



**THE EFFECTIVENESS OF *STORY-READING*
IN TEACHING VOCABULARY FOR THE FIFTH GRADE STUDENTS
OF SDN 4 JEPANG IN THE ACADEMIC YEAR 2012/2013**

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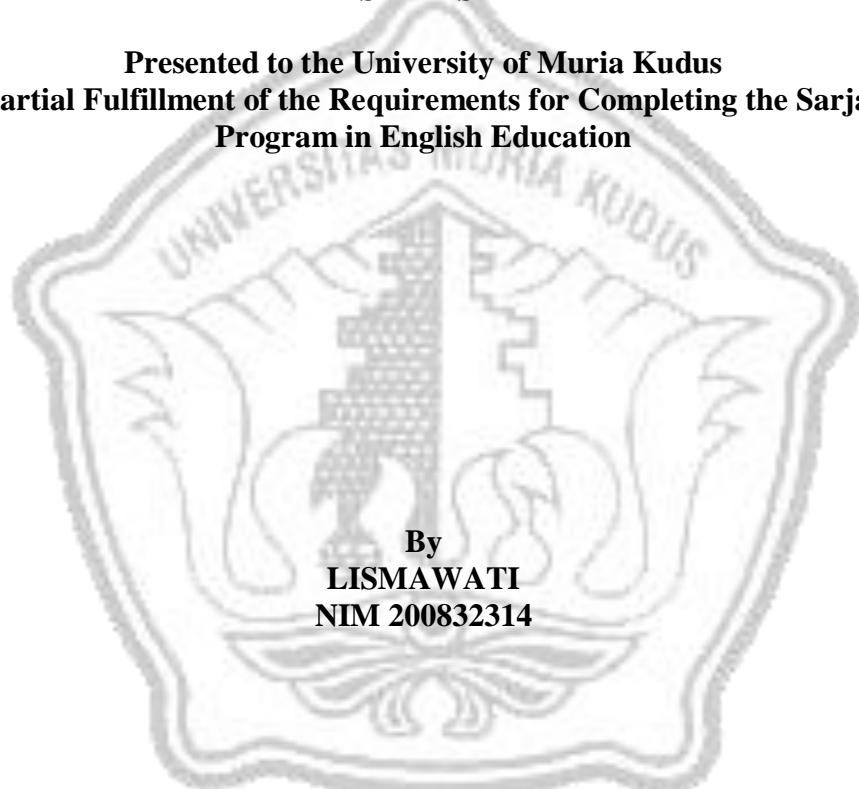
**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
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SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education**



**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2013**

MOTTO AND DEDICATION

MOTTO

- ❖ Never say it's impossible, but just do it first.
- ❖ Never give up.
- ❖ Keep praying and always have positive thinking.



DEDICATION

The writer dedicates this Skripsi to:

- ❖ Her beloved parents.
- ❖ Her beloved brother and sister.
- ❖ Her best friends.
- ❖ SDN 4 Jepang.

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Lismawati (NIM: 200832314) has been approved by the Skripsi advisors for further approval by the Examining Committee.

Kudus, February 2013

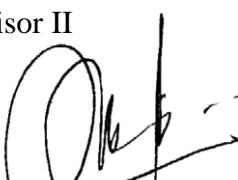
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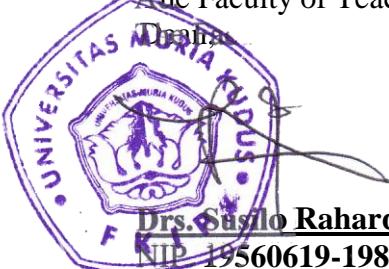
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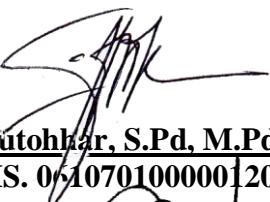


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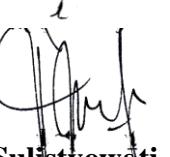
This is to certify that the Skripsi of Lismawati (NIM: 2008-32-314) has been approved by the Examining Committee as a requirement for completing the Sarjana Program in English Education.

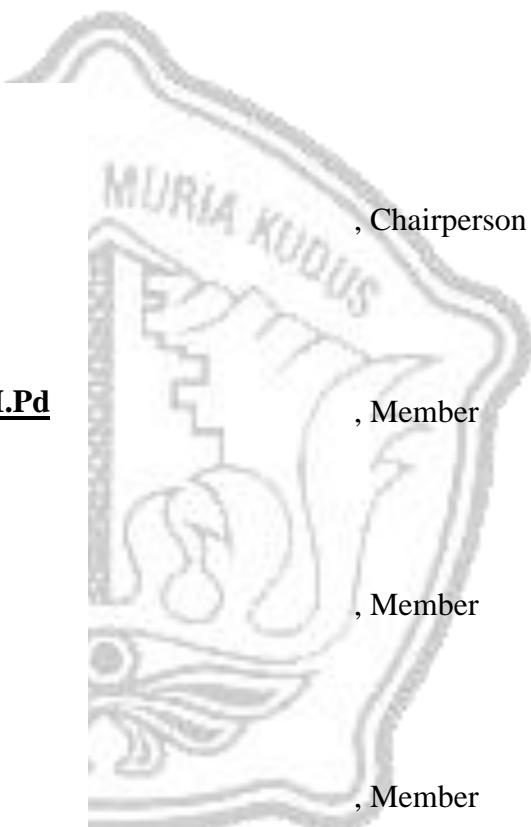
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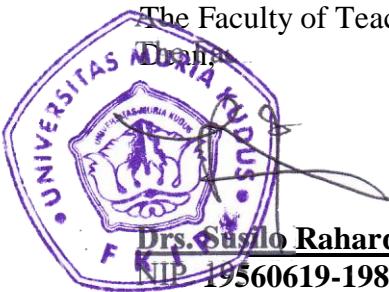
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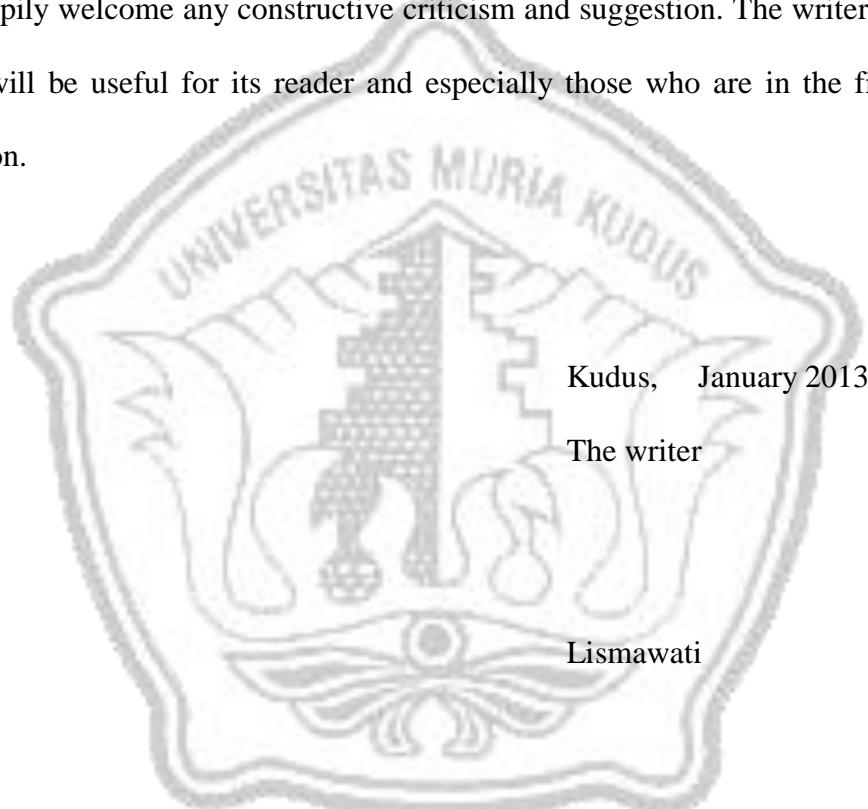
First of all, the writer would like to express her gratitude to Allah SWT for the blessing given to the writer, so she has finished her research entitled “The Effectiveness of *Story-Reading* in Teaching Vocabulary for the Fifth Grade Students of SDN 4 Jepang in the Academic Year 2012/2013”.

Besides, this research is accomplished with the great help, support, and guidance from others. Therefore, the writer would like to express her deepest thanks to:

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9. Her beloved brother and sister who always give support.
10. All her friends who have given motivation in composing this research, especially Indartik, Luluk, Dahniar, Laili, Nida, Isma, and Munawaroh.
11. All of her friends in EED 08.

The writer realizes that her research is not perfect. Therefore, the writer will happily welcome any constructive criticism and suggestion. The writer hopes that it will be useful for its reader and especially those who are in the field of education.



ABSTRACT

Lismawati. 2013. *The Effectiveness of Story-Reading in Teaching Vocabulary for the Fifth Grade Students of SDN 4 Jepang in the Academic Year 2012/2013.* Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Mutohhar, S.Pd, M.Pd. (2) Dra. Sri Endang Kusmaryati, M.Pd.

Key words: Vocabulary Mastery, Story-Reading.

Vocabulary is one of language components considered necessary for language mastery. It is one of the important parts in learning English. Students should master enough vocabulary for the sake of their language mastery improvement. However, in fact most of the fifth grade students of SDN 4 Jepang in the academic year 2012/2013 still have difficulties in mastering vocabulary. Therefore, the teacher must find effective strategies that support the students in mastering vocabulary. *Story-reading* is a strategy that allows student to learn vocabulary in a fun and meaningful way through stories and varied activities.

The objective of this research is to find out if there is a significant difference between the vocabulary mastery of the fifth grade students of SDN 4 Jepang in the academic year 2012/2013 before and after being taught by using *Story-Reading*.

This research is an experimental research. The writer uses experimental design which uses pre-test and post-test. The subject of this research is the fifth grade students of SDN 4 Jepang in the academic year 2012/2013 that consist of 17 students. The instrument of this research is test. The type of the test is multiple choices with four options. There are twenty items for pre-test and post-test.

The result of the research showed that the vocabulary mastery of the fifth grade students of SDN 4 Jepang in the academic year 2012/2013 before being taught by using *Story-Reading* is categorized as low. The mean is 55.41 and the standard deviation is 14.85. Meanwhile, the vocabulary mastery the fifth grade students of SDN 4 Jepang in the academic year 2012/2013 after being taught by using *Story-Reading* is categorized as good. The mean is 77.47 and the standard deviation is 14.94. From the calculation of t-observation, it was found that t-observation is higher than the t-table ($t_o = 8.13 > t_t = 2.12$). It means there is a significant difference between the vocabulary mastery of the fifth grade students of SDN 4 Jepang in the academic year 2012/2013 before and after being taught by using *Story-Reading*.

The writer suggests that the English teacher can use *story-reading* as one of alternative strategies to teach vocabulary because based on the result of the research, it is able to improve the vocabulary mastery of the fifth grade students of SDN 4 Jepang. Besides, the students should practice vocabulary more by reading stories outside the classroom.

ABSTRAKSI

Lismawati. 2013. *Keefektifan Story-Reading dalam Pengajaran Kosakata untuk Siswa Kelas Lima SDN 4 Jepang pada Tahun Ajaran 2012/2013*. Skripsi: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Mutohhar, S.Pd, M.Pd. (2) Dra. Sri Endang Kusmaryati, M.Pd.

Kata Kunci: Penguasaan Kosakata, *Story-Reading*.

Kosakata merupakan salah satu komponen bahasa yang dianggap perlu untuk penguasaan bahasa. Ini adalah salah satu bagian penting dalam pembelajaran bahasa Inggris. Siswa seharusnya menguasai kosakata yang cukup demi peningkatan penguasaan bahasa mereka. Namun, pada kenyataannya sebagian besar siswa kelas lima SDN 4 Jepang pada tahun ajaran 2012/2013 masih mengalami kesulitan dalam menguasai kosakata. Oleh karena itu, guru harus menemukan strategi yang efektif yang dapat mendukung siswa dalam menguasai kosakata. *Story-reading* adalah strategi yang memungkinkan siswa untuk belajar kosakata dalam cara yang menyenangkan dan bermakna melalui cerita dan kegiatan yang bervariasi.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara penguasaan kosakata siswa kelas lima SDN 4 Jepang pada tahun ajaran 2012/2013 sebelum dan sesudah diajarkan dengan menggunakan *Story-Reading*.

Penelitian ini merupakan penelitian eksperimental. Penulis menggunakan desain eksperimen yang menggunakan pre-test dan post-test. Subjek penelitian ini adalah siswa kelas lima SDN 4 Jepang pada tahun ajaran 2012/2013 yang terdiri dari 17 siswa. Instrumen penelitian ini adalah tes. Jenis tes ini adalah pilihan berganda dengan empat pilihan. Ada dua puluh soal untuk pre-test dan post-test.

Hasil penelitian menunjukkan bahwa penguasaan kosakata siswa kelas lima SDN 4 Jepang pada tahun ajaran 2012/2013 sebelum diajarkan dengan menggunakan *story-reading* dikategorikan rendah. Nilai rata-rata adalah 55,41 dan standar deviasi 14,85. Sementara itu, penguasaan kosakata siswa kelas lima SDN 4 Jepang pada tahun ajaran 2012/2013 setelah diajarkan dengan menggunakan *story-reading* dikategorikan baik. Nilai rata-rata adalah 77,47 dan standar deviasi 14,94. Dari hasil perhitungan t-observasi, ditemukan bahwa t-observasi lebih tinggi dari t-tabel ($t_o = 8,13 > t_t = 2,12$). Ini berarti ada perbedaan yang signifikan antara penguasaan kosakata siswa kelas lima SDN 4 Jepang pada tahun ajaran 2012/2013 sebelum dan sesudah diajarkan dengan menggunakan *story-reading*.

Penulis menyarankan bahwa guru bahasa Inggris dapat menggunakan *story-reading* sebagai salah satu strategi alternatif untuk mengajarkan kosakata karena berdasarkan hasil penelitian, ia mampu meningkatkan penguasaan kosakata siswa kelas lima SDN 4 Jepang. Selain itu, para siswa harus lebih berlatih kosakata dengan membaca cerita di luar kelas.

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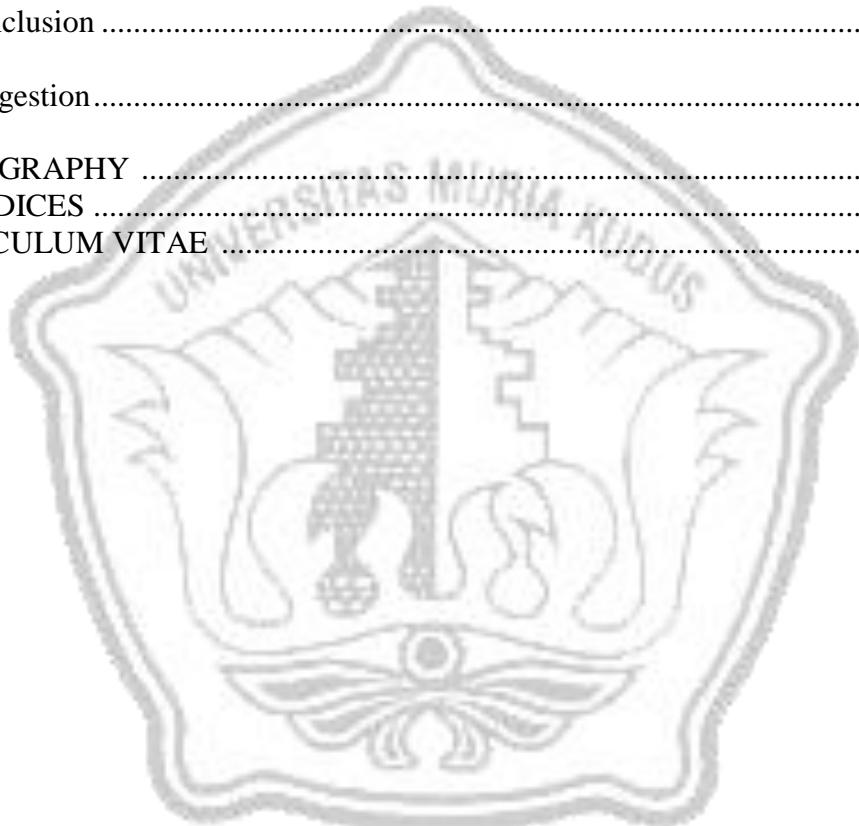
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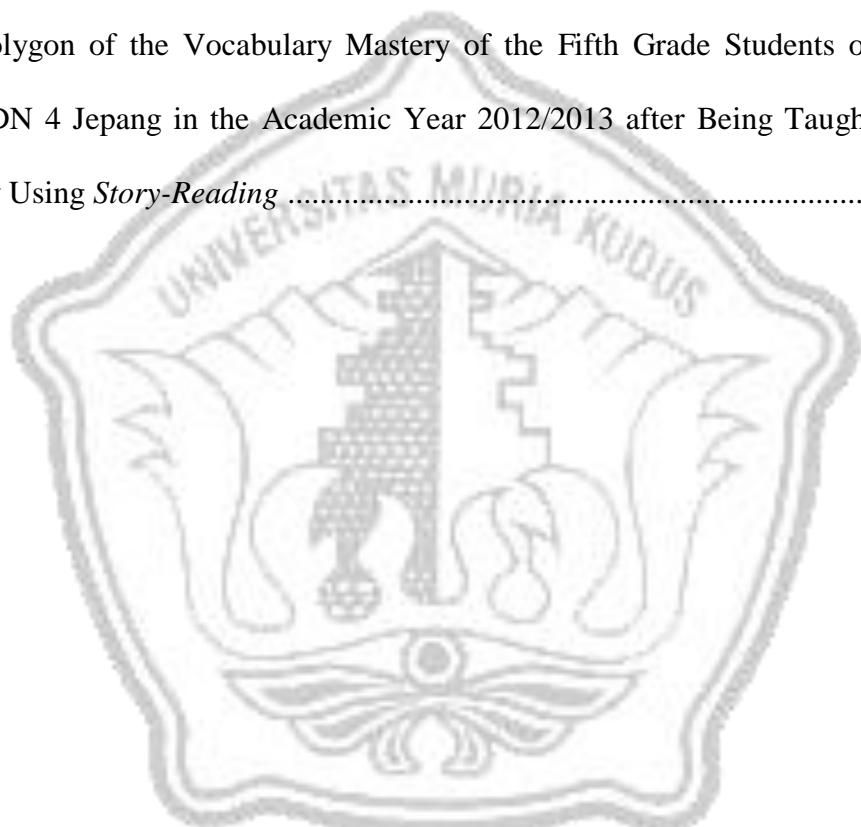


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