**IMPROVING VOCABULARY ACHIEVEMENT USING INQUIRY METHOD OF FOURTH GRADE STUDENTS AT MIFTAHUL HUDA DAWUNG**

**THESIS**

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**ENGLISH EDUCATION PROGRAM**

**DEPARTMENT OF ISLAMIC EDUCATION**

**STATE ISLAMIC COLLEGE (STAIN)**

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**THESIS**

Presented to

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Education Program

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**MOTTO**

Anything what you will do, the important things is believe that you can do it and ALLAH always guide you in right way.

**DEDICATION**

**The thesis is sincerely dedicated to**

* Ahmad Subhan my beloved husband and my son Moh. Akbar Arrafi.
* My beloved parent’s Kasipatun and Basori. And my brother Khasinudin for the affection and support.
* All the lectures of English Educational Department (TBI) of State Islamic College of Tulungagung for the knowledge that’s given to the writer.
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State that the thesis entitled “Improving Vocabulary using inquiry method of Fourth Grade at Miftahul Huda Dawung” is truly my original work, it does not any material it previously written or published by another person expert these indicated in quotations and bibliography. Due to the fact, I’m the only person responsible for the thesis if this is any objection or claim from other

Tulungagung, Mei 30th2013

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**ABSTRACT**

Khoiriyah, Ana Nila. 3213083034. 2013*. Improving Vocabulary of Fourth Grade At Miftahul Huda Dawung.* Thesis. English Education Program. Islamic Education Department. State Islamic college (STAIN) of Tulungagung. Advisor: Faizatul Istiqomah, M.Ed.

Keywords: improving, inquiry method, vocabulary achievement.

English as a foreign language has been learned by Indonesian students since they were in Elementary School. At the elementary school, English is taught as local content subject. The importance of English as the key to the international communication and commerce makes it compulsory subject for students from the Junior High School up to the Senior High School. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary

This study was designed to improve the students’ vocabulary using inquiry method. The method was selected because it was believed to be effective in making the students actively involved to improve the students’ vocabulary.

The research problems formulated for this study were: “How is the process of applying inquiry method for the fourth year students in MI MIFTAHUL HUDA?” and” How can inquiry method improve student’s vocabulary in MI MIFTAHUL HUDA?

The design of the study was classroom action research. The subjects of the study were the fourth grade. This study focused on vocabulary learning before and after used inquiry method in teaching to the fourth grade at Mi Miftahul Huda Dawung. In CAR those are 4 steps: planning, implementing, observing and reflecting. Planning used some instruments were prepare before teaching and learning, implementing and observing was applying the method to get information, and reflecting was the result of applying the method.

The findings show that after applying inquiry method for two cycles in this study, two criteria of success were achieved. The students made improvement in their vocabulary. It was indicated by the increase of the mean score of students’ task from 56.9 in preliminary study, 61.9 in cycle I and finally 75 in cycle II. The percentage of students who got equal or higher than 70 for their task also increased from only 40% in preliminary study, 50% in cycle I to 83% in cycle II. The students’ involvement in the doing task process improved too. It was shown by the percentage of the students’ participation in the class. In cycle I, only 60% of the students were actively involved in inquiry teaching while there were 76% of the students doing so in cycle II.

In conclusion, inquiry method implemented in this study was effective in improving students’ vocabulary. So, it recommended for other researcher to implement inquiry method in English class especially teaching vocabulary. The students were also suggested to apply such technique independently for the improvement of their vocabulary.

**ABSTRAK**

Khoiriyah, Ana Nila. 3213083034. 2013*. Improving Vocabulary of Fourth Grade At Miftahul Huda Dawung.* Thesis. English Education Program.Islamic Education Department. State Islamic college (STAIN) of Tulungagung. Advisor: Faizatul Istiqomah, M.Ed.

Keywords: improving, inquiry method, vocabulary achievement.

Bahasa inggris merupakan bahasa asing yang di pelajari sejak di sekolah dasar. Di sekolah dasar bahasa inggris sebagai pelajaran muatan local. Pentingnya bahasa inggris adalah sebagai kunci untuk komunikasi internasional dan perdagangan yang membuat bahasa inggris sebagai pelajaran yang diwajibkan untuk murid sekolah menengah pertama (SMP) sampai sekolah menengah atas (SMA). Kosa kata merupakan kompetensi dasar yang harus di capai oleh murid untuk mendapat komptensi dalam membaca, menulis, mendengarkan dan berbicara.Sulit untuk menguasai kompetensi lain tanpa menguasai dan mengerti kosa kata tersebut.

Penelitian ini bertujuan untuk meningkatkan kemampuan kosa kata dengan menerapkan metode inquiry. Metode ini di pilih karena dipercaya efektif dalam membuat mereka berperan aktif untuk meningkatkan kosa kata murid.

Berkaitan dengan hal tersebut diatas, masalah penelitian yang dirumuskan disini adalah sebagai berikut, “ bagaimana penerapan metode inquiry pada murid kelas empat MI MIFTAHUL HUDA DAWUNG?” dan” bagaimana metode inquiry dapat meningkatkan kemampuan kosa kata pada murid kelas empat MI MIFTAHUL HUDA DAWUNG?

Desain penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK). Subyek penelitian ini adalah murid kelas empat. Penelitian ini focus pada pembelajaran kosa kata sebelum dan sesudah menggunakan metode inquiry untuk pengajaran pada kelas empat di MI MIFTAHUL HUDA DAWUNG. Ada 4 langkah atau tanggapan dalam penelitian tindakan kelas yaitu: perencanaan, tindakan, pengamatan dan evaluasi atau refleksi. Pada perencanaan peneliti menggunakan alat yang sudah di sediakan sebelum mengajar, tindakan dan pengamatan merupakan penerapan metode untuk mendapatkan data dan yang terakhir refleksi yaitu hasil dari pelaksanaan metode yang telah dipilih.

Temuan penelitian menunjukan bahwa setelah menerapkan metode inquiry dalam dua siklus, dua criteria sukses dapat dicapai. Para murid dapat membuat peningkatan kosa kata yang indikasinya adalah peningkatan rata-rata capaian dari 56.9 di penelitian pendahuluan, 61,9 pada siklus I, menjadi 75 pada siklus II. Persentase murid yang mendapat nilai 70 atau lebih juga meningkat dari hanya 40 % pada penelitian pendahuluan, 50 % pada siklus I dan 83 % pada siklus II. Peran serta para murid dalam proses mengerjakan tugas sebagai criteria sukses kedua juga mengalami peningkatan. Ini di tunjukkan oleh persentase partisipasi murid di kelas. Pada siklus I, hanya 60 % murid berpartisipasi aktif pada pembelajaran inquiry, sedangkan terdapat 76 % dari seluruh murid yang berperan aktif pada siklus II.

Sebagai kesimpulan penerapan metode inquiry pada penelitian ini di anggap efektif dalam meningkatkan kosa kata murid. Akhirnya, untuk peneliti yang lain atau guru di sarankan untuk menerapkan metode inquiry dalam pembelajaran bahasa inggris khususnya kosakata. Para murid juga disarankan untuk menerapkan tehnik ini secara mandiri untuk meningkatan kosa kata mereka.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, Mei 30st 2013

Writer

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