

**THE USE OF FILL THE MISSING WORDS METHOD TO IMPROVE
VOCABULARY MASTERY IN ENGLISH LEARNING FOR GRADE 4 AT
SDN NGRASEH DANDER BOJONEGORO.**

SKRIPSI



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APPROVAL SHEETS

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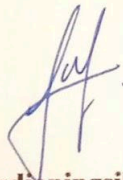
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SKRIPSI

The Use of Fill the Missing Words Method to Improve Vocabulary Mastery in English Learning for Grade 4 at SDN Ngraseh Dander Bojonegoro.

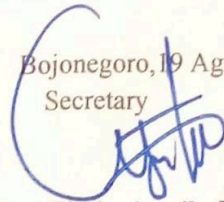
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The Use of Fill the Missing Words Method to Improve Vocabulary in English Learning for Grade 4 at SDN Ngraseh Dander Boj

Is the result of my own original work, and all sources of information have been clearly cited in the reference list according to the academic code of ethics. I am aware that if any violations of scholarly standards regarding the authenticity of this work are found, **I personally** will bear legal sanctions in accordance with the applicable regulations and standards.

Bojonegoro, 17 Juli 2017
Yang membuat pernyataan



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MOTTO

**" Be strong now, because things will get better. It may be stormy now, but it
won't rain forever ".**

**" Jadilah kuat sekarang, karena segalanya akan menjadi lebih baik.
Mungkin sekarang sedang badai, tapi tidak akan selamanya hujan".**

Preface

After a view months, I did my thesis, Now I want preface this skripsi to:

- ✓ Allah SWT who always blesses me
- ✓ My beloved parents Kiswoyo and Siti Patimah, who always give me support, advices, attention and pray for me. thanks for affection and endless love.
- ✓ My beloved brothers and sisters, Moh Ilham Badawi, Nadia Uswatun Sholeha, Alvina Damayanti. who always encouraged me with prayers and materials.
- ✓ all my beloved friends who have supported me throughout the process of skripsi writing.
- ✓ My advisor Fitri Nurdianingsih, M.Pd. and Dr. Refi Ranto Rozak, M.Pd. who has guided and helped me to finish my skripsi.
- ✓ Furthermore, the researcher would like to thank the Principal, Teachers and Staff of SDN NGRASEH DANDER BOJONEGORO for allowing the researcher to conduct research at the school, the researchers parents, and friends for their support, assistance, and contributions so that the author can complete this thesis.
- ✓ And Finally, the researcher would also like to thank himself. The researcher realizes that preparing a thesis is not an easy thing. Many challenges had to be faced, starting from the research process in the field, organizing observation schedules, dealing with limited facilities, to drafting and revising the manuscript repeatedly. This whole process has been a very meaningful learning experience. Although sometimes overwhelmed by fatigue and doubt, the researchers still tried to complete this thesis with diligence, commitment, and wholeheartedness.

ABSTRACT

This study aims to investigate the effectiveness of the "Fill the Missing Words" method in improving English vocabulary acquisition among grade 4 students at SDN Ngraseh Dander Bojonegoro. The method was implemented by combining animal-themed pictures with sentences containing missing words in learning activities. The research employed a Classroom Action Research approach conducted in two cycles involving 20 students as subjects. Data were collected through pre-tests and post-tests, observations, and interviews. The results showed a significant increase in average post-test scores from 80 in the first cycle to 90 in the second cycle, as well as an increase in the percentage of students achieving the Minimum Completion Criteria (KKM) from 75% to 95%. Additionally, student engagement and motivation improved, with 90% of students actively participating in group discussions. The study concludes that the "Fill the Missing Words" method is effective in enhancing vocabulary mastery and developing students' critical thinking skills through contextual and interactive learning.

Keywords

Vocabulary acquisition, Fill the Missing Words method, Classroom Action Research, Primary education, Contextual learning.

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3. Ayu Fitriarningsih, M.Pd. as a Chief of
4. English Language Education Study Programme of IKIP PGRI BOJONEGORO.
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CHAPTER I

INTRODUCTION

A. Background of the Study

English education at the primary level, particularly for grade 4 students, frequently encounters difficulties in developing vocabulary skills. Traditional teaching methods, such as solely focusing on theme books, can hinder students' interest and motivation in learning English. According to Harmer (2015), monotonous approaches like these can impede the development of essential language skills among young learners. Moreover, research by Widodo and Cahyono (2016) highlights that robust vocabulary mastery plays a crucial role in enhancing reading comprehension, emphasizing the need for innovative and engaging teaching methodologies. Therefore, exploring new methods to improve vocabulary acquisition becomes imperative.

One effective interactive method in language learning is task-based learning, advocated by Harmer (2015). This approach engages students actively in the learning process through practical exercises that require the utilization of language in authentic contexts. Among these techniques, the “fill the missing word” method stands out as a powerful tool for strengthening vocabulary comprehension while fostering critical thinking and analytical abilities. However, effectively teaching vocabulary poses several challenges. One significant issue is the reliance on rote memorization, which often leads to superficial learning rather than deep

understanding. Students may memorize words without grasping their meanings or contexts, resulting in limited practical application. Additionally, traditional methods may not cater to diverse learning styles, leaving some students disengaged or struggling to keep up.

Another challenge is the lack of contextualized learning opportunities. Vocabulary is best acquired when words are used in meaningful contexts, yet many teaching practices fail to provide real-life applications. This disconnect can lead to frustration among students who find it difficult to relate vocabulary to their everyday experiences. Several specific challenges were observed during preliminary assessments: varying levels of student engagement, with some actively participating in group discussions while others remain passive; cooperation issues where individual competitiveness can hinder collaboration; differing enthusiasm levels for learning English; and difficulties in maintaining focus during lessons due to distractions from peers or external factors. Observation notes indicated that while students actively discussed in groups and contributed positively to tasks, there were moments when distractions affected their ability to concentrate fully.

To address these challenges, implementing the "Fill the Missing Words" method presents a promising solution. This interactive approach encourages active participation by requiring students to engage directly with vocabulary in context. By filling in gaps within sentences related to animal pictures, students not only practice their vocabulary but also enhance their comprehension skills. The method promotes collaboration as

students work in groups, fostering a sense of community and shared responsibility for learning outcomes. Additionally, it allows for varied levels of difficulty tailored to individual student needs, ensuring that all learners can participate meaningfully. Research indicates that such interactive methods significantly enhance language skills by promoting critical thinking and retention (Tanti Himayanti, 2010). By employing the "Fill the Missing Words" method, educators can create a more dynamic and engaging classroom environment that caters to diverse learning styles while improving vocabulary mastery among grade 4 students.

The researcher choose SDN Ngraseh Dander Bojonegoro as the research site based on several considerations. In this school, English teaching relies heavily on theme books, and the teacher in grade 4 who teaches English is not an English or English education graduate.

This provided an opportunity to apply an innovative method such as "Fill the Missing Words". In addition, the researcher also wanted to apply vocabulary materials related to animals, which had previously been created during the researcher's 6th semester in the Teaching English for Young Learners (TEYL) course. This method provides opportunities for students to actively participate in the learning process, so that they not only listen or read, but also think critically and apply the vocabulary they have learned. In this way, students can better understand the meaning and use of vocabulary in different contexts. In addition, this method can increase student engagement as they feel more involved in fun and interactive activities.

This application is very important because the researcher did not have the opportunity to apply these materials in an elementary school environment before the researcher finally choose to apply them at SDN Ngraseh Dander Bojonegoro. In addition, no previous research has been conducted at this school, making it a unique place to research. *And Vocabulary Improvement and Motivation*

The "Fill the Missing Words" method engages students by providing sentences with missing words, helping them understand and apply vocabulary in context. Additionally, the "What's Missing Games" approach employs gameplay to identify missing words, similarly enhancing vocabulary comprehension in an interactive manner. Both methods are not only effective in improving vocabulary but also motivate students directly in the learning process. The "Fill the Missing Words" method encourages students to actively participate, while the "What's Missing Games" method maintains student motivation through enjoyable and interactive gameplay.

B. Research Problem

To further investigate the effectiveness of the "Fill the Missing Word" method in improving vocabulary acquisition among grade 4 students at SDN Ngraseh Dander Bojonegoro, this study aims to answer two main research questions:

1. How can the implementation of the "Fill the Missing Word" method improve vocabulary acquisition among grade 4 students at SDN Ngraseh?

2. What obstacles do teachers face when applying this method to their students?

C. Research Objectives

1. To determine the effect of "Fill in the Missing Words" method on vocabulary acquisition of grade 4 students.
2. To identify barriers that may arise during the implementation of this method.

D. Significance of the Research

1. Theoretical Significance

This study supports existing literature on the effectiveness of innovative teaching methods in improving vocabulary mastery and learning motivation. Research by Nunan (2013) highlights that innovative methods can enhance student motivation, while Burns (2010) emphasizes the importance of adapting teaching methods to meet learners needs.

2. Practical Significance

- a. *For Students:* Improve vocabulary ability and interest in learning English.
- b. *For Teachers:* Provide alternative teaching methods that are more effective and engaging, helping teachers better understand students' needs.
- c. *For Schools:* Contribute to enhancing the quality of English learning by applying methods proven effective in previous studies.

E. Definition of Key Terms

To ensure clarity throughout this study, several key terms are defined as follows:

1. Fill the Missing Word Method : A teaching technique that involves providing students with sentences that have missing words, which they must fill in to enhance their vocabulary and comprehension skills.
2. Vocabulary Mastery : The ability to understand, utilize, and apply a wide range of words effectively in communication. This includes mastering word meanings, usage in sentences, and recognizing word variations and forms.
3. English Learning : The process by which students learn to understand, speak, read, and write in English. It encompasses teaching vocabulary, grammar, pronunciation, and other communication skills.

F. Research Variables

1. Independent Variables

The "Fill in the Missing Words" method: This method is a teaching method that will be applied to improve students' vocabulary acquisition.

2. Dependent Variable

Vocabulary Mastery : This is the outcome to be measured after applying the method. Vocabulary mastery can be measured through tests, observations, or interviews to assess how well students understand and use new vocabulary.