

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



**THESIS**

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**TEACHER TRAINING AND EDUCATION FACULTY**  
**SEBELAS MARET UNIVERSITY**  
**SURAKARTA**

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METERAI TEMPEL  
FACILE MENDAHKANNYA  
EA2E4ABF675590555  
ENAM RIBU RUPIAH  
6000 DJP  
Dewi Murtiningsih

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## APPROVAL OF THE CONSULTANTS

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of Teacher Training and Education Faculty of Sebelas Maret University.

Approved by

Consultant I



Drs. A Dahlan Rais, M.Hum.

NIP. 19510326 198303 1 002

Consultant II



Hefi Sulistyawati, S.S., M. Pd.

NIP. 19781208 200112 2 002

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This thesis has been examined by the Board of the Thesis Examiners of Teacher Training and Education Faculty of Sebelas Maret University and accepted as a Partial fulfillment of the Requirements for the Undergraduate Degree of Education in English.

Day : Friday

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Board of Thesis Examiners:

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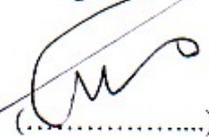
Endang Setyaningsih, S.Pd., M.Hum.  
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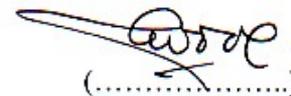
2. Secretary:

Drs. Gunarso Susilohadi, M.Ed., TESOL  
NIP. 19540315 198503 1 002

  
(.....)

3. Examiner I:

Drs. A Dahlan Rais, M.Hum.  
NIP. 19510326 198303 1 002

  
(.....)

4. Examiner II:

Hefi Sulistyawati, S.S., M. Pd.  
NIP. 19781208 200112 2 002

  
(.....)

Teacher Training and Education Faculty

Sebelas Maret University of Surakarta

The Dean,



Prof. Dr. H. Muhammad Furqon Hidayatullah, M. Pd.,  
NIP. 19600727 198702 1 001

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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 5<sup>th</sup> 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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## ACKNOWLEDGEMENT

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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4. Hefi Sulistyawati, S.S., M. Pd., as the second consultant and academic consultant for all her valuable guidance, advice, encouragement, and patience during the writing process of this thesis.
5. The principal of SD Negeri Kemasari 02, Sawit, Boyolali for the permission and advices while the writer was doing the research in SD Negeri Kemasari 02.

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6. Sri Hastuti, the English teacher of SD Kemasan 02, who helped and gave her a chance to accomplish the research.
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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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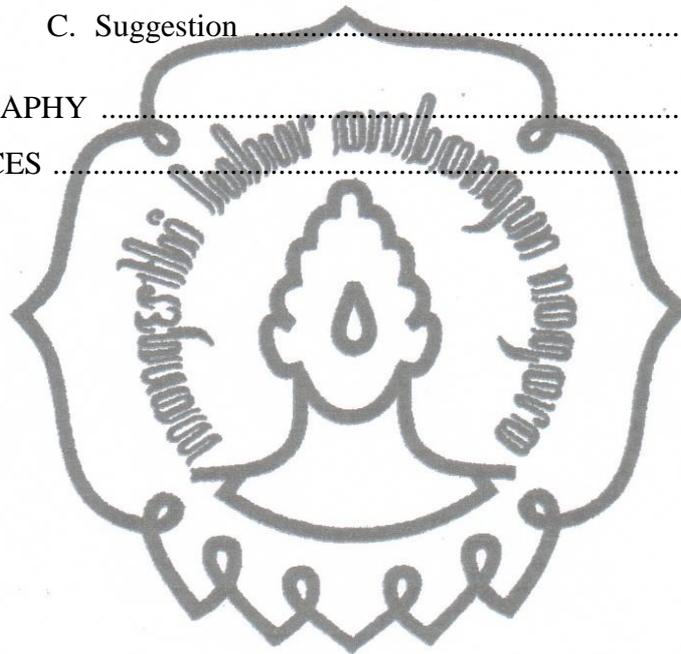
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