



**The Mastery of English Vocabulary of the Eighth Grade Students of MTs  
Hidayatul Mustafidin Dawe Kudus in Academic Year 2014/2015 Taught by  
Using Story-Based Approach.**

**By:**

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**2009-32-237**

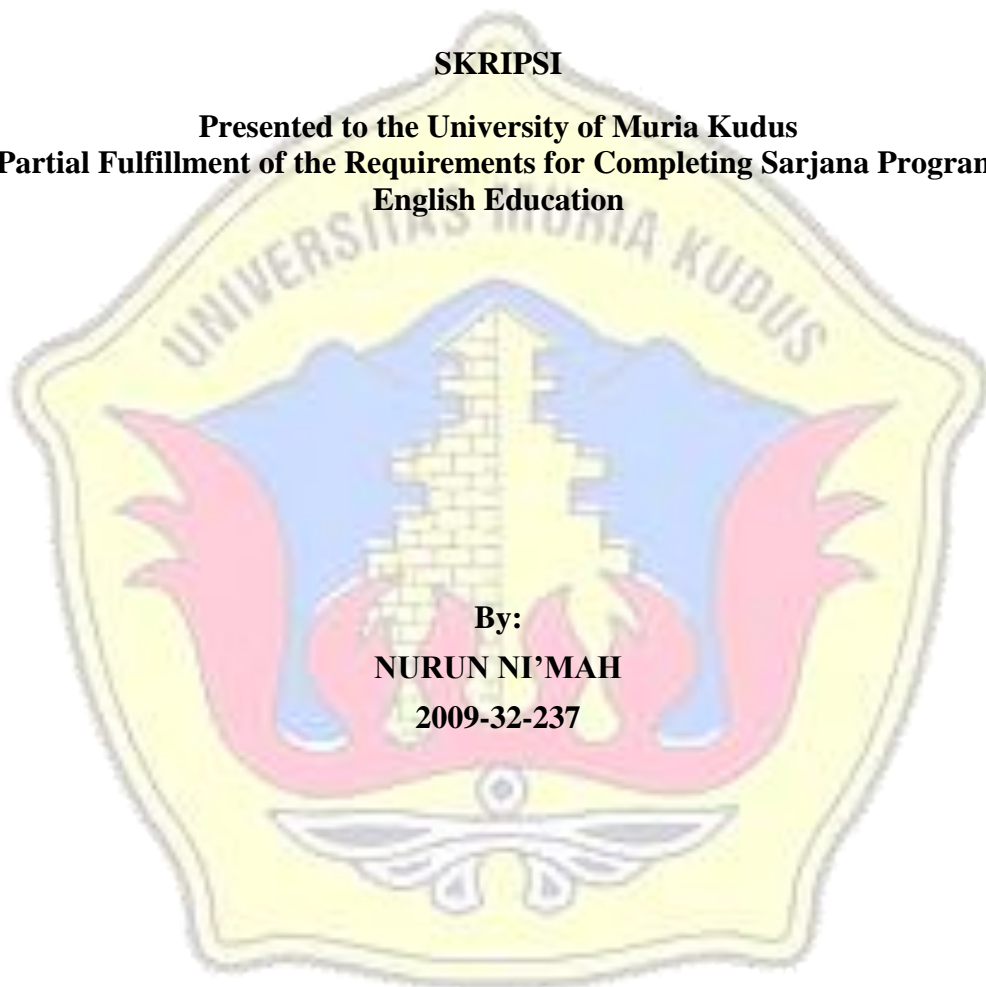
**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2015**



**The Mastery of English Vocabulary of the Eighth Grade Students of MTs  
Hidayatul Mustafidin Dawe Kudus in Academic Year 2014/2015 Taught by  
Using Story-Based Approach.**

**SKRIPSI**

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



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2009-32-237**

**ENGLISH EDUCATION DEPARTMENT  
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MURIA KUDUS UNIVERSITY  
2015**

## MOTTO AND DEDICATION

### MOTTO

- ❖ Today must be better than yesterday.
- ❖ Always fighting in doing something.
- ❖ Don't play with time, because time is money.
- ❖ Nothing is impossible if we trust our God

### DEDICATION

This skripsi is dedicated to:

- ❖ Allah the Almighty.
- ❖ Her beloved parents, Mr. Maskur And Mrs. Sa'adah, Thanks for their support.
- ❖ Her beloved sister and brother (Noor Isti'faizah and M. Khoirul Fikri)
- ❖ Her all beloved lecturers.
- ❖ Everyone who knows and cares of her.

### ADVISOR'S APPROVAL

This is to certify that the Sarjana Skripsi of Nurun Ni'mah (2009-32-237) has been approved by the advisors for further approval by the examining committee.

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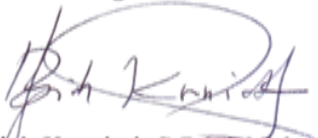
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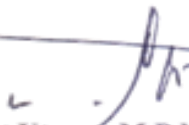

  
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Finally, the writer will be happy to welcome any construction criticism and suggestion. Hopefully, the skripsi would give contribution for teacher and students.



Kudus, June 2015

Nurun Ni'mah



## ABSTRACT

Ni'mah, Nurun. 2015. *The Mastery of English Vocabulary of the Eighth Grade Students of MTs Hidayatul Mustafidin Dawe Kudus in Academic year 2014/2015 Taught by Using Story-Based Approach*. Skripsi. English Education Departement. Teacher Training and Education Faculty. Muria Kudus University. Advisor (1) Titis Sulistyowati. S.S, M.Pd (2) Atik Rokhayani, S.Pd, M.Pd

Keys Words : Vocabulary, Story-Based Approach

One of the important components of language is called vocabulary. Without vocabulary students can not apply language well. Students with larger vocabularies usually have easily to communicate everything such as articulate responses to questions. The English Teacher in MTs Hidayatul Mustafidin Dawe Kudus said that Eighth Grade Students still have difficulties to mastery vocabulary. They are difficult to use the correct vocabularies in sentences. So we need strategy to replace that the methode. To solve the problem, the writer used Story-Based Approach as strategy to teach English Vocabulary.

The aim of this research is to find out whether or not there is significant difference between the Mastery of English Vocabulary of the Eighth Grade Students of MTs Hidayatul Mustafidin Dawe Kudus in Academic year 2014/2015 before and after being Taught by using Story-Based Approach.

The writer used design experiment of single group. This research conducted at MTs Hidayatul Mustafidin Dawe Kudus. The subject of this reserach is the whole of class B Eighth grade students of MTs Hidayatul Mustafidin in academic Year 2014/2015. The writer did testing students' vocabulary mastery before and after was given treatment (pretest-postet) using Story-based Approach with 25 multiple choice items as instrument of the research.

Based on the result of calculating data of t-test of vocabulary mastery, the writer found t-observation 7.46 while t-table 2.05 with level of significant 5% and degree of freedom (df) 29 because of t-observation  $7.46 > t\text{-table } 2.05$  the writer accepted which said that the mean of the Vocabulary Mastery score's before being taught through Story-Based Approach is not the same with the mean of the mastery vocabulary score after being taught through Story-Based Approach. In other words, there is a significant difference between the Mastery of English Vocabulary of the Eighth Grade Students of MTs Hidayatul Mustafidin Dawe Kudus in Academic year 2014/2015 before and after being Taught by using Story-Based Approach.

Based on the result above, the writer suggested that the English teacher should use Story-Based Approach as an alternative strategy to teach English Vocabulary for Eighth Grade Students of MTs Hidayatul Mustafidin Dawe Kudus in Academic year 2014/2015.

## ABSTRAK

Ni'mah, Nurun, 2015. *Penguasaan Kosa Kata Bahasa Inggris Siswa Kelas VIII MTs Hidayatul Mustafidin Dawe Kudus Tahun Ajaran 2014/2015 Diajar Melalui Pendekatan Melalui Cerita*. Skripsi : Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Muria Kudus. Penguji : (1) Titis Sulistyowati. S.S, M.Pd (2) Atik Rokhayani, S.Pd, M.Pd

Kata Kunci : Kosa Kata, Pendekatan Berbasis Cerita.

Salah satu komponen penting dari bahasa yang disebut kosa kata. Tanpa kosa kata siswa tidak dapat menggunakan bahasa dengan baik. Siswa dengan kosa kata yang lebih besar biasanya memiliki kemudahan untuk berkomunikasi segala sesuatu seperti mengartikulasi tanggapan terhadap pertanyaan-pertanyaan. Guru bahasa Inggris di MTs Hidayatul Mustafidin Dawe Kudus mengatakan bahwa siswa kelas VIII masih mengalami kesulitan untuk menguasai kosa kata. Mereka sulit untuk menggunakan kosa kata yang benar dalam kalimat-kalimat. Jadi kita perlu strategi untuk menggantikan metode tersebut. Untuk mengatasi masalah tersebut, penulisan menggunakan pendekatan melalui cerita sebagai strategi untuk mengajar kosa kata bahasa Inggris.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada atau tidak ada perbedaan yang signifikan antara penguasaan kosa kata siswa kelas VIII MTs Hidayatul Mustafidin Dawe Kudus tahun ajaran 2014/2015 sebelum dan sesudah diajar melalui pendekatan cerita.

Penulis menggunakan model eksperimen kelompok tunggal. Penelitian ini dilakukan di MTs Hidayatul Mustafidin Dawe Kudus. Subjek penelitian ini adalah seluruh kelas VIII B MTs Hidayatul Mustafidin Dawe Kudus tahun ajaran 2014/2015. Penulis melakukan pengujian penguasaan kosa kata siswa sebelum dan sesudah diberikan perlakuan menggunakan pendekatan cerita dengan 25 soal pilihan ganda sebagai instrumen penelitian.

Berdasarkan hasil perhitungan data t-test penguasaan kosa kata, penulis menemukan t-observasi 7.46 sedangkan t-table 2.05 dengan tingkat signifikan 5% dan derajat kebebasan (df) 29 karena  $t\text{-observasi } 7.46 > t\text{-table } 2.05$  penulis menerima hipotesis yang mengatakan bahwa rata-rata nilai penguasaan kosa kata sebelum diajar melalui pendekatan cerita tidak semua dengan rata-rata nilai penguasaan kosa-kata setelah diajar melalui pendekatan cerita. Dengan kata lain ada perbedaan yang signifikan antara penguasaan kosa kata siswa kelas VIII MTs Hidayatul Mustafidin Dawe Kudus tahun ajaran 2014/2015 sebelum dan sesudah diajar melalui pendekatan cerita.

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