



**TEACHING ENGLISH VOCABULARY OF THE FIFTH GRADE
STUDENTDS OF SD 2 BAE KUDUS IN ACADEMIC YEAR 2011/2012
TAUGH BY USING MOTION PICTURES AS MEDIA**

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MURIA KUDUS UNIVERSITY
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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education.**

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2012**

MOTTO

“Happiness is Enhanced by Others But Doesn’t Depend Upon Other”

DEDICATION

The writer dedicated this Skripsi to:

1. His beloved mother (Sugiyarti)
2. His beloved Father(Eko Santoso)
3. His beloved Brother (Dian Martha Wibowo)
4. His beloved Sister (Citra Aprilia)
5. His girlfriend (Cho-Cho)
6. His best friend (Deasy A R, Ikhsan Adhi W)

ADVISORS' APPROVAL

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Gilang Ramadhan

ABSTRACT

Ramadhan, Gilang. 2012. *Teaching English Vocabulary Of The Fifth Grade Studentds Of Sd 2 Bae Kudus In Academic Year 2011/2012 Taugh By Using Motion Pictures As Media. Skripsi*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Diah Kurniati, S.Pd, M.Pd. (ii) Agung Dwi N, SS, M.Pd

Key words: vocabulary mastery, motion pictures media

Language components are vocabulary, structure and pronunciation. Vocabulary is one of the language components besides pronunciation and grammar. Students cannot say or write anything in English without knowing English vocabulary. In teaching vocabulary, the teachers have different ways to present their lessons. As a teacher, it is necessary to find new teaching strategy to overcome the problem and not to forget to motivate the students, because the learning process will not work if the students do not have any motivation by themselves to learn.

This research aims are: (1) To know whether motion pictures media can improve the vocabulary mastery of the fifth grade students of SD N 02 Bae Kudus(2) To know the effectiveness of the motion pictures as media to improve the vocabulary mastery of the fifth grade students of SD N 02 Bae Kudus.

This research applied a classroom action research. The research was conducted in the fifth grade of *SD N 02 Bae Kudus* in during the Second semester of academic year 2011/2012.The number of the students in the classroom was 23 students; 9 female and 14 male. Their ages range are from 10-11 years old.

The data of this research was taken from the result of vocabulary test and the observation sheets of those two cycles conducted. Attention, seriousness, interested, being active and making noise are aspects observed to indicate the effectiveness of motion pictures media to improve vocabulary mastery. The findings of the research showed that: (1) on the first cycle, therewere 8 students

who had got scores under the KKM (*Kriteria Ketuntasan Minimal*) of English lesson already being determined, that is 65. The average score was 74.9 as **good** of achievement category. The result of the second cycle vocabulary mastery test was optimal that the mean score got was 90.2 as **excellent** of achievement category.

This research comes to the conclusion that motion pictures media can improve the vocabulary mastery and motion pictures media is effective to improve vocabulary mastery of the fifth grade students of *SD N 2 Bae Kudus* in academic year of 2011/2012. Thus, the writer suggests that a teacher must be creative, active, and always give motivation and support to the students in order to create good learning experience by using motion pictures media in teaching English vocabulary.

ABSTRAKSI

Ramadhan, Gilang. 2012. *Penggunaan gambar gerak untuk membantu mengajar kosakata bahasa Inggris Siswa Kelas V SD N 02 Bae Kudus Tahun Ajaran 2011/2012*. Skripsi. Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pengaji: (i) Diah Kurniati, S.Pd, M.Pd (ii) Agung Dwi N, SS, M.Pd

Kata kunci : Penguasaan kosakata, media gambar gerak

Komponen bahasa terdiri dari susunan kalimat, dan lafal atau pengucapan. Kosakata merupakan salah satu komponen bahasa yang paling penting disamping lafal atau pengucapan dan tata bahasa. Siswa tidak dapat berkata atau menulis bahasa Inggris tanpa mengetahui kosakata bahasa Inggris. Dalam pembelajaran kosakata, guru mempunyai cara yang berbeda dalam mengajarnya. Sebagai seorang guru, sangatlah penting untuk menemukan cara baru dalam proses belajar mengajar untuk mengatasi permasalahan tersebut serta dapat memotivasi siswa, karena proses pembelajaran tidak akan dapat terjadi jika siswa tidak memiliki keinginan untuk belajar.

Tujuan dari penelitian ini adalah: (1) untuk mengetahui apakah media gambar gerak dapat meningkatkan penguasaan kosakata siswa kelas V SD N 02 Bae Kudus (2) untuk mengetahui keefektifan media gambar gerak untuk meningkatkan penguasaan kosakata siswa kelas V SD N 02 Bae Kudus.

Penelitian ini menerapkan penelitian tindakan kelas. Penelitian dilaksanakan terhadap siswa kelas V SD 02 Bae Kudus selama semester 2 pada tahun pelajaran 2011/2012. Jumlah siswa kelas V adalah 23 murid; 9 perempuan dan 14 laki-laki. Rentang usia siswa adalah 10 - 11 tahun usia.

Data penelitian diperoleh dari hasil tes pemahaman dan lembar observasi dari dua siklus yang dilaksanakan. Perhatian, keseriusan, ketertarikan, keaktifan dan keramaian adalah aspek yang diamati untuk mengidentifikasi keefektifan media gambar gerak dalam meningkatkan penguasaan kosakata. Temuan dari

penelitian yang dilaksanakan memperlihatkan bahwa: (1) pada siklus 1, masih ada 8 siswa yang memperoleh nilai di bawah nilai KKM (Kriteria Ketuntasan Minimal) dari pelajaran Bahasa Inggris telah ditentukan, yaitu 65. Nilai rata-ratanya adalah 74.9 dalam kategori *baik*. Perolehan nilai rata-rata pada test pemahaman ke-2 yang dilaksanakan tergolong optimal yaitu 90.2 dalam kategori *sempurna* pada kategori perolehan.

Penelitian ini menyimpulkan bahwa media gambar gerak dapat meningkatkan penguasaan kosakata siswa kelas V SD 02 Bae Kudus pada tahun pelajaran 2011/2012. Dengan demikian, penulis menyarankan, seorang guru harus kreatif, aktif, dan selalu memberikan motivasi serta dukungan ke siswa dengan tujuan menciptakan pengalaman belajar baik dalam penggunaan media gambar gerak dalam pembelajaran kosakata bahasa Inggris.

TABLE OF CONTENT

	Page
COVER	i
PAGE OF LOGO.....	ii
PAGE OF TITLE.....	iii
MOTO ANG DEDICATION	iv
ADVISTOR'S APPROVAL.....	v
EXAMINER'S APPROVAL.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	ix
ABSTRAKSI.....	x
TABLE OF CONTENT.....	xi
LIST OF TABLE.....	xv
LIST OF FIGURES.....	xvi
LIST OF APPENDICES.....	xvii

CHAPTER I: INTRODUCTION

1.1	Background of the Study	1
1.2	Statement of the Problem	3
1.3	Objective of the Study	4
1.4	Significance of the Study	4
1.5	Limitation of the Study	4
1.6	Operational Definition	5

Chapter II: Review of Related Literature and Action Hypothesis

2.1	Teaching English	7
2.1.1	Teaching English of Fifth Grade Students of SDN 2 Bae Kudus	8

2.1.2 The Purpose of Teaching English of Fifth Grade 2 SDN 2 Bae Kudus	9
.....	
2.2 English for Young learners.....	10
2.3 Vocabulary.....	11
2.3.1 Definition Vocabulary.....	11
2.3.2 The Definition of Teaching Vocabulary.....	12
2.3.3 The Kinds of English Vocabulary.....	13
2.4 The Definition of Media	13
2.5 Motion Pictures as Media for Teaching Vocabulary.....	15
2.6 Review of Preview Research.....	17
2.7 Theoretical Framework.....	18
2.7 Action Hypothesis.....	18

Chapter III : Method of the Research

3.1 Setting And Characteristic of Subject of The Research	19
3.2 Variable of The Research.....	20
3.3 Design of The Research.....	20
3.3.1 Cycle I.....	22
3.3.1.1 Planning.....	22
3.3.1.2 Acting.....	22
3.3.1.3 Observing.....	22
3.3.1.4 Reflection.....	23
3.4 Procedure of The Research.....	23
3.5 Technique of Collecting Data.....	24
3.6 Data Analysis.....	25

CHAPTER IV: FINDINGS OF THE RESEARCH

4.1 Preliminary Research.....	27
4.2 Cycle I.....	28
4.2.1 Planning.....	28
4.2.2 Acting.....	29

4.2.3 Observing.....	29
4.2.4 Reflecting.....	33
4.3 Cycle II.....	33
4.3.1 Planning.....	34
4.3.2 Acting.....	35
4.3.3 Observing.....	35
4.3.4 Reflecting.....	39

CHAPTER V: DISCUSSION

5.1 The Vocabulary Mastery of The Fifth Grade Students of SD N 02 Bae Kudus Taught By Using Motion Pictures Media.....	41
5.2 The Effectiveness of Motion Pictures Media To Improve Vocabulary Mastery of The Fifth Grade Students of SD N 02 Bae Kudus.....	42

CHAPTER VI: CONCLUSION AND SUGGESTION

6.1 Conclusion.....	44
6.2 Suggestion.....	45

BIBLIOGRAPHY.....	46
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APPENDICES

STATEMENT SHEET

CURRICULUM VITAE

LIST OF TABLES

Table	Page
3.1 The Arikunto Achievement Category	26
4.1 The result of Observation Sheet In cycle I.....	30
4.2 The Result of the vocabulary mastery Test of the Fifth Grade Students of SDN 02 Bae Kudus Taught by Using Motion Pictures media (Cycle I).31	
4.3 The result of Observation Sheet In cycle II.....	36
4.4The Result of the vocabulary mastery Test of the Fifth Grade Students of SD N 02 Bae Kudus Taught by Using Motion pictures media (Cycle II).....	37
4.5 Recapitulation of the Fifth Grade Students' Average Scores of Vocabulary Mastery Tests Taught by Using Motion Pictures Media	39

LIST OF FIGURE

Figure	Page
3.1 Classroom Action Research Model by Hopkins	21

LIST OF APPENDICES

	Page
Appendix 1 The syllabus in Second Semester of the Fifth Grade students of SDN 2 Bae Kudus in Academic year 2011/2012	47
Appendix 2 Lesson Plan Cycle 1	49
Appendix 3 Lesson Plan Cycle 2.....	52
Appendix 4 The Students Mastery Test 1.....	53
Appendix 5 The Students Mastery Test 2.....	56
Appendix 6 The Test Score in Cycle 1.....	60
Appendix 7 The Test Score in Cycle 2.....	61
Appendix 8 Observation Sheet Cycle 1.....	62
Appendix 9 Observation Sheet Cycle 2.....	63
Appendix 10 The Average Score Of Students Test.....	64