

THESIS

**THE EFFECTIVENESS OF THINK-PAIR-SHARE
TECHNIQUE IN IMPROVING VOCABULARY
ACHIEVEMENT OF THE EIGHTH GRADE
STUDENTS OF SMPN 1 ATAMBUA IN THE SHCOOL
YEAR 2014/2015**



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**TEACHER TRAINING AND EDUCATIONAL SCIENE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG**

2014

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for Sarjana Pendidikan Degree in English Language Education**

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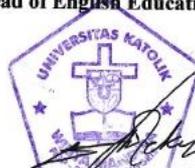
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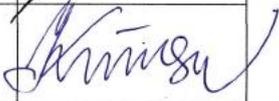
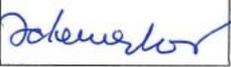
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MOTTO:

“DO NOT GIVE UP BEFORE TRYING”

(Nelcy Cristyanti Kono)

DEDICATION

This thesis is particularly dedicated to the following persons.

1. My beloved parents (Yosef Kono & Silvia Hoar)
2. My beloved brother Yuventus Kono
3. My beloved sister Lesy Kono
4. My almamater UNWIRA Kupang

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ABSTRACT

This thesis is entitled “ **The Effectiveness of Think – Pair – Share Technique in Improving the Vocabulary Achievement of the Eighth Grade Students of SMP Negeri I Atambua in the School Year 2014/2015.**” The problem of the study was formulated as follows: “Is the use of Think – Pair – Share Technique effective in improving the vocabulary achievement of the eighth grade students of SMP Negeri I Atambua in the school year 2014/2015 ?” Based on the question above the objective of the study can be formulated as follows to find out whether the think pair share is effective to improve the mastery of vocabulary of the eighth grade students of SMPN 1 Atambua.

The methodology of the study was classroom action research, where the writer as a teacher in teaching learning process, and writer had a partner as observer in learning activities. The writer applied test, namely pre-test and post-test. She implemented one cycle. consists of planning, implementation of the action, observation, and reflection.

The subject of this study was class VIII E which consisted of 30 students. The present classroom action study consisted of one cycle. In gathering the data, the instruments that were used in included teaching scenario and test. The finding shows that Think - Pair - Share Technique can improve vocabulary in teaching learning process. It can be seen by the result of pre-test is 52,66 and post-test is 81,66 in cycle I. It means that the use of Think- Pair – Share Technique is effective to improve the student’s vocabulary achievement.

The mean figure of cycle I obviously showed that Think – Pair – Share Technique has developed the students’ vocabulary achievement. This comparative percentage rates clearly showed the subject’s attitudes and the motivation became higher after learning English vocabulary through that method. Therefore, the findings of the present classroom action study were predominantly valid and reliable for the eighth grade students of SMP Negeri I Atambua in the school year 2014/2015. The English teacher could use the findings of the present classroom action study to device more effective use of Think – Pair – Share Technique in teaching to improve the students’ English vocabulary. Based on the result of the study the following are some suggestions that needed to be considered: (1) The English teacher is suggested to use Think – Pair – Share technique in teaching English especially teaching vocabulary for young learners, since it could improve the students’ ability, motivation and enjoyment in learning process. Moreover, English teacher also should be active to encourage the students to communicate in English wherever they are. (2) For the students who still have low achievement in mastering vocabulary items were suggested to be more concentrate in learning and be active in the classroom when the teacher was being teaching using Think – Pair – Share technique. The students also had to practice their knowledge more than before because language would be mastered by practicing in our daily activities.

TABLE OF CONTENTS

| | Pages |
|--|--------------|
| APPROVAL SHEET | iii |
| EXAMINATION BOARD | iv |
| MOTTO | v |
| DEDICATION | vi |
| ACKNOWLEDGEMENT | vii |
| ABSTRACT | ix |
| TABLE OF CONTENTS | x |
| LIST OF TABLE | xi |
| | |
| CHAPTER I INTRODUCTION | |
| 1.1 Background of study | 1 |
| 1.2 Statement of problem | 4 |
| 1.3 Objective of the study | 4 |
| 1.4 Significance of the study | 4 |
| 1.5 Scope and limitation | 5 |
| 1.6 Definition of terms | 6 |
| | |
| CHAPTER II REVIEW OF LITERATURE | 8 |
| 2.1 Theories | 8 |
| 2.1.1 The Meaning of Vocabulary | 8 |
| 2.1.2 Vocabulary Achievement | 9 |
| 2.1.3 Classification of Vocabulary | 9 |
| 2.1.4 Technique in Teaching Vocabulary | 12 |
| 2.2 Think – Pair – Share Technique | 12 |
| 2.2.1 Procedure of Think Pair Share Technique | 14 |
| 2.2.2 The Advantages of Think Pair Share Technique | 15 |
| 2.3 Previous Studies | 16 |
| 2.4 Research Model | 19 |
| | |
| CHAPTER III RESEARCH METHODOLOGY | 20 |
| 3.1 Research Design | 20 |
| 3.2 Subject of the Study | 22 |
| 3.3 Research Instrument | 22 |
| 3.4 Research Procedure | 22 |
| 3.5 Technique of Data Analysis | 24 |

| | |
|---|-----------|
| CHAPTER IV DATA ANALYSIS AND DISCUSSION | 27 |
| 4.1 Implementation Think - Pair – Share Technique in Teaching | |
| Vocabulary | 27 |
| 4.2 Data Analysis | 33 |
| 4.3 Discussion | 44 |
| | |
| CHAPTER V CONCLUSION AND SUGGESTION | 46 |
| 5.1 Conclusions | 46 |
| 5.2 Suggestions | 47 |
| | |
| BIBLIOGRAPHY | 49 |
| | |
| APPENDICES | 51 |
| Appendix 1 | 52 |
| Appendix 2 | 59 |
| Appendix 3 | 62 |
| Appendix 4 | 65 |
| Appendix 5 | 68 |

LIST OF TABLES

| | Pages |
|---|--------------|
| Table 1. The List of Students Answers of Statements in pre- test | 33 |
| Table 2. The List of Students Answers of Statements in post-test | 37 |
| Table 3. The List of Students Scores in Pre-test and Post-test | 41 |