ABSTRACT

Ega Nursaidah, 2019 *"The Use of visual vocabulary to improve students' vocabulary (A-Quasi Experimental Study of the seventh Grade Students in SMP Plus Darussurur cimahi Academic of Year 2019/2020).*

Vocabulary is the first and foremost in learning a new language because vocabulary is fundamental in understanding language acquisition. Vocabulary is a key to learn all skills in the English language ; those are listening, speaking, reading, and writing. Based on the preliminary observation in a junior high School level, the students were lacking of vocabulary English even the basic vocabulary.This situation became a big barries in process of learning English. To support students, the researcher integrated visual vocabulary as a medium and strategy in learning vocabulary. In particular, this strategy was used to help students' vocabulary learning

The research was aimed (1) to find out the result of students' achievement in students'vocabulary taught using visual vocabulary; (2) to find out the result of students' achievement in students' vocabulary taught without using visual vocabulary; (3) to find out the significant difference between students' achievement students' vocabulary which was taught using visual vocabulary and without visual vocabulary

The method of this study used quasi experimental research. The population was seventh-grade students of SMP Plus Darussurur Cimahi in Academic Year 2019/2020. The researcher took two classes as the sample randomly; class VII D as the experimental class consist 35 students and class VII C as the control class consist 36 students. The instrument of this study was vocabulary test as pre-test and post-test, and the data were processed by using statistical analysis.

Students' vocabulary scores were proceeded to the statistical analysis. The analysis result proves that the use of visual vocabulary improved vocabulary learning of students. The hypothesis test, using the independent t-test in SPSS, shows that t-count was 2.249, while t-table for (a) – 5% was 1.688 (t-count 2.249 > t-table 1.688) it means that the research hypothesis (H0) was rejected and (Ha) was accepted. It could be concluded that there is a significant difference in students' score between experimental and control classes. Thus, the calculation of N-Gain score shows that experimental class is classified Average. t count of N-gain 3,413 > t table 1,688 ,and conclude that n-gain score of experiment and control class are significant difference.

In conclusion, teaching vocabulary used visual vocabulary improved students' vocabulary learning. Therefore, this suggests that visual vocabulary can be used as an alternative strategy in teaching vocabulary. Visual vocabulary become a promising strategy in other contexts of students as English foreigner learners. Researcher concludes that visual vocabulary improve more ability in students' vocabulary

Keywords: Vocabulary, visual vocabulary, vocabulary learning