



**THE MASTERY OF ENGLISH VOCABULARY OF THE FIFTH GRADE  
STUDENTS OF SD 1 PADURENAN GEBOG KUDUS IN ACADEMIC  
YEAR 2011/2012 TAUGHT BY USING THINK TALK WRITE  
STRATEGY**

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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**

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2012  
MOTTO AND DEDICATION**

## **MOTTO**

- ❖ Failure is only the beginning of success
- ❖ Try and Pray

## **DEDICATION**

This skripsi is dedicated to:

- Her beloved mother and father
- Her beloved husband Khumaidi Noor  
who always gives support and huge  
love
- Her beloved brother and sister
- Her dearest best friend “Nurul”
- All teachers of life

## **ADVISORS’ APPROVAL**

This is to certify that the Sarjana Skripsi of Liana pratika maizal hartini has been approved by the advisors for further approval by the Examining Committee.

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## ABSTRACT

Pratika, Liana.2011. *The Mastery of English Vocabulary of the Fifth Grade Students of SD 1 Padurenan Gebog in Academic Year 2011/2012 Taught by Using TTW (Think Talk Write)*. Skripsi: English Education Department Teacher Training and Education Faculty, Muria Kudus University. The advisors :(I) Rismiyanto, S.S, M.Pd. (II) Fajar Kartika, SS, M.Hum

**Key Words:** vocabulary mastery, Think Talk Write stratetgy

The mastery of English Vocabulary of SD 1 Padurenan Gebog is low. It is still limited on their ability in knowing the meaning of the English Vocabulary. This difficulty makes teacher try to find strategy in teaching learning which enables the students to improve and understand the meaning of English Vocabulary. Think Talk Write is strategy of teaching using thinking activity, talk activity and write activity.

The purposes of this research is To find out whether there is any significant difference between the mastery of vocabulary of the Fifth Grade Students of SD 1 Padurenan Gebog in academic year 2011/2012 before and after being taught by using TTW (Think Talk Write) The research is done at the fifth grade students of SD 1 Padurenan Gebog.

The design of this research is Quasi-experimental research by using test instrument. The research subject is the whole students, consist of 25 students. The instrument used to collect the data is written test that contents 20 multiple choice test. All of students are given pre-test, the test which is given before using Think talk Write strategy and after they get the treatment, the research continues giving post-test.

The result of this research shows that: a) The mastery of English vocabulary of SD 1 Padurenan Gebog before being taught Think Talk Write strategy is low. (Mean = 51,64 and Standard deviation = 7,93). b) The mastery of English vocabulary of SD 1 Padurenan Gebog before being taught Think Talk Write strategy after being is good. (Mean = 71,16, and Standard deviation =8,65). The calculation of t-obtained ( $t_0$ ) is 6,57, is higher than the t-critical ( $t_t$ ) is 2,07 in the level of significance 0,05. It means there is a significant difference the mastery of English vocabulary of the fifth grade students of SD1 Padurenan Gebog in academic year 2011/2012 between before and after being taught by using Think Talk Write strategy.

Based on the result above, it can be concluded that the mastery of English vocabulary of the fifth grade students of SD1 Padurenan Gebog in academic year 2011/2012 after taught by using Think Talk Write strategy is better than before taught by using Think Talk Write. So, using Think Talk Write in teaching English Vocabulary needs to be applied in order to increase the student's mastery of English Vocabulary.

## ABSTRAKSI

Pratika, Liana. 2011. *Pengajaran Kosakata Bahasa Inggris untuk Kelas Lima di SD 1 Padurenan Gebog Ajaran 2010/2011 menggunakan Think Talk Write strategy*. Skripsi: Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (I) : (I) Rismiyanto, S.S, M.Pd. (II) Fajar Kartika, SS, M.Hum

**Kata Kunci:** penguasaan kosakata, strategi Think Talk Write

Penguasaan kosakata bahasa inggris siswa SD 1 Padurenan Gebog belum memuaskan. Ini masih terbatas pada kemampuan mereka dalam mengerti arti kata. Hal ini membuat pengajar mencoba menemukan satu media yang memungkinkan para siswa paham akan kosakata bahasa Inggris. Think Talk Write adalah sebuah strategi yang dimulai dari kegiatan berfikir, berbicara dan menulis.

Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara penguasaan kosakata bahasa inggris siswa kelas lima SD 1 Padurenan Gebog Tahun Ajaran 2011/2012 sebelum menggunakan dan setelah menggunakan Think Talk Write sebagai strategi pengajaran. Penelitian ini dilakukan di kelas lima SD 1 Padurenan Gebog.

Rancangan penelitian ini adalah Quasi-experimental research (experiment semu) dengan menggunakan instrument test. Subyek penelitian ini adalah semua siswa kelas lima, yang terdiri dari 25 siswa. Instrument yang digunakan untuk mengumpulkan data adalah tes tertulis yang terdiri dari 20 soal pilihan ganda. Semua siswa diberi pre-tes yaitu tes yang diberikan sebelum menggunakan Think Talk Write, dan post-tes yang diberikan sesudah menggunakan Think Talk Write strategy.

Hasil penelitian menunjukkan bahwa: a) Penguasaan kosakata bahasa Inggris siswa kelas lima SD 1 Padurenan Gebog Tahun Ajaran 2011/2012 sebelum menggunakan Think Talk Write sebagai strategi pengajaran dalam kategori cukup (Mean = 51,64 and Standard deviation = 7,93). b) Penguasaan kosakata bahasa Inggris siswa kelas lima SD 1 Padurenan Gebog Tahun Ajaran 2011/2012 setelah menggunakan Think Talk Write sebagai strategi pengajaran dalam kategori baik (Mean = 71,16, and Standard deviation = 8,65). Perhitungan t-obtained ( $t_0$ ) mendapatkan hasil 6,57, lebih tinggi daripada t-critical ( $t_t$ ) 2,07 dengan tingkat signifikan 0,05. Ini berarti bahwa ada perbedaan yang signifikan penguasaan kosakata pada siswa kelas lima SD 1 Padurenan Gebog pada tahun ajaran 2011/2012 antara sebelum dan sesudah diajar dengan menggunakan strategi Think Talk Write.

Berdasarkan hasil tersebut, dapat disimpulkan bahwa penguasaan kosakata pada siswa kelas lima SD 1 Padurenan Gebog tahun ajaran 2011/2012 setelah diajar dengan menggunakan strategi Think Talk Write lebih baik daripada sebelum diajar dengan menggunakan strategi Think Talk Write. Jadi, penggunaan Think Talk Write strategi dalam pengajaran kosakata Bahasa Inggris perlu diterapkan dalam rangka meningkatkan penguasaan kosakata Bahasa Inggris anak – anak.

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