

MILIK PERPUSTAKAAN  
STAIN KEDIRI

**USING MEMORY CHALLENGE'S GAMES TO  
IMPROVE VOCABULARY MASTERY OF THE FIRST  
GRADE STUDENTS AT MTs NU MOJOSARI**

**THESIS**

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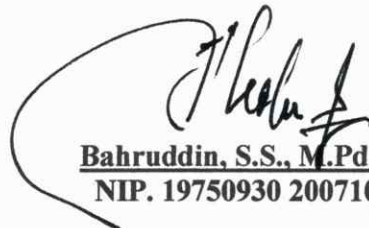
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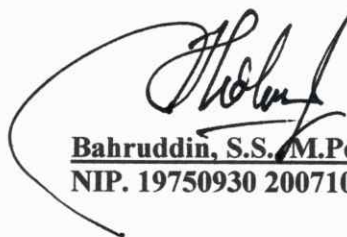
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Setelah diperbaiki materi dan susunannya sesuai dengan beberapa petunjuk dan tuntunan yang telah diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 5 Juli 2013, kami dapat menerima dan menyetujui hasil perbaikannya.

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**MOTTO**

*"The best way to keep one's word is not to give it."*

*(By Napoleon Bonaparte)*

## DEDICATION

*This thesis is dedicated to:*

*My respectable father and mother, Kamdi and Muslimah, Thanks for your love, support, patience, prayer and your affection in my life. This dedication may not be able to represent your sacrifice. My prayer is always with you*

*My brother who always gives me support everytime, Thanks a lot.*

*My husband who always gives me support everytime, Thanks a lot.*

*My funny son, you always make me smile.*

*All my lecturers at STAIN Kediri, especially for my advisors, Drs. Musta'in M.Pd. and Bahrudin, S.S., M.Pd. a million of thanks I appreciate for you all your advice and suggestion to make my thesis better.*

*All my close friends, I love you so much. Don't ever forget me. I will always remember our memories and experiences.*

*All my friends at Islamic boarding house, thanks for your support. May we be easy in memorizing our Qur'an and become scribe of holy Qur'an until the end of our life.*

*All of my friends in STAIN Kediri, thanks a lot for everything... good luck and never give up!!!*

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Finally, the writer is absolutely aware that this thesis is still far from being perfect. Therefore, the writer hopes constructive suggestion and criticism, which make this better. The writer prays to Allah, may this thesis be useful and may Allah bless us. Amin.

Kediri, 20 Juni 2013

**The writer**



## ABSTRACT

Halimah, Siti Nurul. 2013. *Using Memory Challenge's Games to Improve Vocabulary Mastery of the First Grade Students at MTs NU Mojosari*. Thesis, English Department, Faculty of Education, State College for Islamic Studies (STAIN) Kediri. Advisors:  
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**Key Words:** Vocabulary Mastery, improve, Memory Challenge's games

Mastering vocabulary is the most fundamental thing that must be controlled by a person in learning English which is a foreign language for all students and the people of Indonesia. How can one express a language if he does not understand the vocabulary of the language? Especially if it was learned a foreign language, so the language vocabulary is something that is absolutely owned by language learners. If a student has an adequate vocabulary, English language will automatically be supporting the achievement of English language. And vice versa without having adequate vocabulary a student will have difficulty in achieving competence in the language. Based on the preliminary study, the researcher found that the first grade students of MTs NU Mojosari have poor vocabulary mastery. It can be seen from the average score that only 61, 65. The factors caused this problem were that English was not the students' mother tongue, the students rarely used English, the teacher just focused on her teaching method using drilling method. Therefore, it is necessary to take an immediate action to solve this problem. In this occasion, the researcher offered to conduct a classroom action research. The researcher offered Memory Challenge's games as a technique. This action was proposed to solve the students' problem and to improve students' vocabulary mastery.

The classroom action research was conducted in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. The cycles were conducted in 4 x 45 (two meeting). The criteria of success of the classroom action research were that 75% of the students got minimum score of 75 and do 85 point of classroom activities. In order to obtain the data about the students' vocabulary mastery improvement, the researcher used evaluation test, and students' worksheet. In the implementation of improving students' vocabulary mastery using Memory Challenge's games the researcher asked to the students to remember the words in the text and giving the test.

The implementation of the first cycle was not successful. This was because there are only 60% of the students passed the minimum score and the average score is 77, 7% and they did 73,5% of the activities designed for the first cycle. Therefore, the researcher continued to the second cycle. In the second cycle the result of the students' evaluation test showed 90% and the average score is 85, 53%, 36 of the students passed the minimum score and they did 85,75% of activities designed in the second cycle. From the result, it can be concluded that the implementation is successful to improve students' vocabulary mastery.

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