

**TEACHING ENGLISH VOCABULARY BY USING RANDOM
PICTURE TECHNIQUE AT FIFTH GRADE OF SDN 1
GEMPOLAN**

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THESIS

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In English Education Program



By

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MOTTO

EXPLORING YOUR
PASSION BY
LANGUAGE

DEDICATION

I dedicate this thesis to:

- *My beloved parents, my Mom Siti Zulaikah and my Dad Mintohari who give me true love, affection, motivation, and everything for my life*
- *My beloved young sister Binti and big brother who always become friends and give me more cheerful life*
- *All of my dearest friends especially my classmates of TBI-C who always teach me the sense of friendship and togetherness*
- *My new family PKM Tumpak Ampel (Jethi 1) UNO which send me brotherhood, friends, knowledge, and everything for my life*
- *All my relatives, friends, teachers, and everybody whom I cannot mentioned that always color my life become very bright*

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States that thesis entitled “Teaching English vocabulary by Using Random Picture Technique at Fifth Grade of SDN 1 Gempolan Academic Year 2012-2013” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis if there is any objection or claim from other.

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Khoirun Nikmah

ABSTRACT

Nikmah, Khoirun. Registered Number Student. 3213093071. 2013. *Teaching English Vocabulary by Using Random Picture Technique at Fifth Grade of SDN 1 Gempolan Academic Year 2012-2013.* Thesis. English Education Program. State Islamic College (STAIN) of Tulungagung. Advisor: Faizatul Istiqomah, M.Ed.

Keywords: effectiveness, random picture technique, vocabulary

One of the techniques used in teaching vocabulary is random picture technique. Random picture technique is a powerful lateral-thinking technique that is easy to use. It is by far the simplest of all creative techniques and is widely used by people who need to create new ideas “. A random picture is creativity techniques that explore randomization. In each random creativity technique the user is presented with a random stimulus and explores an association.

The formulation of the research problems are: 1) How is students' vocabulary achievement before being taught by using random picture technique? 2) How is students' vocabulary achievement after being taught by using random picture technique? 3) Is there any significance different scores of the students' achievement on vocabulary mastery before and after being taught by using random picture technique?

The objectives of the research were to: 1) know students' achievement in vocabulary before being taught by using random picture technique 2) know students' achievement in vocabulary after using random picture technique 3) know significance different score before and after being taught random picture technique.

Research method: 1) The research design is pre- experimental design using quantitative approach, 2) The population of this study are all students of fifth grade students of SDN 1 Gempolan 3) The sample is fifth grades students consisting 14 students, 4) The research instrument is test, 5) The technique of data analysis is T- test. T- test is used to know whether Ha is accepted or rejected.

The result shows that the total of students' achievement on vocabulary scores before being taught using random picture technique are 865, while the total score after being taught random picture random picture are 1.291. The T- score is 14.286, whereas T- table with significance level 5% is 2.160. Therefore, T- score is greater than T- table. This means that Ha which states that there is significant effect in random picture technique for teaching vocabulary mastery to the fifth grade students of SDN 1 Gempolan is accepted. Whereas, Ho, which states that there is no significant effect of random picture technique is rejected. In other words, random picture technique is effective used as an alternative strategy for teaching vocabulary mastery to the students at SDN level.

ABSTRAK

Nikmah, Khoirun. NIM. 3213093071. 2013. *Teaching English Vocabulary by Using Random Picture Technique at Fifth Grade of SDN 1 Gempolan Academic Year 2012-2013.* Skripsi. Pendidikan Bahasa Inggris. STAIN Tulungagung. Pembimbing: Faizatul Istiqomah, M.Ed

Kata kunci: Effectiveness, One teach- one assist Model, Speaking Achievement

Salah satu teknik yang digunakan dalam pengajaran kosakata adalah teknik random picture. random picture adalah Salah satu teknik yang digunakan dalam pengajaran kosakata adalah teknik gambar acak. Teknik Gambar Acak adalah teknik lateral pemikiran kuat yang mudah digunakan. Ini adalah jauh paling sederhana dari semua teknik kreatif dan banyak digunakan oleh orang-orang yang membutuhkan untuk menciptakan ide-ide baru ". Sebuah gambar acak teknik kreativitas yang mengeksplorasi pengacakan. Dalam masing-masing teknik kreativitas random pengguna disajikan dengan stimulus acak dan mengeksplorasi asosiasi.

Rumusan masalah penelitian sebagai berikut: 1) Bagaimana prestasi siswa dalam kosakata sebelum diajar menggunakan teknik random picture? 2) Bagaimana prestasi siswa dalam kosakata setelah diajar menggunakan teknik random picture? 3) Adakah perbedaan skor yang signifikan antara siswa yang sebelum dan sesudah diajar menggunakan teknik random picture?

Tujuan dari penelitian ini adalah: 1) Untuk mengetahui prestasi siswa dalam kosakata sebelum diajar menggunakan teknik random picture 2) Untuk mengetahui prestasi siswa dalam kosakata setelah diajar menggunakan teknik random picture 3) Untuk mengetahui apakah ada perbedaan skor yang signifikan antara siswa yang sebelum dan sesudah diajar menggunakan teknik random picture

Metodologi penelitian: 1) Desain penelitian ini adalah pre- eksperimental dengan menggunakan pendekatan kuantitatif. 2) Populasi penelitian adalah seluruh siswa kelas 5 SDN 1 Gempolan. 3) Sampel penelitian adalah seluruh siswa kelas 5 yang terdiri dari 14 siswa. 4) Instrumen penelitian ini adalah tes. 5) Teknik analisis data yang diperlukan yaitu T- test. T- test digunakan untuk mengetahui apakah Ha diterima atau ditolak.

Hasil dari penelitian ini menunjukkan bahwa jumlah skor yang diperoleh oleh prestasi siswa dalam kosakata sebelum diajar menggunakan teknik random picture adalah 865. Sementara itu jumlah skor yang diperoleh setelah diajar menggunakan teknik random picture adalah 1.291. Hasil hitungan T- score adalah 14,286, sedangkan T- table dengan tingkat signifikansi 5% adalah 2,160. Jadi, T- score lebih besar dibandingkan T- table. Hal ini membuktikan bahwa Ha (Hipotesis alternatif) yang menyatakan bahwa ada perbedaan skor dalam penguasaan kosakata antara sebelum dan sesudah diajar menggunakan teknik random picture terhadap siswa kelas 5 SDN 1 Gempolan diterima, dan Ho (Hipotesis nol) ditolak. Dengan kata lain, teknik random picture bisa digunakan untuk mengajar penguasaan kosakata siswa pada tingkat SDN.

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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, July 11th 2013

The Writer

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