

## ABSTRACT

### IMPROVING STUDENTS' VOCABULARY THROUGH SPELLING GAMES FOR ELEMENTARY SCHOOL GRADE FOURTH AT SDK BPK PENABUR METRO

By

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The objectives of this research were to find out whether Spelling Games improve students' vocabulary, teacher's performance and students' participation during teaching learning process at the fourth grade students of class IV b SDK BPK Penabur Metro (in academic year 2011/2012). To see the teacher's performance and students' participation (learning process), the qualitative data was used (questionnaire and observation sheet). Meanwhile, quantitative data (students' score) was used to know students vocabulary (learning product). This research was conducted at SDK BPK Penabur Metro. The subject of the research was the students of class IV B.

This Classroom Action Research (CAR) was done in two cycles. Each cycle consisted of plan, action, observation, interpretation, analysis, and reflection. The indicators of this research success are if the teacher got minimum 70% from the observation sheet result, 95% students were active during teaching learning process, and 75% students could gain score 70 or more.

In Cycle I, most of students were active during teaching learning process. The teacher could achieve the target that was minimally 70% from the observation sheet result, but the students' score could not achieve the target (only 7 students who got score 70 or higher) that was 75% students should gained 70 from the students' vocabulary result. In Cycle II 75%, the students were also active during teaching learning process. Both the results of teacher's observation sheet and students' learning product (vocabulary test) could achieve the target in this cycle. These happened because the teacher had known her weakness in Cycle I and she improved it Cycle II. Therefore, she could give solution in teaching learning process in Cycle II.

Referring to the result of the second cycle, it can be said that Spelling Games could improve students' vocabulary, teacher's performance, and students' participation during teaching learning process.