



**VOCABULARY MASTERY OF THE THIRD GRADE  
STUDENTS OF SD 5 JEPANG KUDUS  
IN ACADEMIC YEAR 2015 / 2016  
TAUGHT BY USING INTERACTIVE MULTIMEDIA**

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TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2016**



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**SKRIPSI**

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



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**2016**

## MOTTO AND DEDICATION

### MOTTO

*“Education is the most powerful weapon which you can use to change the world”*

### DEDICATION

The writer dedication this Skripsi to:

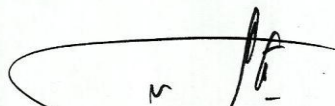
1. Her beloved Parents Mr. Rifa'i & Mrs. Rustiana Handayani who always pray and support her.
2. Her brother (Muhammad Sholahuddin Al Ayyuby) and her sister (Dinda Rosyada Nuruz Zulfa) who always supports her.
3. Her beloved Friends (Nurul, Itriyya, Fitri, Tini and Ena) who always give her support and motivation to her.
4. Her lecturers and people surround her where always teach her about a life.

#### ADVISORS' APPROVAL

This is to certify that the *Skripsi* of RINA ROBI'ATUL ADAWIYYAH (NIM.201132008) has been approved by the *skripsi* advisors for further approval by Examining Committee.

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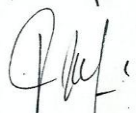
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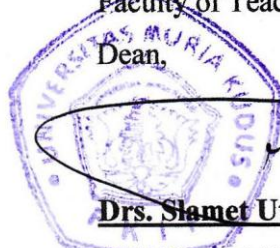
  
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Having finished this skripsi entitled “The Mastery of English Vocabulary in Elementary School of Sd 5 Jepang Kudus on the Third Grade Students Taught by Using Interactive Multimedia in Academic Year 2015/2016”, The writer would like to express the largest gratitude to:

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The writer realize that this skripsi is still not perfect yet so the writer still need some comments and suggestions for the goodness in the next time.

Finally, the writer hopes that this skripsi will be useful especially for those who are in the field of education.

Kudus, December 2015

Rina Robi'atul Adawiyyah



## ABSTRACT

Adawiyah, Rina Robi'atul. 2016. Vocabulary Mastery of Third Grade Students of SD 5 Jepang Kudus in Academic Year 2015/2016 Taught by Using Interactive Multimedia. Skripsi : English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dr. Slamet Utomo, M.Pd., (ii) Farid Noor Romadlon, S.Pd, M.Pd.

Keywords: Mastery of English Vocabulary, Interactive Multimedia

The mastery of English vocabulary of the third grade students of SD 5 Jepang Kudus is still low. The third grade students were lack of vocabulary in the process of teaching and learning English. The students could not understand the meaning of some vocabulary, the teacher did not use some facilities which are available at the school, and the students were just focus on the LKS or did the exercise based instruction. So, those made them felt bored and had less motivation in learning English. Therefore, the writer uses interactive multimedia as a media of teaching English Vocabulary. Interactive multimedia is the user can control what and when elements multimedia will be transmitted or displayed. The visual support becomes very important to help convey that meaning and to help children memorize new vocabulary.

The objective of the research is to find out whether there is a significances difference of vocabulary mastery of third grade students of SD5 Jepang Kudus in the academic year 2015/2016 before and after taught by using interactive multimedia.

This research is done at the third grade students of SD 5 Jepang Kudus. The design of this research is experimental research by using test instrument. The research subject is the whole students, consist of 24 students. The instrument used to collect the data is in multiple choice 20 number. All of the students are given pre-test, the test which is given before using interactive multimedia, and after they get the treatment, the research continuous giving post-test.

The result of the result indicates that using interactive multimedia can lead the students to know vocabulary and the meaning words. It can be seen from the pre-test and post-result. The result of pre-test is low (mean = 54.92 and standard deviation = 10.087). And the result of post test is high (mean = 83.0 and standard deviation = 9.151). It shows that whether there is a significances difference of vocabulary mastery of third grade students of SD5 Jepang Kudus in the academic year 2015/2016 before and after taught by using interactive multimedia. The result of t-observation is higher than t-table. ( $t_0 = 19.247 > t-t = 2,069$ ).

Based on the result of the research above, the writer suggest that the teacher can use interactive as the one alternative media to teach English vocabulary mastery because it is proved that it increasing students' English vocabulary mastery.

## ABSTRAK

Adawiyah, Rina Robi'atul. 2016. *Penguasaan Kosakata oleh Siswa Kelas Tiga SD 5 Jepang Kudus pada Tahun Ajaran 2015/2016 Menggunakan Interaktif Multimedia*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan and Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dr. Slamet Utomo, M.Pd., (ii) Farid Noor Romadlon, S.Pd, M.Pd.

Kata kunci: *penguasaan kosakata bahasa Inggris, interaktif multimedia*

Penguasaan kosakata bahasa Inggris oleh siswa kelas tiga SD 5 Jepang Kudus masih rendah. Murid kelas tiga masih dirasa kurang dalam proses belajar mengajar bahasa Inggris. Siswa belum bisa memahami arti dari kosakata tersebut, guru tidak menggunakan beberapa fasilitas yang tersedia di sekolah, dan Siswa hanya fokus di LKS atau mengerjakan latihan berdasarkan instruksi. Jadi, membuat mereka merasa bosan dan kurang motivasi di pembelajaran bahasa Inggris. Oleh karena itu, penulis menggunakan interaktif multimedia sebagai media dari pengajaran kosakata bahasa Inggris. Interaktif multimedia adalah pengguna dapat mengatur apa dan ketika unsure multimedia akan dipancarkan atau terpajang. Dukungan visual menjadi sangat penting untuk membantu menyampaikan pengertian dan dapat membantu anak menghafal kosakata baru.

Tujuan dari penelitian adalah untuk menemukan apakah ada perbedaan signifikan dari penguasaan kosakata oleh siswa kelas tiga SD 5 Jepang Kudus pada tahun ajaran 2015/2016 sebelum dan sesudah diajar menggunakan interaktif multimedia.

Penelitian ini dilakukan pada siswa kelas tiga SD 5 Jepang Kudus. Desain penelitian ini adalah penelitian eksperimental dengan menggunakan instrumen tes. Subjek penelitian adalah siswa secara keseluruhan, terdiri dari 24 siswa. Instrumen yang digunakan untuk mengumpulkan data dalam pilihan ganda 20 nomor. Semua siswa diberi pre-test, tes yang diberikan sebelum menggunakan interaktif multimedia, dan setelah mereka diajarkan menggunakan interaktif multimedia, penelitian selanjutnya dilanjutkan dengan pemberian post-test.

Hasil menunjukkan bahwa menggunakan interaktif multimedia dapat memimpin siswa untuk mengetahui kosakata dan pengertian kata-kata. Hal ini dapat dilihat dari pre-test dan post-hasil. Hasil pre-test rendah (rata-rata = 54.92 dan standar deviasi = 10.087). Dan hasil post test tinggi (rata-rata = 83.0 dan standar deviasi = 9.151). Hal ini menunjukkan bahwa ada perbedaan signifikan dari penguasaan kosakata oleh siswa kelas tiga SD 5 Jepang Kudus pada tahun ajaran 2015/2016 sebelum dan sesudah diajar menggunakan interaktif multimedia. Hasil t-observasi lebih tinggi dari t-tabel. ( $T_0 = 19.247 > t_t = 2,069$ ).

Berdasarkan hasil penelitian di atas, penulis menyarankan bahwa guru dapat menggunakan interaktif multimedia sebagai salah satu media alternatif untuk mengajarkan bahasa Inggris penguasaan kosakata karena terbukti bahwa itu adalah meningkatkan penguasaan kosakata bahasa Inggris siswa.

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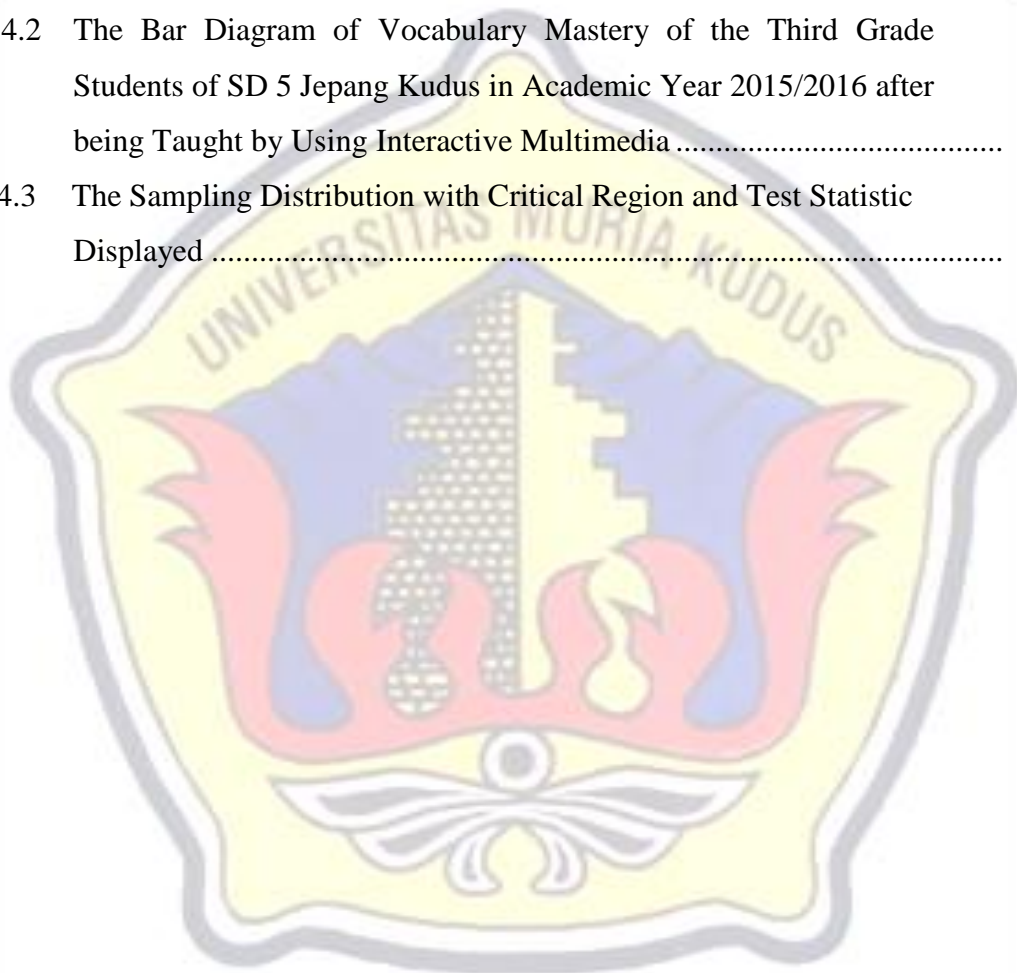


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