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MILIK PERPUSTAKAAN
STAIN KEDIRI

**THE EFFECTIVENESS OF TEACHING VOCABULARY
USING CRAZY PROFESSOR READING GAME
AT MTSN 1 KEDIRI**

THESIS

**Presented to
State College for Islamic Studies (STAIN) Kediri
In Partial Fulfillment of the Requirements
For the Degree of *Sarjana* in English Language Education**



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(STAIN) KEDIRI
2014**

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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam Sidang Munaqosah.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.


Wassalamu'alaikum Wr. Wb

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqosah yang dilaksanakan tanggal 19 Juni 2014, kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum adanya.

Wassalamu'alaikum Wr.Wb.

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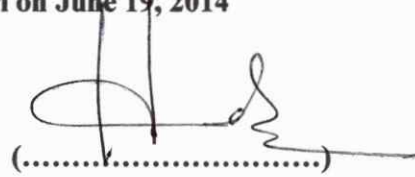
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MOTTO

Knowledge without Follow up is Worse Than
Having No Knowledge at all

- Henry Charles. ∞ -

DEDICATION

This thesis is dedicated to.

My parents (Ngali and Siti Hamidah) who never stop asking help to Allah

SWT. Thanks for encouraging me to study until the finishing of this thesis.

I love you so much.

My daughter, Tefina Hafisatarrohmah Almunawwaroh who always supported

me in order to be better day after day.

My brothers and sister (Wahid, Nurul and Roziqin) who always suggested

and supported me to finish this thesis soon.

Everyone who helped me in finishing this thesis.

ABSTRACT

SITI MAESAROH, *The Effectiveness of Teaching Vocabulary Using Crazy Professor Reading Game at MTsN 1 Kediri*, English Department, Faculty of Education, State College for Islamic Studies (STAIN) Kediri, Advisors: (1) Dr. Ary Setya Budhi Ningrum, M. Pd; (2) Muhammad Muhyidin, M.Pd.

Key words: Crazy Professor Reading Game, Vocabulary

Vocabulary is the important aspect in language. Vocabulary mastery must be taught by the teacher for the students before teaching other part in English. Because of that, the teacher must be creative and inovative to find out the method in teaching vocabulary in order to make the students feel fun and not bored in learning vocabulary. One of the methods which can be applied in teaching vocabulary is Crazy Professor Reading Game. Crazy professor reading Game is the method which can make the students more active to memorize some word. Because this method use gesture and exaggerated telling. As a consequence, the students can memorize some vocabularies easily.

The design of study is quasi-experimental. The population and sample of study is the first graders of MTsN 1 Kediri. There are two classes who have equal mean score in the pre-test taken as sample of this study. The VII F class is as experimental group, and the VII G class is as control group. To collect data, researcher uses post-test as the instrument. And T-test by using SPPSS was employed to analyze the data.

The research finding shows that the students who were taught using crazy professor reading game get better score than those were taught without crazy professor reading game. It can be seen in pre-test the mean score of experimental group is 74.06 and control group is 74.17. In the post-test the mean score of experimental group is 91.89 and control group is 81.83. The result of statistical computation using t-test show that Crazy Professor Reading Game method is significant. In this research, t -table from df 68 is 1.995, whereas the value of t -test is 5.187 (t -test $>$ t -table), it is higher than t -table and the significant value is 0.000 it is lower than t -table ($\text{sig.} < t$ -table). So, it can be concluded that Crazy Professor Reading Game is effective to teach vocabulary mastery at MTsN 1 Kediri.

ACKNOWLEDGMENTS

Bismillahirrahmaanirrahiim

Alhamdulillah, I sincerely thank to Allah SWT for this great blessing and guidance to me, so that I can finish this thesis. I realize that this thesis is far from being perfect.

This thesis is arranged for the fulfillment of the Requirements for the degree of *Sarjana* in English Language Education. Moreover, to add and applies knowledge that writer got since study in college.

I wish to express my gratitude to:

1. Dr. Nur Chamid, M.M, the head of STAIN Kediri.
2. Dr. Mukhammad Abdullah, M. Ag., the head of Education Department.
3. Dr. Ary Setya Budhi Ningrum, M, Pd, my first advisor who gives his valuable advice, patience and suggestion to finish this thesis quickly
4. Muhammad Muhyidin, M.Pd, my second advisor who has given his guidance correction and suggestion in writing this thesis.
5. Drs. Muh. Nizar, M. Pd, the headmaster of MTsN 1 Kediri who gives his permission for me to do my research.
6. The entire librarians of STAIN Kediri who helped me supply the valuable materials.
7. My family who have given their motivation to finish this thesis.
8. My friends in English Department and all whose name cannot be mentioned here, for their patience to help me, whenever I need.

Last, I do hope that his thesis will be useful for the researcher and hopefully Allah SWT will always bless all of us. Amiin..

Kediri, June 03, 2014

The Writer

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