernama *charades* untuk meningkatkan penguasaan kosakata siswa khususnya kata kerja.

Rumusan masalah dari penelitian ini adalah: 1) Bagaimana penerapan *charades* dalam meningkatkan penguasaan kosakata siswa kelas dua MTs Assyafi'iyah Gondang Tulungagung Tahun Ajaran 2015/2016? dan 2) Apa peningkatan penguasaan kosakata siswa kelas dua MTs Assyafi'iyah Gondang Tulungagung Tahun Ajaran 2015/2016 setelah diajar menggunakan *charades*?

Tujuan penelitian ini adalah: 1) untuk mendeskripsikan penerapan *charades* dalam meningkatkan penguasaan kosakata siswa kelas dua MTs Assyafi'iyah Gondang Tulungagung Tahun Ajaran 2015/2016 dan 2) untuk menemukan peningkatan penguasaan kosakata siswa kelas dua MTs Assyafi'iyah Gondang Tulungagung Tahun Ajaran 2015/2016.

Penelitian ini menggunakan penelitian tindakan kelas (PTK) sebagai desain penelitian. Desain penelitian tindakan kelas yang digunakan dalam penelitian ini yaitu penelitian tindakan kelas kolaboratif yaitu bekerjasama dengan peneliti lain sebagai kolaborator dalam kelas. Penelitian tindakan kelas ini menggunakan model Kemmis dan Mc Taggart. Penelitian ini dilakukan dalam 2 siklus dimana setiap siklus terdiri dari tahap planning (perencanaan), acting (tindakan), observing (observasi), dan reflecting (refleksi). Dalam pengumpulan data, penulis menggunakan metode kualitatif dan kuantitatif. Data kualitatif didapatkan melalui observasi, sedangkan data kuantitatif didapatkan melalui tes preliminary dan tes siklus 1 dan 2.

Hasil penelitian ini menunjukkan bahwa ada perkembangan dalam penguasaan kosakata siswa. Hal ini dapat dilihat dari hasil tes siswa. Hasil tes menunjukkan bahwa skor mean tes preliminary adalah 51.5. Sedangkan skor rata-

rata tes siklus 1 adalah 68.6 dan skor mean tes siklus 2 adalah 84.5. Selanjutnya, hasil tes preliminary menunjukkan hanya ada 4 siswa atau 12.5% yang mencapai nilai KKM sedangkan dalam tes siklus 1 ada 11 atau 34.3% siswa mencapai nilai KKM dan 27 siswa atau 84.4% telah mencapai nilai KKM, dengan demikian kriteria kesuksesan telah dicapai. Selain itu, dari hasil observasi menunjukkan bahwa pada siklus 1 ada 42.85% dan meningkat menjadi 62.85% pada siklus 2. Jadi, hasil observasi menunjukkan bahwa siswa termotivasi untuk menjadi lebih aktif dan antusias dalam kegiatan belajar mengajar ketika diterapkannya permainan *charades*.