



**TEACHING ENGLISH VOCABULARY
BY USING SNACK PACKAGES AS A MEDIA
FOR THE THIRD GRADE STUDENTS OF SD N 2 PASURUHAN LOR
KUDUS IN THE ACADEMIC YEAR 2014/2015**

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2014/2015**



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SKRIPSI

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

By

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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2014/2015**

MOTTO AND DEDICATION

MOTTO

- ✚ “Make a great job with *Bismillahirrohmanirrohiim*”
- ✚ “There is no “too late” to be success”
- ✚ “We don’t know what is going on the future, but we should try to make it better”

DEDICATION

This skripsi is dedicated to:

1. The writer’s beloved parents
(Junaidi and Kumariyah)
2. The writer’s beloved sisters and
brother (Emilia, Ditta and
Wahyu)
3. The writer’s beloved friends
(Fajar Arum, Sendy, Yunal, Mas
Anwar, Edi, Ella, Windu, Mega)
4. The writer’s beloved boyfriends
(Achya Fachriza)

ADVISORS' APPROVAL

This is to certify that *Skripsi* of Etty Kumalasari (NIM 201132032) has been approved by the *Skripsi advisors* for further approval by the Examining Committee.

Kudus, Mei 2015

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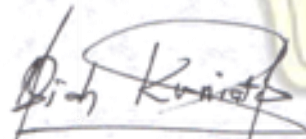
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Finally, this skripsi can give contribution and motivation to the teaching learning process. Then suggestion and criticism from the reader will be fully appreciated and always welcomed.

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The Writer

Etty Kumalasari
2011-32-032

ABSTRACT

Kumalasari, Etty. 2015. *“Teaching English Vocabulary by Using Snack Packages as a media for the Third Grade Students of SD N 2 Pasuruhan Lor Kudus in the Academic Year 2014/2015”*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs. Muh. Syafei, M. Pd (2) Mutohhar, S. Pd, M. Pd.

Keywords: *Teaching English Vocabulary, Snack Packages*

Teaching English to elementary school students as a local content has a goal that the students are expected to have skills of the language in simple English with emphasis on listening, speaking, reading, and writing skill using selected topics related to their environmental needs. In learning English, the most important thing to think about is vocabulary. It is crucial for teachers to teach them vocabulary first. Generally teaching material for young learners emphasize on the ability to enrich their vocabulary of English language. The best technique using media should be used to make students as young learners more attractive and more enthusiastic in learning English. Snack packages is one of the best technique of media to teach English vocabulary.

The objective of this research is to describe whether there is any significant difference of English vocabulary mastery before and after being taught by using Snack Packages as a media for the third grade students of SD N 2 Pasuruhan Lor Kudus in the academic year 2014/2015.

This research was an experimental research used one group with pre-test and post test design. The research subject is the whole students, consisting of 28 students. The instrument used to collect the data is written test that consist of twenty items of multiple choice test. All of the data are given pre-test and post-test. Then, the data were analyzed using t-test.

The result of English vocabulary mastery before being taught by using snack packages has the minimum score is 35, the maximum score is 80, the mean score is 59.6 and the standard deviation is 13.76. While, the result of English vocabulary mastery after being taught by using snack packages has the minimum score is 55, the maximum score is 100, the mean score is 85.9 and standard deviation is 11.52. It was found t-observation (t_0) is 4.95 in the level of significance 0.05, the significant Degrees of Freedom (df) is 27. In this case, t-observation is higher than t-table ($t_0 > t_t$). So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is significant difference between English vocabulary mastery before and after being taught by using Snack Packages as a Media for the Third Grade Students of SD N 2 Pasuruhan Lor Kudus in the Academic Year 2014/2015.

Based on the result of the research above, it is expected that the English teachers should be more creative and innovative in using various kinds of interesting teaching media. So, the students will feel enjoy and fun in teaching learning process.

ABSTRAK

Kumalasari, Etty. 2015. *“Teaching English Vocabulary by Using Snack Packages as a media for the Third Grade Students of SD N 2 Pasuruhan Lor Kudus in the Academic Year 2014/2015”*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs. Muh. Syafei, M. Pd (2) Mutohhar, S. Pd, M. Pd.

Kata kunci: *Pengajaran Kosakata Bahasa Inggris, media Kemasan Jajan*

Pengajaran Bahasa Inggris untuk siswa sekolah dasar sebagai muatan lokal memiliki tujuan bahwa siswa diharapkan memiliki keterampilan bahasa dalam bahasa Inggris sederhana dengan penekanan pada mendengarkan, berbicara, membaca dan keterampilan menulis menggunakan topik yang dipilih terkait dengan kebutuhan lingkungan mereka. Dalam belajar bahasa Inggris, hal yang paling penting untuk diperhatikan adalah kosakata. Hal ini penting bagi guru untuk mengajar mereka kosakata dahulu. Umumnya bahan ajar untuk peserta didik awal menekankan pada kemampuan untuk memperkaya kosakata bahasa Inggris mereka. Teknik dengan media yg baik harus digunakan untuk membuat siswa lebih tertarik dan lebih antusias dalam pembelajaran bahasa Inggris. Media bungkus jajan adalah salah satu media untuk teknik pembelajaran kosakata bahasa Inggris.

Tujuan dari penelitian ini adalah untuk menjelaskan apakah ada perbedaan yang signifikan dari penguasaan kosakata sebelum dan setelah diajarkan dengan menggunakan media bungkus jajan untuk siswa kelas 3 SD N 2 Pasuruhan Lor Kudus pada tahun akademik 2014/2015.

Penelitian ini adalah penelitian experiment dengan menggunakan satu kelompok dengan pre-test dan post-test. Subjek penelitian adalah seluruh siswa, terdiri dari 28 siswa. Instrumen yang digunakan untuk mengumpulkan data adalah tes yang terdiri dari dua puluh item tes pilihan ganda tertulis. Semua siswa diberi pre-test dan post-test. Kemudian, data dianalisis dengan menggunakan t-test.

Hasil dari penguasaan kosakata Bahasa Inggris sebelum menggunakan media bungkus jajan pada kelas 3 SD N 2 Pasuruhan Lor Kudus pada tahun ajaran 2014/2015 memiliki nilai minimum 35, nilai maksimum 80, nilai rata-rata 59.6 dan standar deviasi 13.76. Sedangkan, hasil dari penguasaan kosakata setelah menggunakan media bungkus jajan pada kelas 3 SD N 2 Pasuruhan Lor Kudus pada tahun ajaran 2014/2015 memiliki nilai minimum 55, nilai maksimum 100, nilai rata-rata 85.9 dan standar deviasi 11.52. Dengan demikian memiliki t-observation (t_0) 4,95 dengan tingkat signifikan 0.05, degree of freedom (df) 27 dan t-table 2.06. Dalam hal ini, t-observation lebih tinggi dibandingkan dengan t-table ($t_0 > t_t$). Jadi, null hypothesis (H_0) ditolak dan alternative hypothesis (H_a) diterima. Dapat dikatakan bahwa terdapat perbedaan yang signifikan antara penguasaan kosakata Bahasa Inggris sebelum dan sesudah menggunakan media bungkus jajan pada siswa kelas 3 SD N 2 Pasuruhan Lor Kudus tahun ajaran 2014/2015.

Berdasarkan hasil penelitian diatas, diharapkan pada guru Bahasa Inggris harus lebih kreatif dan inovatif dengan menggunakan media pembelajaran yang

beragam. Sehingga, siswa akan merasa nyaman dan senang dalam proses belajar mengajar.



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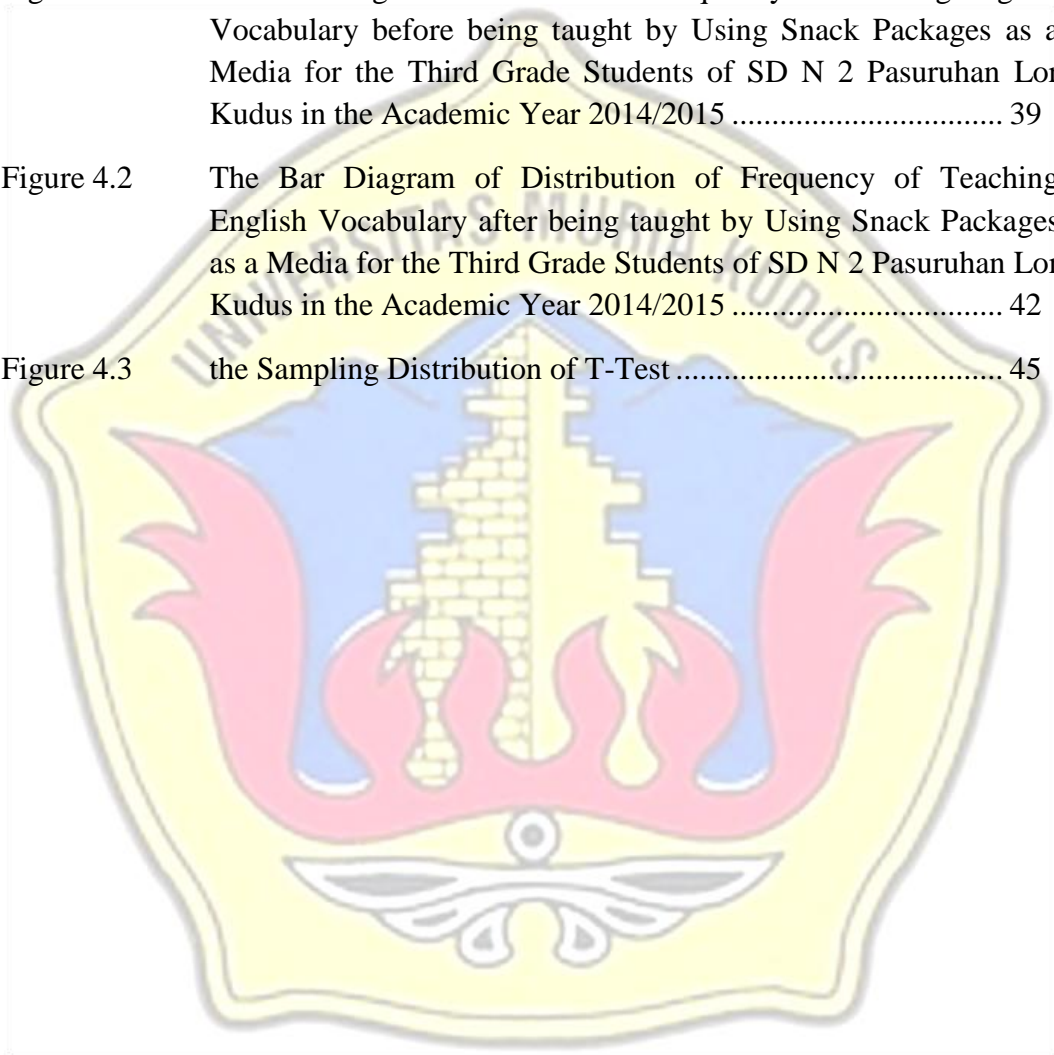
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