

**IMPROVING STUDENTS' VOCABULARY USING MIND
GAME FOR THE FOURTH GRADE STUDENTS AT SD
NEGERI GOLOKAN**

THESIS



BY

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2012**

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THESIS

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APPROVAL SHEET

This is to certify that the *Sarjana*'s thesis of *Fitriyah Ningsih* has been approved by the thesis advisors for further approval by Board of Examiners.

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MOTTO AND DEDICATION

MOTTO:

- *Success is a journey not a destination (English Proverb)*
- *Do what you can*
With what you have
Where you are (Theodore Roosevelt)
- *Keep on praying and trying to get Allah's Blessing (Writer)*

This thesis is dedicated to:

My Beloved Parents

All My Brothers and Sisters

All My Sweet Nieces and Nephew

My Dearest Honey

All My Beloved Friends

All My Honorable Lectures

The Collegian at English Department University of Muhammadiyah Gresik

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The writer

ABSTRACT

Ningsih Fitriyah.2012. *Improving Students' Vocabulary Using Mind Game for the Fourth Grade Students at SD Negeri Golokan*. The Sarjana's Thesis, English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik.
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Key Words: Vocabulary mastery and Mind Game

This study was conducted based on the consideration of the problems that the students had learnt vocabulary English at fourth grade of SD Negeri Golokan. The researcher found that students' vocabulary was low. Based on the preliminary study, the fact that the average score obtained from the pre-test was 53, 2. It means that, the students could not achieve the minimum standard of the school target. They were not focused because the English schedule at the fourth grade was in the last period. Moreover, it was also found that the students had low motivation.

Based on the problems that the researcher faced in the classroom, this study was focused on solving the problem related to how the students could focus on the lesson and enjoy the learning well in order they could improve their vocabulary. This study proposed Mind game to improve the students' vocabulary. The research problem here was, "How does Mind game improve the students' vocabulary at the fourth grade of SD Negeri Golokan?"

The design of the study was classroom action research. During implementing Mind game in the classroom, the researcher was accompanied by a teacher partner to observe the class. This research was conducted in one cycle divided into four main activities; planning, acting, observing, and reflecting. The reflection based on the findings during the observation and compared with the criteria of success. The criterion of success was taken from students' score and observation.

The research findings showed that Mind game was effective to teach vocabulary at the fourth grade of SD Negeri Golokan. It was indicated on the students' score of post test in cycle 1. The students' average result in pre-test was 53, 2. However, there was improvement of students' score on post-test. The students' average result in post-test was 82, 3% students could past the test well. The improvement was also shown in the students' performances in the class.

Based on the research findings, two suggestions are provided. The first, Mind game was a good strategy to teach vocabulary English for young learner. The second, further research is needed in the different research design in order to get variation of the research or it can be in same field of the study in different levels of education and areas with various type of students.

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