

**THESIS**

**IMPROVING VOCABULARY ACHIEVEMENT BY MULTISENSORY  
TECHNIQUE OF FOURTH GRADE STUDENT IN SDN  
KARANGKERING  
GRESIK**



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## **MOTTO and DEDICATION**

### **MOTTO:**

“ All beginning is difficult, begin early for get best ”  
**(Bowo)**

This thesis is dedicated to:

**My beloved parents (Ibu and Bapak)**

**My beloved husband (Papa ndut)**

**My beloved son (Gagah)**

**My beloved lecturers**

**Generation of 2004**

## ABSTRACT

Fitriyani, Nunik. 2008. Improving Vocabulary achievement By Multisensory Technique of Fourth Grade Student in SDN Karangkering Gresik. Thesis, English Department, Faculty of Teacher Training and Education at Muhammadiyah University of Gresik.  
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**Key words:** Vocabulary, Multisensory Technique

The first step to learn about English Foreign Language (EFL) that the students are able to master many vocabularies. As we have known that vocabulary was the basic of a language but in fact, the student ability to master vocabulary was very low. This condition challenges for the researcher to solve this problem and to find out the best solution of the problem. This research focuses on improving vocabulary achievement by multisensory technique of fourth grade student in SDN Karangkering Gresik.

Action research was used in this research since the result of mid test semester II in SDN Karangkering had bad score. The subjects of this research were eighteen students of fourth grade. Based on the finding, eighty eight percent of students could answer the simple question from the teacher, a hundred percent of students could ask a question to the teacher when they did not understand the meaning of some words, and , a hundred percent of student wanted to practice simple conversation with the teacher or with other friends.

Moreover, the conclusions were most of the students could master the lessons well. It was proven by the condition of class when and after the teacher applied multisensory technique through the class activities. That class was active and interactive. They were more enjoyable to follow the class activities because they knew what the teacher said and what they were doing.

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However, I admit that this thesis is far from perfect. Therefore, any constructive criticisms will be welcomed.

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