THE USE OF THEMATIC MAP
TO IMPROVE STUDENTS’ VOCABULARY MASTERY
(A Classroom Action Research for the Seventh Grade Students of MTs DaarusySyifa Kudus in the Academic Year 2014/2015)

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ENGLISH EDUCATION DEPARTMENT
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MURIA KUDUS UNIVERSITY
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SKRIPSI

Presented to the University of Muria Kudus
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in English Education

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MOTTO AND DEDICATION

MOTTO

❖ Your success will be a great satisfaction to your parents.
❖ Allah will never change the condition till the people change it by themselves.
❖ Today must be better than yesterday.

DEDICATION

This skripsi is dedicated to:

❖ Her beloved parents (Mr. Noor Sarah and Mrs. Ernawati)
❖ Her beloved young brother (Rahmat Santoso)
❖ Her beloved someone (Dian Andriawan, A.Md)
❖ All of her best friends
❖ All of her friends in English Education Department
This is to certify that the skripsi of Ratna Wati (201032174) has been approved by the skripsi advisors for further approval by the Examining Committee.

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Ratnawati
ABSTRACT

Ratnawati.2015. *The Use of Thematic Map to Improve Students’ Vocabulary Mastery (A Classroom Action Research for the Seventh Grade Students of MTs DaarusySyifa Kudus in the Academic Year 2014/2015)*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Dra. Sri Endang Kusmaryati, M.Pd., (2) Fajar Kartika, S.S. M.Hum.

**Key words:** Vocabulary, Thematic Map

English teaching involves four language skills. They are listening, speaking, reading and writing. In teaching and learning a language for young learners, there are three aspects that support four skills above. The language components are vocabulary, spelling and pronunciation. Those language components are also taught in English teaching and learning in the classroom. Mastery of vocabulary is the most fundamental thing that must be mastered by students in learning English constitutes a foreign language for them. When the students have good mastery of vocabulary, it will automatically be supporting the achievement of four language skills. The other way, without have good mastery of vocabulary the students will get difficulties to achieve those language skills.

Based on the writer’s observation in MTs Daarusy Syifa, the writer found that the English teacher still uses teacher centered learning methods. It was proven by the domination of the teacher during the teaching and learning process. It makes the students feel bored and get difficulties to memorize the words that they have learned before. The English teacher also always in front of class and sit in her chair. It makes the students who sit in back side do anything they want. They don’t give attention to the teacher explanation. According to the English teacher of MTs Daarusy Syifa, the students are still poor at the mastery of vocabulary and structure. It led they feel difficult to speak or write in English.

The purpose of this research is to find out whether thematic map can improve the students/vocabulary mastery of the seventh grade students of MTs Daarusy Syifa in the academic year 2014/2015. But in specific, the purpose of the research is to get information about: (1) The implementation of teaching vocabulary to the seventh grade students of MTs Daarusy Syifa by using thematic map,(2) The vocabulary mastery of the seventh grade students of MTs Daarusy Syifa by using thematic map, (3) The response of the seventh grade students of MTs Daarusy Syifa towards teaching vocabulary by using thematic map.

The writer uses classroom action research design. Subject of this research is all of the seventh grade students of MTs Daarusy Syifa Kudus in the academic year 2014/2015.
The average score of achievement test of vocabulary mastery by using thematic map in cycle I is 74.5%. In cycle II, The average score of achievement test of vocabulary mastery by using thematic map is 85.11%. So, there is an improvement of students’ vocabulary mastery. Beside that, teacher’s and students’ activities have a good improvement. Also, students’ response about thematic map as a media of teaching English vocabulary is good. By using thematic map, the students do not feel bored and feel enjoy in teaching learning process. The students easier to understand the English lessons and remember English vocabulary. The students also get so many new vocabularies during learning by using thematic map.

Based on that result, the writer suggests that the English teacher use thematic map as an alternative media to improve students’ vocabulary mastery.
RINGKASAN


**Kata Kunci:** Kosakata, Thematic Map


Tujuan dari penelitian ini adalah untuk menemukan apakah thematic map bisa meningkatkan penguasaan kosakata murid kelas tujuh MTs Daarusy Syifa tahun ajaran 2014/2015. Tapi lebih spesifiknya, tujuan dari penelitian ini adalah untuk mendapatkan informasi tentang: (1) penerapan pengajaran kosakata pada murid kelas tujuh MTs Daarusy Syifa dengan menggunakan thematic map, (2) penguasaan kosakata pada murid kelas tujuh MTs Daarusy Syifa dengan menggunakan thematic map, (3) respon murid kelas tujuh MTs Daarusy Syifa terhadap pengajaran kosakata dengan menggunakan thematic map.

Dengan menggunakan thematic map, murid tidak merasa bosan dan merasa nyaman selama proses belajar mengajar. Para murid lebihmu dah untuk memahami pelajaran Bahasa Inggris dan dengan mudah mengingat kosakata Bahasa Inggris. Para murid juga mendapatkan banyak kosakata baru selama pembelajaran menggunakan thematic map.

Berdasarkan hasil tersebut, penulis menyarankan guru Bahasa Inggris untuk menggunakan thematic map sebagai media alternative untuk meningkatkan penguasaan kosakata murid.
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