



**THE MASTERY OF ENGLISH VOCABULARY  
OF FIFTH GRADE STUDENTS OF SD 3 TERBAN  
IN ACADEMIC YEAR 2012/2013  
TAUGHT BY USING TEAM ACCELERATED INSTRUCTION (TAI)**

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TEACHER TRAINING AND EDUCATION FACULTY  
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**SKRIPSI**

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

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## MOTTO AND DEDICATION

### Motto:

- ❖ Life must go on
- ❖ Today is better than yesterday
- ❖ Vision without action is a daydream, action without vision is a nightmare

### Dedication:

- ❖ Allah SWT the Almighty.
- ❖ Her beloved parents, Mrs. Jama'ah and Mrs. Suparti who always give their love, attention, spirit, and pray every day.
- ❖ Her beloved brother and sisters, Dedy, Dian, and Dinar, thank for support.
- ❖ Her beloved soulmate, Kresna Rahma Aji who always give attention and spirit.
- ❖ All of friends in English Education Department 2013.

**ADVISORS' APPROVAL**

This is to certify that the Sarjana Skripsi of Diah Rahmawati Sulistyia Puji Lestari has been approved by the thesis advisors for further approval by the Examining Committee.

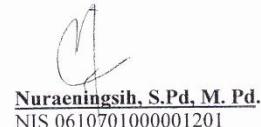
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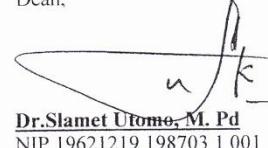


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Thesis Examining Committee:



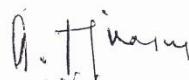
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## ABSTRACT

Lestari, Diah Rahmawati Sulistya Puji. 2013. *The Mastery of English Vocabulary of Fifth Grade Students of SD 3 Terban In Academic Year 2012/2013 Taught by Using Team Accelerated Instruction Skripsi*. English Education Department Teacher Training and Education Faculty University of Muria Kudus. Advisors: (i) Dra. Hj. Sri Endang Kusmaryati, M. Pd. (ii) Nuraeningsih, S.Pd, M.Pd.

**Key words:** English Vocabulary, TAI

Teaching English consist of four language skill, they are listening, speaking, reading and writing. The four language skills are supported by language aspect such as vocabulary, pronunciation and structure. The writer chose on of the language aspect is vocabulary as the research. Vocabulary is one important aspect in learning a foreign language. Most of students have difficulties in learning English vocabulary. To solve the student's problem, the teacher should use strategy to make English vocabulary become an interesting activity. TAI is kind of interesting technique to teach English vocabulary.

The purpose of this research is to find out significant difference between the achievement of English vocabulary of the fifth grade students of SD 3 Terban in academic year 2012/ 2013 before and after being taught by using TAI.

This research is an experimental research. The population of this research is the fifth grade students of SD 3 Terban in academic year 2012/ 2013 consist of twenty eight students. Because only twenty eight students, all of them takes as the subject. The research instrument used by the researcher is test. The form of the test is multiple choices and consists of twenty five items.

Based on the analyzing the data, it was found that the achievement of English vocabulary of the fifth grade students of SD 3 Terban in academic year 2012/ 2013 after being taught by using TAI was categorized excellent. The mean is 86.03, and the standard deviation is 8.75. Meanwhile the achievement of English vocabulary of the fifth grade students of SD 3 Terban in academic year 2012/ 2013 before being taught by using TAI was categorized sufficient. The mean is 66.82 and standard deviation is 9.25. Moreover the calculation of t-observation (to) 16.15 was higher than t-table (tt) 2.06 in level of significance 5%. It means there is significance difference between the achievement of English vocabulary of the fifth grade students of SD 3 Terban in academic year 2012/ 2013 before and after being taught by using TAI.

Based on the result above, the researcher suggests that the English teacher is expected can use TAI as an alternative technique to teach the students in mastering English vocabulary. The students can use TAI to study in mastering English vocabulary. The researcher conducted the research on teaching English vocabulary by using TAI. For the next research, the reader can use this technique to teach in other skill

## ABSTRAKSI

Lestari, Diah Rahmawati Sulistya Puji. 2013. *Pengajaran Kosakata Bahasa Inggris Dengan Menggunakan TAI ( Team Accelerated Instruction) Pada Siswa Kelas Lima SD 3 Terban Tahun Ajaran 2012/ 2013. Skripsi.* Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Dra. Hj. Sri Endang Kusmaryati, M. Pd., (ii) Nuraeningsih, S.Pd, M.Pd

**Key words:** Kosakata Bahasa Inggris, TAI

Pengajaran Bahasa Inggris terdiri dari empat ketrampilan bahasa diantaranya: mendengarkan, berbicara, membaca dan menulis. Keempat ketrampilan bahasa tersebut di dukung oleh aspek yaitu kosakata, pengucapan, mengeja, dan susunan bahasa. Penulis memilih salah satu aspek bahasa yaitu kosakata sebagai penelitian. Kosakata merupakan aspek penting dalam belajar bahasa asing. Kebanyakan siswa mempunyai kesulitan belajar kosakata bahasa Inggris. Untuk mengatasi masalah siswa, guru seharusnya menggunakan strategi untuk membuat kosakata bahasa Inggris menjadi sebuah kegiatan yang menarik. TAI merupakan teknik yang menarik untuk mengajar kosakata bahasa Inggris.

Tujuan dari penelitian ini adalah untuk menemukan ada atau tidaknya perbedaan antara pencapaian kosakata bahasa Inggris kelas lima SD 3 Terban tahun ajaran 2012/ 2013 sebelum dan sesudah diajar menggunakan TAI.

Penelitian ini merupakan penelitian eksperiment. Populasi dari penelitian ini adalah kelas lima SD 3 Terban tahun ajaran 2012/ 2013 yang terdiri dari 28 siswa. Karena hanya 28 siswa, seluruh siswa diambil untuk dijadikan subjek. Alat penelitian yang digunakan penulis adalah test. Bentuk test berupa pilihan ganda yang terdiri dari 25 soal.

Berdasarkan data analisis, telah ditemukan bahwa pencapaian kosakata bahasa Inggris siswa kelas lima SD 3 Terban tahun ajaran 2012/ 2013 setelah diajar menggunakan TAI dikategorikan Baik Sekali. Nilai rata-rata adalah 86,03 dan standar deviasi adalah 8,75. Sementara pencapaian kosakata bahasa Inggris kelas lima SD 3 Terban tahun ajaran 2012/ 2013 sebelum diajar menggunakan TAI dikategorikan cukup. Nilai rata-rata adalah 66,82 dan standar deviasi adalah 9,25. Perhitungan t-observation (to) 16,15 lebih tinggi dari t-table (tt) 2,06 dengan tingkat signifikan 5%. Ini bermakna bahwa ada perbedaan yang signifikan antara pencapaian kosakata bahasa Inggris kelas lima SD 3 Terban tahun ajaran 2012/ 2013 sebelum dan sesudah diajar menggunakan TAI.

Berdasarkan hasil penelitian di atas, penulis menyarankan bahwa guru bahasa Inggris diharapkan menggunakan TAI sebagai sebuah teknik alternatif untuk mengajar siswa dalam menguasai kosakata bahasa Inggris. Siswa dapat menggunakan TAI untuk belajar menguasai kosakata bahasa Inggris. Penulis melakukan penelitian pada pengajaran kosakata bahasa Inggris menggunakan TAI. Untuk penelitian selanjutnya, pembaca dapat menggunakan teknik ini untuk mengajar ketrampilan yang lain.

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