

**SKRIPSI**



**THE VOCABULARY MASTERY OF THE FIFTH GRADE STUDENTS  
OF SD N 2 PEGANJARAN KUDUS IN ACADEMIC YEAR 2017/2018  
TAUGHT BY USING CROSSWORD PUZZLES**

**By**

**RENI PERMATASARI**

**201432036**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2018**



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In Partial Fulfillment of the Requirements for Completing  
The Sarjana Program in the Department of English Education**

**By:  
Reni Permatasari  
201432036**

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2018**

## **MOTTO AND DEDICATION**

### **MOTTO:**

- Do what you Love
- Nothing is worth it, if you aren't happy
- Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning. (Albert Einstein)



### **DEDICATION**

This final project is dedicated to:

- ✓ ALLAH SWT
- ✓ Her Beloved Parents (Mr. Hartono and Mrs. Eko Handayani)
- ✓ Her Beloved Grandmother (Mrs. Sudarni)
- ✓ Her Beloved Sister (Nurul Isnaeni Maulidea)

## ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Reni Permatasari (201432036) has been approved by the *Skripsi* advisors for further approval by the Examining Committee.

Kudus, 20 August 2018

Advisor I



Drs. Suprihadi, M.Pd

NIDN.0016065701

Kudus, 20 August 2018

Advisor II



Aisyah Ririn Perwika Sih Utari, S.S, M.Pd

NIDN.0628018502

Acknowledged by

Head of English Education Department

The Faculty of Teacher Training and Education



Nuraeningsih, S.Pd, M.Pd

NIDN.0612077901

## EXAMINERS' APPROVAL

This is to certify that the *Skripsi* of Reni Permatasari (201432036) has been reviewed by the Examining Committee as a requirement for research.

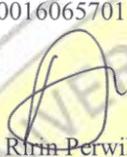
Kudus, 05 September 2018

Examining Committee

  
Drs. Suprihadi, M.Pd

, Chairperson

NIDN.0016065701

  
Aisyah Ririn Perwika Sih Utari, S.S, M.Pd

, Member

NIDN.0628018502

  
Nuraeningsih, S.Pd, M.Pd

, Member

NIDN.0612077901

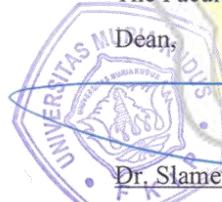
  
Dra. Sri Endang Kusmaryati, M.Pd

, Member

NIDN.0631036102

Acknowledged by

The Faculty of Teacher Training and Education

  
Dean,

  
Dr. Slamet Utomo, M.Pd

NIDN.0019126201

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and suggestion from the readers. Hopefully, this skripsi can be useful for everyone.

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Reni Permatasari



## ABSTRACT

Permatasari, Reni. 2018. *The Vocabulary Mastery of The fifth Grade Students of SD N 2 Peganjaran Kudus in Academic Year 2017/2018 Taught by Using Crossword Puzzle.* Skripsi. English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (i) Drs. Suprihadi, M.Pd, (ii) Aisyah Ririn Perwikasih Utari, S.S, M.Pd

Key words : Vocabulary Mastery, Crossword Puzzle

In learning English, there are three basic components that need to be taught, and they are pronunciation, grammar, and vocabulary. All of them have important roles in learning English, but vocabulary has a big contribution to support the successful students' of learning English. Vocabulary is used by people as the basic knowledge of learning language in order to make communication and interaction in daily life. Vocabulary is the biggest component of language in learning language successfully, without it student will not be able to make a meaningful communication. It is important for student to master the vocabulary because vocabulary is essential part of communication. In this case, the students found difficult and they also discourage to write and translate the vocabulary. Therefore, the researcher is interested in doing a research about vocabulary mastery

The objective of this research is to find out there is significant difference between the vocabulary mastery of the fifth grade students of SD N 2 Peganjaran Kudus in academic year 2017/2018 before and after being taught by using Crossword Puzzle.

The design of this research is experimental research, used one group pre-test and post-test and the instrument of the research is multiple choice tests. It consists of forty items. The population of this research is all of the students of SD N 2 Peganjaran Kudus in academic year 2017/2018. And the sample that used by the researcher is the fifth grade students which consists of 15 students.

The result of this research shows that in level significance 5% and degree of freedom (df) N-1=14, there is significant difference between the vocabulary mastery of the fifth grade students of SD N 2 Peganjaran Kudus before and after being taught by using Crossword Puzzle. It is shown from the calculation result of t-observation ( $t_o$ ) is 10.4, meanwhile t-table ( $t_t$ ) is 2.145. It means the null hypothesis is rejected and the alternative hypothesis is accepted ( $t_o = 10.4 > t_t = 2.145$ ). The vocabulary mastery of the fifth grade students of SD N 2 Peganjaran Kudus in academic year 2017/2018 taught by using Crossword Puzzle is Good (Mean = 84.6 and SD = 5.6). And the vocabulary mastery of SD N 2 Peganjaran Kudus in academic year 207/2018 without taught by using Crossword Puzzle is sufficient (Mean = 65.13 and SD = 11.2)

After knowing the result of this research, Crossword Puzzle is one of suitable techniques to teach vocabulary. Thus, the researcher hopes this research can be used by the English teacher as one of the techniques to enrich the reference about teaching vocabulary in the fifth grade students.

## ABSTRAK

Permatasari, Reni. 2018. *Penguasaan Kosakata Siswa Kelas 5 di SD N 2 Peganjaran Kudus Tahun Pelajaran 2017/2018 Diajar Menggunakan Teka Teki Silang.* Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Drs. Suprihadi, M.Pd, (ii) Aisyah Ririn Perwikasih Utari, S.S, M.Pd

Key words : Penguasaan Kosakata, Teka Teki Silang

Dalam belajar bahasa Inggris, ada tiga komponen dasar yang perlu diajarkan, dan mereka adalah pelafalan, tata bahasa, dan kosakata. Semuanya memiliki peran penting dalam belajar bahasa Inggris, tetapi kosakata memiliki kontribusi besar untuk mendukung siswa berhasil belajar bahasa Inggris. Kosakata digunakan oleh orang-orang sebagai pengetahuan dasar dalam belajar bahasa untuk berkomunikasi dan berinteraksi dalam kehidupan sehari-hari. Kosakata adalah komponen bahasa terbesar dalam mempelajari bahasa dengan berhasil, tanpa itu siswa tidak akan dapat berkomunikasi dengan baik. Penting bagi siswa untuk menguasai kosakata karena kosakata adalah bagian penting dari komunikasi. Dalam hal ini, para siswa menemukan kesulitan dan mereka juga tidak berani untuk menulis dan menerjemahkan kosakata. Oleh karena itu, peneliti tertarik untuk melakukan penelitian tentang penguasaan kosakata

Tujuan penelitian ini adalah untuk mengetahui adanya perbedaan yang signifikan antara penguasaan kosakata siswa kelas V SD Negeri 2 Peganjaran Kudus pada tahun ajaran 2017/2018 sebelum dan sesudah diajar menggunakan Teka Teki Silang.

Desain penelitian ini adalah penelitian eksperimental, menggunakan satu kelompok pre-test dan post-test dan instrumen penelitian adalah tes pilihan ganda. Tes terdiri dari empat puluh soal. Populasi penelitian ini adalah seluruh siswa SD N 2 Peganjaran Kudus pada tahun akademik 2017/2018. Dan sampel yang digunakan oleh peneliti adalah siswa kelas lima yang terdiri dari 15 siswa.

Hasil penelitian menunjukkan bahwa pada tingkat signifikansi 5% dan derajat kebebasan ( $df$ )  $N-1 = 14$ , terdapat perbedaan yang signifikan antara penguasaan kosakata siswa kelas V SD N 2 Peganjaran Kudus sebelum dan sesudah diajar menggunakan Teka Teki Silang. Hal ini ditunjukkan dari hasil perhitungan  $t$ -observasi ( $t_o$ ) adalah 10,4, sedangkan  $t$ -tabel ( $t_t$ ) adalah 2,145. Ini berarti hipotesis nol ditolak dan hipotesis alternatif diterima ( $t_o = 10.4 > t_t = 2.145$ ). Penguasaan kosakata siswa kelas V SD N 2 Peganjaran Kudus pada tahun ajaran 2017/2018 yang diajar menggunakan Crossword Puzzle adalah Baik (Mean = 84,6 dan SD = 5,6). Dan penguasaan kosakata SD N 2 Peganjaran Kudus pada tahun ajaran 2017/2018 yang diajar tanpa menggunakan Crossword Puzzle adalah cukup (Mean = 65,13 dan SD = 11,2)

Setelah mengetahui hasil dari penelitian ini, Teka Teki Silang merupakan salah satu teknik yang cocok untuk mengajar kosakata. Oleh karena itu, penulis berharap bahwa penelitian ini dapat digunakan guru Bahasa Inggris untuk menambah referensi dalam mengajar kosakata kepada siswa kelas V.

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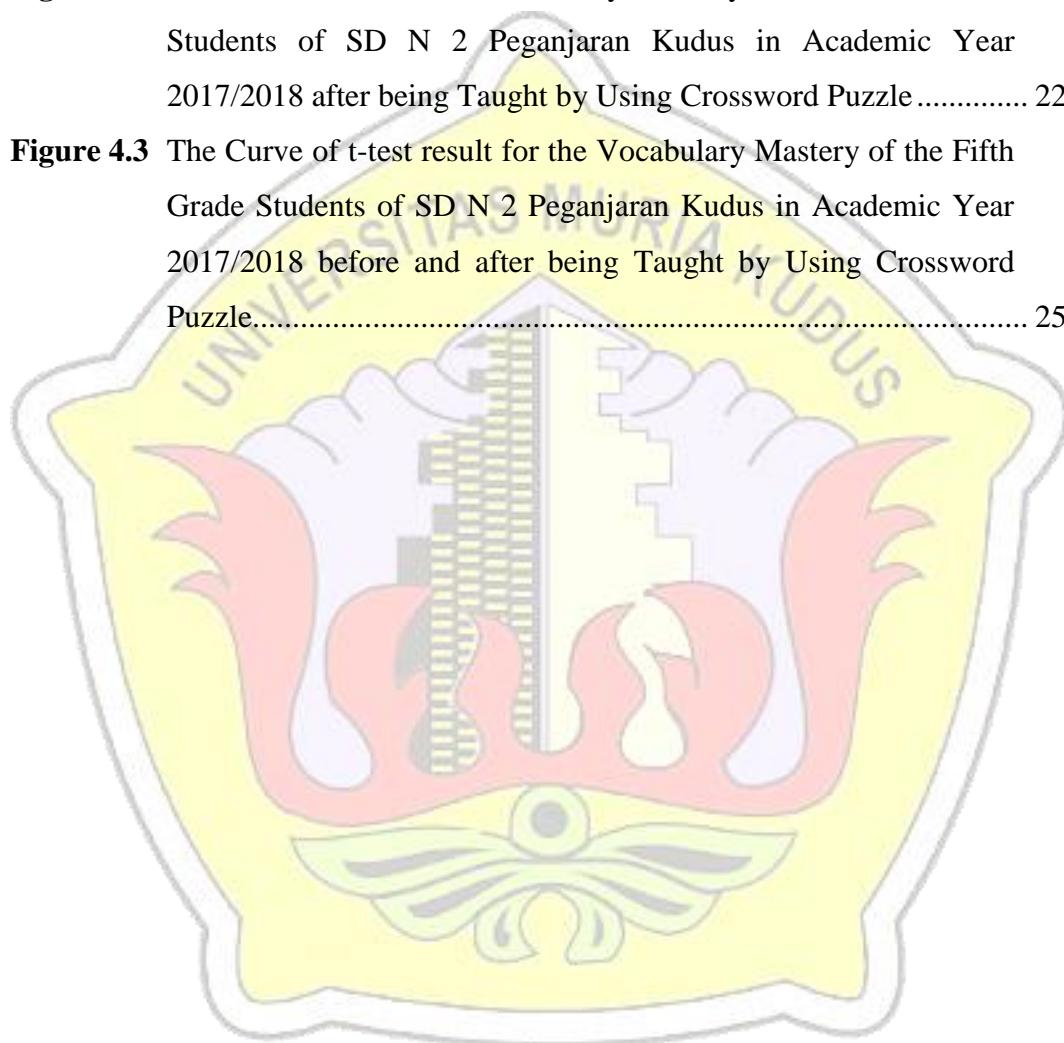
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