

**THE IMPLEMENTATION OF AGPA (APPLICATION
GAME POWERPOINT AUDIO) TO IMPROVE
STUDENTS' VOCABULARY AT THE THIRD GRADE
AT MI BANU HASYIM**

THESIS



By

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Yang membuat pernyataan,

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

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MOTTO AND DEDICATION

Motto

Keep your spirit and trying to get Allah's Blessing

This Thesis is dedicated to:

My Beloved Parents

All my brothers and sisters

All lecturers

The Collegian at English Department University of Muhammadiyah Gresik

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The writer

ABSTRACT

Masbahah, Siti. 2012. *The Implementation Of AGPA (Application Game PowerPoint Audio) To Improve the students' vocabulary in learning English at Third Grade at MI Banu Hasyim*. The Sarjana's Thesis, English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisors: (I) Dr. Khoirul Anwar, M.Pd (II) Slamet Asari, M.Pd,

Key Words: AGPA, teaching vocabulary

This final project is an action research. In this study, I limit the discussion by stating the following problem: "How can AGPA (Application Game Power Point Audio) improve the students' vocabulary at third grade of MI BANU HASYIM?" The objective of the study is to explain AGPA can improve the students' vocabulary with use implementation the strategy in the classroom. It is expected that the result of the study will provide a deeper understanding about using AGPA as teaching strategy for English teachers and also for the readers. There were four steps in conducting this action research: planning, acting, observing, and reflecting. The population of this study was the students of Elementary School of MI BANU HASYIM. The sample of this study was third class. The number of the student was 15 students. There were four meetings during the implementation.

The research findings showed that AGPA was effective strategy to teach vocabulary at of MI BANU HASYIM Jati Waru Sidoarjo because it was the the first time they studied by using AGPA. It was indicated on the students' score of post test in cycle 1. The students' average result in pre test was 55% students could past the test well. The scores improved in post test. The students' average result in post test was 88% students could past the test well. The improvement was also shown in the students' performances in the class when the researcher asked them, the students could answer well and the classroom atmospher. It means the students before and after the researcher gave treatment.

Based on the research findings, the researcher concluded of some instrument. The first (observation), the students' repontses and the classroom atmosphere for every meeting when the reseacher implement are good well. The second (Questionnaire), the strategy is easier and motivated them to learning vocabulary. The third (test), the students' score can reach the KKM. So the reseacher was successful to give treatment for the students.

In line with the result, the writer suggests that the AGPA is one of the effective strategies as to increase students' enthusiasm in learning English. This result hopefully would motivate teachers to use the AGPA in their classroom, especially when teaching vocabulary but they must explain clearly when their use it. For the next researchers who want to conduct a research using AGPA are recommended to conduct this research in different areas, levels, and skills.

TABLE OF CONTENTS

	Pages
Title	
Statement of Originality	
Approval Sheet.....	i
Motto and Dedication	iii
Acknowledge.....	iv
Abstract	v
Table of Content.....	vi
List of Appendix	viii
CHAPTER I INTRODUCTION	1
1.1 Background of Study	1
1.2 Problem Statement.....	4
1.3 Purpose of the study	5
1.4 Significance of the study	5
1.5 Scope and Limitation.....	5
1.6 Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 Vocabulary	8
2.2 Teaching Vocabulary For Young Learners	9
2.3 Improving Vocabulary.....	10
2.4 The Principles of AGPA.....	10
2.5 The Procedure of Teaching Vocabulary Using AGPA	11
2.5.1 Preparation.....	11
2.5.2 Application	11
2.6 Previous Studies	13
CHAPTER III RESEARCH METHOD	15
3.1 Research Design.....	15
3.2 Steps of Class Room Action Research.....	16

3.2.1 Planning	17
3.2.1.1 Problem Identification	17
3.2.1.2 Planning for Action	18
3.2.2 Acting	19
3.2.3 Observing	24
3.2.4 Reflecting	26
CHAPTER IV RESULT AND DISCUSSION.....	28
4.1 The Result Of Observation	28
4.1.1 The First Meeting	29
4.1.2 The Second Meeting.....	31
4.1.3 The Third Meeting.....	34
4.1.4 The Fourth Meeting.....	37
4.2 The Result of Questionner	39
4.3 The Result of Pre and Post Test	42
4.4 Summary of Result	45
4.5 Discussion.....	45
CHAPTER V CONCLUSION AND SUGGESTION.....	50
5.1 Conclusion	50
5.2 Suggestion	51
BIBLIOGRAPHY	53
APPENDICES	54

LIST OF APPENDICES

	Pages
Appendix : Diary Journal Activity	54
Appendix 1 : Lesson Plan.....	61
Appendix 2 : Questioner.....	72
Appendix 3 : Pre and Post Test	74
Appendix 4 : Field note	81
Appendix 4 : Observation sheet	86
Appendix 5 : Teacher scrib	98