

**THE EFFECT OF TEACHING VOCABULARY
USING REPETITION TO 1ST GRADERS
OF JUNIOR HIGH SCHOOL**

A THESIS

In Partial Fulfillment of the Requirements

for Sarjana Pendidikan Degree

in English Language Teaching



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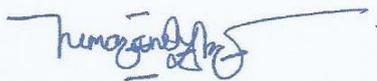
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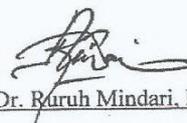
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ABSTRACT

Rustian, Astri. 2017. *The Effect of Teaching Vocabulary Using Repetition for 1st Graders of Junior High School*. S-1 Thesis. English Department, Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya.

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Keywords: Repetition technique, Vocabulary, Teaching.

The objective of this research is to find out whether there is a significant difference on the Vocabulary achievement between the students who have not been taught using repetition technique and who have already been taught using repetition technique. The steps of the research were conducted within 6 meetings: 1 meeting for pre-test, 4 meetings for treatments, and 1 meeting for post-test.

The design of this study is a pre-experimental study. The study was conducted in one of private school in Surabaya. The population of the study is a group consisted of one classe of 7th grade students of junior high school from Surabaya in the academic year of 2016/2017.

There were 36 students who were followed this research. The group was taught by using repetition technique. The instrument that was used in this research is vocabulary test. The data are analyzed using T-test. The data of this research was quantitative data which is obtained by holding a pre-test and post-test to see the improvement score of students' vocabulary mastery. The researcher analyzed the validity and reliability of the instrument. She also calculated the item difficulty and item discrimination of the instrument. There were 5 items that should be removed because they were not qualified o be the questions of the instrument.

The results of the data analysis are as follows. First, the mean score of the post-test (84.44) is higher than that in the pre-test (74.22). Second, there is a significant difference in the vocabulary achievement in that group by the T-test results. With the level of significance at 5%, the t observation (t_o) was 3,29 and the t_{table} was 1,99. The t_o (3,29) is greater than t_{table} (1,99). Therefore, the hypothesis of this research "There is a significant difference between the students' vocabulary achievement before and after being taught using repetition technique" is accepted. Finally, it can be concluded that repetition technique applied in teaching vocabulary is effective for improving the students' vocabulary achievement.