ABSTRACT

This study was conducted based on the consideration of the problems that the students had in vocabulary mastery at the fifth grade of MINU Sukodono Gresik. As an English teacher, the researcher found that students' vocabulary Mastery was low. Based on the preliminary study, the fact that the average score obtained from the Quiz one was 55,2 and the minimum passing grade (SKM) for English lesson was 65. It means that, the students could not achieve the minimum standard of the school target. It was also found that the students still got difficulty to memorize vocabulary words which have been taught.

Based on the problems that the researcher faced in the classroom, this study was focused on solving the problem related to how the students can memorize the vocabularies which have been taught by the teacher. This study proposed *estafet* game to improve student's vocabulary mastery. The research problem here is, "How can estafet game improve students'vocabulary for the"A"fifth grade students at MINU Sukodono Gresik?

The design of the study is classroom action research. The researcher played two roles in this research; as a teacher and researcher. During implementing *estafet* game in the classroom, the researcher was accompanied by a teacher partner. This research was conducted in one cycle which was 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 including; (1) students' average score is 65 (minimum passing grade for English lesson), and (2) students can participate actively in the class.

The research findings showed that this strategy was effective to teach vocabulary at the fifth grade of MINU Sukodono Gresik. It was indicated on the students' average score of quiz. The result of quiz 1 was 55,2 and in quiz 2 was 83,6. The increase was very significant and could reach the minimum passing standard. The improvement was also shown in the students' performances in the class. In the first meeting, the percentage of the students' performances was 42%. It increased in the second meeting, 63%. The third meeting was 79% and increased significantly in the fourth meeting, 88%.

Based on the research findings, the researcher provided two suggestions. The first, It was recommended that estafet game was a good strategy to increase students' vocabulary. The students enjoyed the lesson and the class became more active than before. The second, the next researchers who want to conduct a research using estafet game is recommended to conduct this research in different areas, levels, and skills.