

FOREWORD

Assalamu'alaikum Wr. Wb

Praise and gratitude the author pray for the presence of Allah SWT, because of His blessings and grace so that the author is given the convenience of completing the Thesis entitled "***Improving Students' Vocabulary Ability through the Environment Around the School as a Learning Resource for Class VIII B Mts Terpadu Manba'ul Ulum Klepek***". Shalawat and greetings may always be poured out to the Prophet Muhammad SAW. May we be among those who will receive his intercession in the future, aamiin.

It is a matter of pride for the author to be able to complete this thesis, although, with all the limitations and various kinds of obstacles faced, of course, he received a lot of guidance, assistance, and advice from various parties. Therefore, on this occasion the author would like to thank:

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In the preparation of this thesis, I as the author apologize profusely because the author realizes that there are still many shortcomings in the preparation. Therefore, constructive criticism and suggestions are needed for the perfection of this thesis. So that it can be useful, especially for readers, yourself, and the Nahdlatul Ulama University of Sunan Giri Bojonegoro.

Wassalamu'alaikum Wr. Wb

Bojonegoro, August 03rd, 2022



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ABILITY THROUGH THE ENVIRONMENT
AROUND THE SCHOOL AS A LEARNING
RESOURCE IN CLASS VIII B STUDENTS AT
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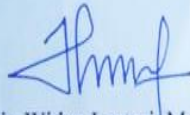
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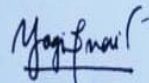
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PRONOUNCEMENT

I declare that this thesis has gone through a plagiarism check and has been declared eligible and passed by the plagiarism team.

Bojonegoro. August 29th, 2022



MOTTO

“Belajar itu memang perih namum lebih perih lagi jika tidak belajar”.

“Learning is painful but it hurts even more if you don't study.”.

(Imam Syafi'i)

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

“Sesungguhnya setelah kesusahan itu ada kemudahan”.

“Verily, after hardship there is easy”.

(Al-Insyirah: 6)



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DEDICATIONS

With the pleasure of Allah SWT and all sincerity and sincerity. The author would like to thank Allah SWT, for all the blessings and guidance so that the writer can finish this thesis.

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10. Finally, I dedicate this thesis to all of you people who I love and love me.

ABSTRACT

Mustika, Dewi. 2022. *Improving Students' Vocabulary Ability through the Environment Around the School as a Learning Resource for Class VIII B Students at Integrated Mts Manba'ul Ulum Klepek*. Thesis, English Education Study Program, Faculty of Teacher Training and Education, University of Nahdlatul Ulama Sunan Giri, Bojonegoro. First Advisor Mr. Moh. Zinuddin, M.Pd and Second Advisor Mr. Khoirul Wafa, M.Pd.

Keywords: Class VIII B Students, Vocabulary, Environmental-Based Learning Resources.

This study aims to improve students' English vocabulary mastery through the school environment as a learning resource. The type of research is the Design Class Action Research from John Elliot which has four stages in each cycle, namely: Planning, Implementation, Observation, and Reflection. The research was carried out in two cycles, each cycle of three meetings, the researcher acted as an observer and the teacher as a teacher or called CAR Participants. The research subjects were students of class VIII B MTs Terpadu Manba'ul Ulum Klepek totaling 20 female students. Data collection was obtained based on the results of observations, tests, and documentation. The data analysis used is descriptive qualitative and descriptive quantitative. The cycle is stopped when students achieve classical completeness 80%/16 students and individual students reach KKM 73.

Based on the results of the study, there were 4 students (20%) passed the study and 16 students (80%) failed by obtaining an average score. 50.5. After taking action on the environment around the school as a learning resource, the data obtained in the first cycle increased by 25% with an average value of 69.25 with 9 students (45%) graduating and 11 students (55%) failing. In cycle II the average score of students was 84.75, with 17 students (85%) graduating, 3 students (15%) failing and an increase of 40% from cycle I to cycle II. From this data it can be concluded that the learning is declared complete individually and classically. The use of the environment around the school as a learning resource can improve students' English vocabulary mastery and can attract students' attention to be enthusiastic and active in learning.

ABSTRAK

Mustika, Dewi. 2022. *Meningkatkan Kemampuan Kosakata Siswa melalui Lingkungan Sekitar Sekolah sebagai Sumber Belajar Siswa Kelas VIII B MTs Terpadu Manba'ul Ulum Klepek*. Skripsi, Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Nahdlatul Ulama Sunan Giri Bojonegoro. Pembimbing utama bapak Moh. Zinuddin, M.Pd dan pembimbing kedua bapak Khoirul Wafa, M.Pd.

Kata Kunci: Siswa Kelas VIII B, Kosakata, Sumber Belajar Berbasis Lingkungan.

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata Bahasa Inggris siswa melalui lingkungan sekitar sekolah sebagai sumber belajar. Jenis penelitian yaitu Penelitian Tindakan Kelas desain dari Jhon Elliou yang memiliki empat tahap dalam setiap siklusnya yaitu: Perencanaan, Pelaksanaan, Pengamatan, dan Refleksi. Penelitian dilaksanakan dalam dua siklus, setiap siklus tiga pertemuan, peneliti bertindak sebagai observer dan guru sebagai pengajar atau disebut PTK Partisipan. Subjek penelitian yaitu siswa kelas VIII B MTs Terpadu Manba'ul Ulum Klepek berjumlah 20 siswa perempuan. Pengumpulan data diperoleh berdasarkan hasil observasi, tes, dan dokumentasi. Analisis data yang digunakan yaitu deskriptif kualitatif dan deskriptif kuantitatif. Siklus dihentikan apabila siswa mencapai ketuntasan secara klasikal 80%/16 siswa dan individual siswa mencapai KKM 73.

Berdasarkan hasil penelitian menunjukkan nilai pra tindakan terdapat 4 siswa (20%) lulus belajar dan 16 siswa (80%) gagal dengan memperoleh nilai rata-rata 50,5. Setelah dilakukannya tindakan lingkungan sekitar sekolah sebagai sumber belajar, diperoleh data siklus I meningkat 25% dengan nilai rata-rata 69,25 dengan 9 siswa (45%) lulus dan 11 siswa (55%) gagal. Pada siklus II nilai rata-rata siswa 84,75, dengan 17 siswa (85%) lulus, 3 siswa (15%) gagal dan mengalami peningkatan sebesar 40% dari siklus I ke siklus II. Dari data ini dapat disimpulkan bahwa pembelajaran dinyatakan tuntas secara individual dan klasikal. Penggunaan lingkungan sekitar sekolah sebagai sumber belajar dapat meningkatkan penguasaan kosakata bahasa Inggris siswa dan dapat menarik perhatian siswa untuk semangat dan giat dalam belajar.

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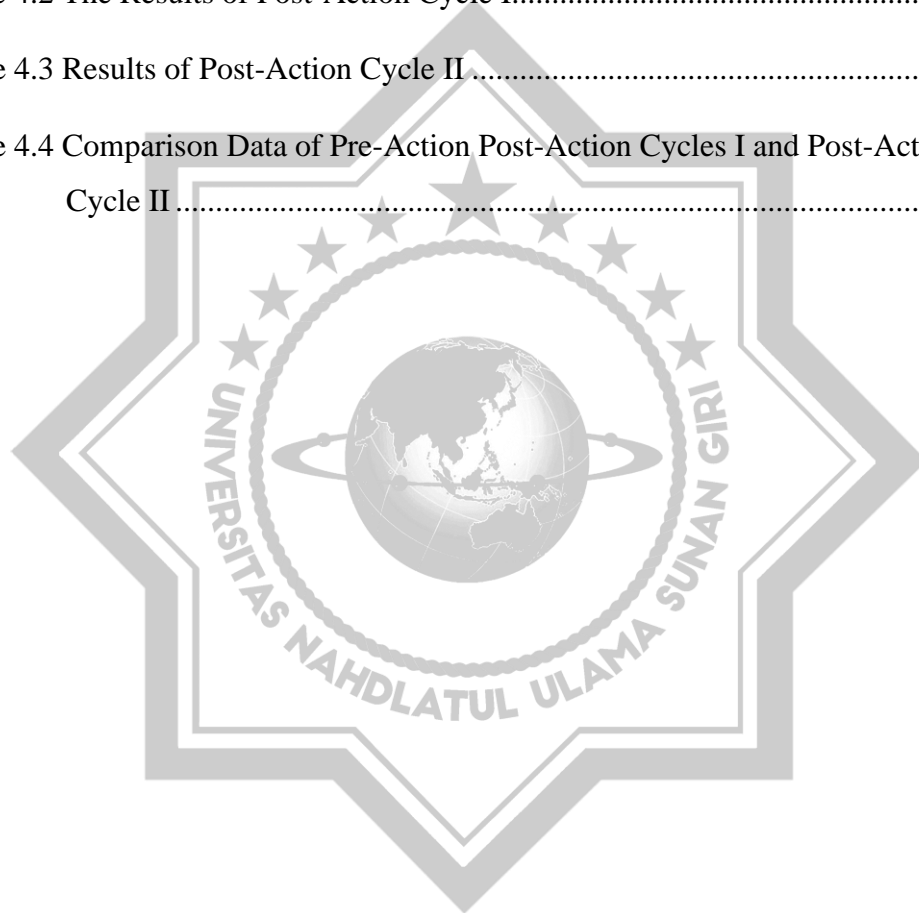
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