

IMPROVING VOCABULARY MASTERY USING PAPERCRAFT
(An Action Research at the Fifth Grade of SDN Kemasan 02, Boyolali
in Academic Year 2012/2013)



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THESIS

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SEBELAS MARET UNIVERSITY
SURAKARTA

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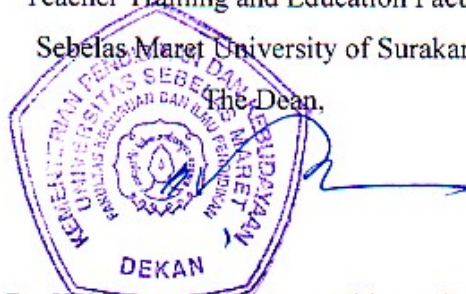
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ABSTRACT

Dewi Murtiningsih. X 2206034: **IMPROVING VOCABULARY MASTERY USING PAPERCRAFT (An Action Research at the Fifth Grade of SDN Kemasan 02, Boyolali in Academic Year 2012/2013)** *Teacher Training and Education Faculty. Sebelas Maret University. 2013.*

The 5th grade students of SD Kemasan 02 Sawit, Boyolali in the academic year 2012/2013 had problems in mastering vocabulary. It could be seen from several indicators. First, their achievement in vocabulary was low. Second, it was difficult for them to pronounce, to spell and to understand the meaning. The problems were caused by several factors. First, they did not have motivation in learning English. Second, they had low attention to the teacher's explanation. Third, they were passive. To overcome the problems, the researcher designed an action research using Papercraft as teaching media to improve students' vocabulary mastery. The purposes of the researcher were to describe how the use of papercraft improves the students' vocabulary mastery, and to describe the students' responses in the process of teaching and learning using papercraft.

The action research was conducted in two cycles. The first cycle consisted of six steps. They were identifying the problems, planning the actions, implementing the action, observing the action, reflecting or evaluating the result, and revising the plan. The second cycle consisted of five steps. They were identifying the problems, planning the action, implementing the action, observing the action, and reflecting or evaluating the result. The researcher collected the data using qualitative and quantitative techniques. The qualitative ways consisted of interview, observation and documents (field notes, students' diaries, students' worksheet and photographs); she also used pre-test and post-test to collect quantitative data. In analyzing the data, the researcher used qualitative and quantitative analysis

The results of this research showed that the use of papercraft can improve the students' vocabulary, especially for meaning aspect. But for spelling and pronouncing aspect drilling by teacher is needed. It can be indicated from the increase of students' achievement. Moreover, the students' motivation in learning English improves too. The students paid more attention to the teacher's explanation and were more active in teaching and learning process. The improvement of the students' achievement can be seen from the difference between the scores of the pre-test and the post-test. The mean score of pre-test is 57.5, improves to 63.9 in the first post-test and improves to 75 in the second post-test. From the test result, it shows that there is a significant improvement of students' vocabulary mastery after papercraft was implemented. It proves that the use of papercraft can improve the students' vocabulary. The result of the research implies that English teachers need to choose the appropriate media in teaching vocabulary. The appropriate media to teach vocabulary is Papercraft.

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MOTTO

“People need three things to make them happy in their entire life: someone to love, something to do and something to hope”.

(Tom Boddet)



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DEDICATION



**With deep profound love, this research is dedicated
to:**

My beloved father and mother, thank you is nothing
compared to what you have done for me.

My beloved brother who always prays and
encourages me.

Nyonyo who gives me unbroken support.

My all friends who always support me.

Herself and her beautiful future.

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Alhamdulillahirabbil'alamin. Praise to ALLAH SWT who has given His blessing to the writer so that she can accomplish the writing of this thesis as a partial requirement for achieving the undergraduate degree of education in English at the Teacher Training and Education Faculty of Sebelas Maret University.

The writer realizes that she would not have completed the thesis without much helps of others. Therefore, in this occasion she would like to express her deepest gratitude and appreciation to the following:

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13. Everyone who helped the writer to conduct the research who cannot be mentioned here and those who participated in writing this thesis.

The researcher realizes that this thesis is still far from being perfect. She hopes and accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, August 2013

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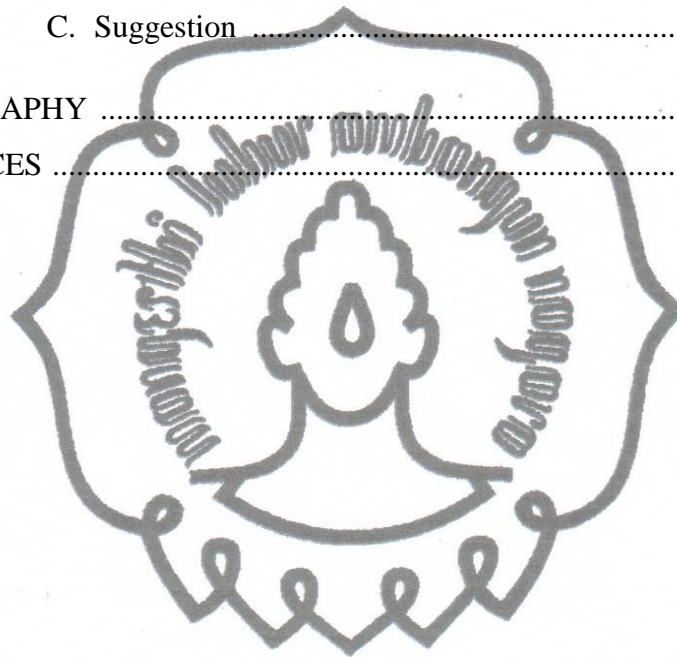
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