

**IMPROVING STUDENT'S VOCABULARY MASTERY BY USING
OSTENSIVE MEANS (A CLASSROOM ACTION RESEARCH AT THE
FOURTH YEAR OF SD NEGERI 4 SAMBI, BOYOLALI
IN 2010/2011 ACADEMIC YEAR)**



RESEARCH PAPER

Submitted as a Partial Fulfilment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

ANITA MEI NURJANAH

A 320 070 037

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2011

APPROVAL

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by

ANITA MEI NURJANAH
A 320 007 037

Approved to be Examined by Consultant

Consultant II

Consultant I

Aryati Prasetyarini, M. Pd.
NIK. 725

Drs. Djoko Srijono, M. Hum.
NIP. 1959 0601 198503 1 003

ACCEPTANCE

**IMPROVING STUDENT'S VOCABULARY MASTERY BY USING
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ACADEMIC YEAR)**

**Accepted and Approved by the Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on July, 2011**

Team of Examiner:

- 1. Drs. Djoko Srijono, M.Hum. ()
(Chair Person)**
- 2. Aryati Prasetyarini, M.Pd. ()
(Member I)**
- 3. Anam Sutopo, M.Hum. ()
(Member II)**

Dean,

Drs. H. Sofyan Anif, M.Si.

NIK. 547

TESTIMONY

Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literary review and bibliography.

Therefore, if it is proved that there are some untrue statements in this testimony, I will be fully responsible.

Surakarta, July 2011

Anita Mei Nurjanah

MOTTO

❖ “Everything must be made as simple as possible. But not simpler”

(Albert Einstein)

❖ “*Di dunia ini ada kaya dan miskin. Ini untuk memberitahumu bahwa do’a*

saja tidak cukup” (the writer)

DEDICATION

This research paper is proudly dedicated to:

- ♥ My beloved mother and father,
- ♥ My beloved younger brother, my milky
and golden brother, and
- ♥ My best friends in English Department.

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First of all, I would like to say *Alhamdulillah* *rabbi' alamin*, the greatest thank and praise to Allah S. W. T. the Lord of the universe, the Merciful and Compassionate, who has blessed the researcher to finish writing her research paper, entitled "IMPROVING STUDENT'S VOCABULARY MASTERY BY USING OSTENSIVE MEANS (A CLASSROOM ACTION RESEARCH AT THE FOURTH YEAR STUDENTS OF SD NEGERI 4 SAMBI, BOYOLALI IN 2010/2011 ACADEMIC YEAR)".

Moreover the researcher wants to express her gratitude and appreciation to some people who have given contribution and completion of this research paper.

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14. People who have contributed greatly to the completion of this research paper, yet the researcher cannot mention them entirely.

The researcher realizes that this research paper is far from being perfect, so the researcher welcomes any constructive comment, criticism, and suggestion from anyone. Finally, she hopes that this research paper would help other researchers who are interested in studying English to enrich the reader's knowledge.

Surakarta, July 2011

The researcher

Anita Mei Nurjanah

SUMMARY

Anita Mei Nurjanah. A 320 070 037. IMPROVING STUDENT'S VOCABULARY MASTERY BY USING OSTENSIVE MEANS (A CLASSROOM ACTION RESEARCH AT THE FOURTH YEAR OF SD NEGERI 4 SAMBI, BOYOLALI IN 2010/2011 ACADEMIC YEAR). Research Paper. Muhammadiyah University of Surakarta. 2011.

This research is aimed at describing the implementation, knowing the result, and finding the strengths and weaknesses of improving student's vocabulary mastery by using ostensive means to the fourth year students of SD Negeri 4 Sambu, Boyolali in 2010/2011 Academic Year.

In this research, the writer carries out an action research. The action procedures are planning, acting, observing, and reflecting. In the classroom action research, the writer uses test, observation, interview, and collaborates them to collect the data. There are two kinds of data such as qualitative and quantitative. The sources of the data are the activity of improving the vocabulary mastery using ostensive means, the English teacher and the students as informant, the teacher's lesson plan, the text books (materials), attendance list of the students, etc.

The implementation of improving vocabulary mastery using ostensive means consists of the students' achievement in memorizing, pronouncing, and spelling the words. The materials given the teacher are fruits, animals, and activities at home. To know the result of improving vocabulary mastery using ostensive means, the writer gives two kinds of test, namely: pre-test and post-test. The test consists of pronunciation, understanding meaning, and spelling. In pre-test, the highest score is 86, lowest score is 20, and mean score is 49.81. In post-test, the highest score is 100, lowest score is 65 and mean score is 83.27. The writer concludes that the students can achieve the target of vocabulary mastery well. The strengths are: the students have a high interest and motivation in teaching-learning process, and they are helped in understanding, pronouncing, and spelling the words. The weaknesses are: the teacher must spend her time and money to get the materials, and need more energy to demonstrate the materials.

Consultant II

Aryati Prasetyarini, M. Pd.
NIK. 725

Consultant I

Drs. Djoko Srijono, M. Hum.
NIP. 1959 0601 198503 1 003

Dean,

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NIK. 547

TABLE OF CONTENT

	page
TITLE	i
APPROVAL	ii
ACCEPTANCE	iii
TESTIMONY	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGMENT	vii
SUMMARY	x
TABLE OF CONTENT	xi
CHAPTER I: INTRODUCTION.....	1
A. Background of the Study	1
B. Problem Statement	5
C. Limitation of the Study	5
D. Objective of the Study	5
E. Benefit of the Study	6
F. Research Paper Organization	7
CHAPTER II: REVIEW OF RELATED LITERATURE	9
A. Previous Study	9
B. Literary Review	10
1. The General Concept of Vocabulary	10

a.	Notion of Vocabulary Mastery	10
b.	Kinds of Vocabulary Mastery	12
c.	Vocabulary Mastery	12
d.	The Importance of Vocabulary Mastery	13
e.	Techniques for Improving Vocabulary Mastery	14
2.	Ostensive Means	16
a.	Notion of Ostensive Means.....	16
b.	Ostensive Means as Media of Instruction	17
c.	Characteristic of Young Learner.....	18
d.	Procedure of Improving Vocabulary Mastery Using Ostensive Means.....	19
C.	Theoretical Framework	21
D.	Working Hypothesis	22
CHAPTER III: RESEARCH METHOD		24
A.	Type of the Research	24
B.	Action Procedure	25
1.	Cycle I	25
a.	Planning	25
b.	Acting.....	26
c.	Observing.....	27
d.	Reflecting	27
2.	Cycle II	27
C.	Place and Time of the Study	28

D. Subject of the Study	28
E. Object of the Study	28
F. Data and Data Source	28
1. Data	28
2. Data Source	29
G. Method of Collecting Data	29
H. Technique for Analyzing Data	30
CHAPTER IV: RESEARCH FINDING AND DISCUSSION	33
A. Research Finding	33
1. Implementation of Improving Vocabulary Mastery Using Ostensive Means	33
a. Before Cycle	33
b. Cycle I.....	37
1) Planning	38
2) Acting	39
3) Observing	56
4) Reflecting	58
c. Cycle II	60
1) Planning	60
2) Acting	61
3) Observing	77
4) Reflecting	79

2. The Result of Improving Vocabulary Mastery Using Ostensive Means	81
3. The Strengths and Weaknesses of Improving Student's Vocabulary Mastery Using Ostensive Means	84
B. Discussion	85
CHAPTER V: CONCLUSION AND SUGGESTION.....	89
A. Conclusion.....	89
B. Suggestion	91

BIBLIOGRAPHY

APPENDIX