

ABSTRACT

Susanti, 2018. *Improving the Eight Grades' Vocabulary Through Homophone Games*. Thesis. Undergraduate Program. Mercuru Buana University of Yogyakarta. Advisor: Elysa Hartati, S.Pd., M.Pd

Keywords: *Vocabulary, Homophone Games, Classroom Action Research*

Students in SMP N 1 Seyegan thought that vocabulary learning was difficult. In fact, vocabulary was the important element in communication. The objective of the research was to improve the students' vocabulary.

This research applied Classroom Action Research (CAR). The classroom action research design applied in this research was a collaborative classroom action research meaning that the researcher worked collaboratively with the English teacher in the class. The CAR was done in one cycle that consisted of Planning, Action, Observation and Reflection. The data were gathered through qualitative and quantitative data. The qualitative data were gained through analyzing the interview and observation result. The quantitative data were gained through the students' vocabulary test; pre-test and post-test; and also questionnaire.

The result of this research showed that there was improvement on the students' vocabulary mastery; it could be seen from the mean score of the pretest; that was 68 whereas the mean score from posttest was 88.3. In addition, there was 50% of the students who passed the minimum mastery criterion (*KKM*) in the pre-test and it became 100% of them passed the *KKM* in the post-test. So, the *KKM* was fully achieved by the students. From the result of pre-questionnaire it showed that there was improvement of the positive responses from the students in teaching and learning process of vocabulary through homophone games. It was improved 31%, it means that the students were helped in enrich their vocabulary through homophone games. Furthermore, the result of observation and interview showed that the students were motivated in teaching and learning process during the implementation of homophone games. In addition, the implementation of homophone games was successful to help the students memorize and understand the new words easily. In conclusion, the students' vocabulary mastery was improved through the implementation of homophone games.

ABSTRAK

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Kata Kunci : *Kosa Kata, Permainan Homophone, CAR/PTK*

Siswa di SMP N 1 Seyegan berfikir bahwa belajar vocabulary sulit. Padahal kenyataannya vocabulary adalah elemen penting untuk berkomunikasi. Penelitian ini bertujuan untuk meningkatkan kosa kata siswa. Penelitian ini dilaksanakan di kelas VIII SMP N 1 Seyegan Tahun Pelajaran 2016/2017 sebagai subject peneliti. Subjek dari penelitian ini berjumlah 32 siswa.

Penelitian ini menggunakan penelitian tindakan kelas (PTK). Desain penelitian tindakan kelas yang digunakan oleh peneliti yaitu tindakan kelas kolaboratif yaitu bekerjasama dengan guru bahasa Inggris sebagai kolaborator. Penelitian tindakan kelas ini menggunakan model Anne Burns. Penelitian ini dilakukan dalam 1 siklus yang terdiri dari tahap (Planning) perencanaan, (Action) tindakan, (Observation) observasi dan (Reflection) refleksi. Dalam pengumpulan data, peneliti menggunakan metode kuantitatif dan kualitatif. Data kualitatif didapat melalui observasi dan interview, sedangkan data kuantitatif didapatkan melalui test (pre test dan post tes) dan kuesioner.

Hasil penelitian ini menunjukkan adanya peningkatan dalam penguasaan kosa kata siswa. Hal ini dapat dilihat dari hasil tes siswa. Hasil pretest menunjukkan skor mean siswa sebesar 68 sedangkan skor rata-rata posttest sebesar 90. Hasil pretes menunjukkan 50% atau 16 siswa yang mencapai nilai KKM. Dan meningkat menjadi 100% atau 32 siswa mencapai nilai KKM. Dengan demikian kriteria ketuntasan minimal telah tercapai. Dari data hasil kuesioner diketahui ada peningkatan respon positif yang diberikan siswa dalam proses belajar mengajar kosa kata menggunakan permainan homophone. meningkat sebesar 31% yang berarti bahwa siswa terbantu dalam meningkatkan kosa kata mereka melalui permainan homophone. Selain itu, hasil dari observasi dan interview menunjukkan bahwa siswa termotivasi dalam kegiatan belajar mengajar ketika diterapkan permainan homophone. Dengan kata lain, penerapan permainan homophone dalam membantu siswa dalam mengingat dan memahami kosakata baru. Dapat disimpulkan, bahwa peningkata kosa kata siswa meningkat menggunakan permainan homophone.