

**INTEGRATING “THEMATIC-UNITS APPROACH”  
TO OPTIMIZE STUDENTS’ VOCABULARY ACHIEVEMENT:  
AN ACTION RESEARCH AT THE FOURTH GRADE OF  
*SDN SIDOKUMPUL IV GRESIK***

**THESIS**

**Presented to:**

English Department of Teacher Training and Education Faculty  
in partial fulfillment of the requirement for degree of Sarjana Education



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2007**

## APPROVAL

This is to certify that The Sarjana's Thesis entitled **INTEGRATING "THEMATIC-UNITS APPROACH" TO OPTIMIZE STUDENTS' VOCABULARY ACHIEVEMENT: AN ACTION RESEARCH AT THE FOURTH GRADE OF SDN SIDOKUMPUL IV GRESIK** has been approved by the thesis advisors for further approval by board of examiners.

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## MOTTO

“God (Allah) will rise up the degree of the faithful and the well-knowledge in a few degree” (Al Mujadalah : 12)

“And obey to God (Allah) for the faithful and never leave children in weaknesses” (An Nisa’ : 9)

*This Thesis is dedicated to my beloved father, mother, “Ony” my sister, Tonky’s family and especially to my ex-pisces girl, thanks for all supports blessed to me. I love you all*

## ACKNOWLEDGMENT

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Above all, the researcher intends to gratefully present thanks to all people, especially his parents and his family for supporting this research project well in time. Finally, this research project enables to bring much useful things to the readers especially to the English teacher as a reference toward an alternation of meaningful teaching technique in an English classroom.

Gresik, August 2007

**The Researcher**

## ABSTRACT

Purwanto, Aris Eko. 2007. *Integrating “Thematic - Units Approach” to Optimize Students’ Vocabulary Achievement: An Action Research at the Fourth Grade of SDN Sidokumpul IV Gresik.*

Advisors : Khoirul Anwar, S.Pd., M.Pd. and Rohmy Husniah, S.S.

Since the role of mastering vocabulary becomes important in elementary school towards having easier way to learn other English skills, the researcher finds there are many students who still have less competences in vocabulary achievement such as vocabulary short answer, puzzle, multiple choice questions, sentence complexion, synonym and antonym, matching words or phrases, classifying words and rearrangement of jumbled letters or words. Thus, the researcher intends to employ Thematic-Units Approach to cope with the problem.

Thematic-Unit Approach is applied and supposed to enable students to motivate vocabulary achievements. Furthermore, to apply this approach the researcher also provides certain technique to reach the goal, that is, Communicative Drill.

The design of this study is an action research and the subject is the fourth grade of SDN Sidokumpul IV Gresik containing 22 students (12 males and 10 females). This study is acted in one cycle as the consideration that the result already appeared at the end of the cycle.

The collected data during six meetings of the analysis process were assisted by a teacher-partner so that the validity of data could be controlled. In this case, the researcher gathered the findings in one cycle of an action research by which observations and tests as the instruments to collect the findings. Those sorts of findings were framed in a diary journal and teacher partner’s notes.

The findings which were recapitulated in raw scores and students’ progress reports indicated that after given the treatment of this approach there were some changes. Some appeared indicators were; first, the class average score already increased 21.7% from 64.4 to become 78.6. Second, individually the students who had less competences (underachievement), they already achieved the significant changes. There were at least 12 students (54.5%) who were progressive, 6 students owned rising vocabulary achievement from predicate poor to become fair and good in average 70.8%. Besides, the other six students also gained good and very good scale, that is 94.5% in average. Third, in a class interaction especially in answering teacher’s questions, most students already involved actively. It was proved by some of smarter students who became dominant could be reduced then balanced by some who were used to be passive.

In short, this Thematic-Units Approach brings about better changes in a vocabulary teaching learning actions. As it is mentioned above, so it is summarized that this study already answered problems within this study. It is suggested that this study is useful for the curriculum designer or other researcher to have English materials which highly focus on the goals by breaking down on the material development.

Key terms: *vocabulary teaching- learning, thematic-unit approach, communicative drill*

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