THE MASTERY OF VOCABULARY FOR THE FIFTH GRADE STUDENTS OF MI NU HIDAYATUL MUSTAFIDIN LAU KUDUS TAUGHT BY USING CARTOON PICTURE IN ACADEMIC YEARS 2015/2016

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2016

UNIVERSITAS MURIA KUDUS

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SKRIPSI

Presented to the University of Muria Kudus
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MOTTO AND DEDICATION

MOTTO:

- If there is a will there is a way
- Mistakes teach how to get the key
- Don't put till tomorrow what you can do today

DEDICATION:

This skripsi is dedicated to

- My beloved parents who always became my inspiration
- My brothers and my sisters who always support
- Especially to Dani Aditya B. who always give me motivation with Love
- My close friends (Desi, Amthi, Asih) who always support and help me
- All my friends in UMK University

ADVISORS'APPROVAL

This is to certify that the *Sarjana Skripsi* of Ririn Mela Safitri (2009 32 170) has been approved by the Skripsi advisors for further approval by the Examining Committee.

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7. All fifth grade students of MI NU Hidayatul Mustafidin Lau Kudus in academic year 2015/2016 for their cooperative as the subject of writer's research.

8. Writer's beloved parents, who always give love, pray, support and do the best for writer.
9. Her beloved brothers and sisters who always support her.
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There is no the greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. The writer expects that this skripsi will be useful for those, especially who are in the field of education.

Kudus, April 2016

Ririn Mela Safitri

ABSTRACT

Safitri, Ririn Mela. 2016. *The Mastery of Vocabulary for the Fifth Grade Student of MI NU Hidayatul Mustafidin Lau Kudus Taught By using cartoon Picture in Academic Year 2015/2016*. *Skripsi*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Fajar Kartika, SS, M.Hum, (2) Diah Kurniati, S.Pd. M.Pd.

Key words: *Cartoon Picture, media of teaching, English vocabulary*

Vocabulary is one of the important English components because without understand it well, the students will get difficulties in studying English. Therefore, the teachers should find the most effective ways in teaching vocabulary. The teacher of MI NU Hidayatul Mustafidin Lau just asked the students to memorize some English vocabulary while explaining the material. That is why writer tries to apply cartoon picture as the media to teach vocabulary.

The objective of this research is to describe whether there is any significant difference between the English vocabulary mastery of the fifth grade students of MI Hidayatul Mustafidin Lau Kudus, before and after being taught by using cartoon picture.

This research is an experimental research. The writer uses a group pretest and posttest design. The population in this research is the fifth grade students of MI NU Hidayatul Mustafidin Lau Kudus in academic year 2015/2016 and the sample is the students of fifth grade. Before conducting the research, the writer gives pre test to find out the result of before being taught by cartoon picture. Then, the writer gives treatment to the students. After the treatment has done, the writer gives post test to the student and compares the result with pre test result. Then the data were analyzed using t-test.

The result of the vocabulary mastery of the fifth grade students of MI NU Hidayatul Mustafidin Lau Kudus in academic year 2015/2016 before being taught by using cartoon picture (pre test) has mean is 71.5 the median score is 67.2, the mode score is 63.19, and standard deviation is 14.24. While the result of the vocabulary mastery of the fifth grade students of MI NU Hidayatul Mustafidin Lau Kudus in academic year 2015/2016 after being taught by using cartoon picture (posttest) has mean score is 80.3, the median score is 81.18, the mode score is 79.5, and the standard deviation is 10.41. It was found t-observation (t_o) 5.81 in the level of significance 0.05, the degree of freedom (df) 19, and t-table (t_t) 2.09. In other word t-observation is higher than t-table ($t_o > t_t$). It shows that there is a significant difference between the English vocabulary mastery of the fifth grade students of MI NU Hidayatul Mustafidin Kudus in academic year 2015/2016, before and after being taught by using cartoon picture. Therefore, it can be said that the null hypothesis is rejected, while the hypothesis of the research is confirmed.

Based on the result of the research above, it is expected that English teachers should be more creative and innovative in using various kinds of interesting media. So, the students will be more interested to learn English. Then, they will feel fun and joyful in learning.

ABSTRAKSI

Safitri, Ririn Mela. 2016. *Penguasaan Kosa Kata Bahasa Inggris Siswa Kelas Lima MI NU Hidayatul Mustafidin Lau Kudus pada Tahun Pelajaran 2015/2016 Diajar Menggunakan Gambar Kartun.* Skripsi. Pendidikan Universitas Muria Kudus. Pembimbing: (1) Fajar Kartika, SS, M.Hum, (2) Diah Kurniati, S.Pd. M.Pd

Kata-kata Kunci: *Gambar Kartun, media pembelajaran, kosa kata bahasa inggris*

Kosa kata merupakan salah satu aspek penting dalam Bahasa Inggris karena tanpa memahami kosakata dengan baik, siswa akan kesulitan dalam belajar Bahasa Inggris. Oleh karena itu, guru harus menemukan cara yang tepat untuk mengajar kosakata bahasa Inggris. Guru MI NU Hidayatul Mustafidin Lau hanya menyuruh siswa menghafalkan kosakata bahasa Inggris selama proses pembelajaran. Sehingga, penulis mencoba mengaplikasikan *gambar kartun* sebagai media mengajar kosakata.

Tujuan penelitian ini adalah untuk mencari tahu adanya perbedaan kosakata yang signifikan dari siswa kelas V MI NU Hidayatul Mustafidin Lau Kudus sebelum dan sesudah diajar menggunakan *Gambar Kartun* pada tahun ajaran 2015/2016.

Penelitian ini merupakan penelitian eksperimen. Penulis menggunakan bentuk satu kelompok pretest dan posttest. Populasi yang digunakan adalah siswa kelas V MI NU Hidayatul Mustafiidin Lau Kudus pada tahun ajaran 2015/2016 dan samplenya adalah siswa kelas V. Sebelum siswa menerima perlakuan, mereka mendapatkan pretest untuk mengetahui hasil dari pengajaran sebelum diajar menggunakan gambar kartun. Kemudian, penulis memberikan perlakuan kepada siswa. Setelah mendapatkan perlakuan, penulis memberikan posttest dan menbandingkan hasil posttest dengan pretest. Kemudian data dianalisis menggunakan t-test.

Hasil dari penguasaan kosakata siswa kelas V MI NU Hidayatul Mustafidin Lau Kudus pada tahun ajaran 2015/2016 sebelum diajar menggunakan gambar kartun memiliki mean 71.5, median 67.2, mode 63.19, dan standar deviasi 14.24. Sedangkan setelah diajar menggunakan gambar kartun memiliki mean 80.3, median 81.18, modus 79.5, dan standar deviasi 10.41. Dengan demikian memiliki t-observasi (t_o) 5,81 dengan tingkat signifikan 0,05, degree of freedom (df) 19, dan t-tabel (t_t) 2,09. Dengan kata lain, t-observasi lebih besar dari pada t-tabel ($t_o > t_t$). Hal ini menunjukkan terdapat perbedaan penguasaan kosakata yang signifikan dari siswa kelas V MI NU Hidayatul Mustafidin Lau Kudus sebelum dan sesudah diajar menggunakan *gambar kartun* pada tahun ajaran2015/2016. Sehingga, dapat dikatakan null hypothesis ditolak dan hipotesis penelitian diterima.

Berdasarkan hasil penelitian diatas, diharapkan para guru Bahasa Inggris harus lebih kreatif dan inovatif dengan menggunakan media pembelajaran yang beragam. Sehingga, siswa akan lebih tertarik untuk belajar bahasa Inggris. Kemudian mereka akan merasa senang dan asyik dalam belajar.

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