

## ABSTRACT

Miss Firdaus Dolohkade (2024), **THE IMPACT OF COGNITIVE LINGUISTIC ANALYSIS WITH ACTIVE LEARNING OF “SPORT DOMAINS” VOCABULARY IMPLEMENTED IN EFL CLASS IN THAILAND SCHOOL CONTEXT ON YOUNG LEARNERS ENGLISH VOCABULARY MASTERY**

The research aimed (1) To find out the students' vocabulary mastery in the sports domain before cognitive linguistic analysis is implemented using active learning as the teaching method. (2) To find out the students' vocabulary mastery in the sports domain after cognitive linguistic analysis is implemented using active learning as the teaching method. (3) To find out the significant influence of cognitive linguistic analysis implemented in improving students' vocabulary mastery using active learning as the teaching method.

This research is quantitative research and quasi-experimental as research design. The population of this research was 20-30 students from sixth grade of English Program Class of Laemthong Wittaya School, Narathiwat, Thailand. The instrument used for this research are pre-test, treatment, and post-test. Score of students' pre-test and post-test were processed in statistical analysis.

The data revealed that the average score of students' vocabulary mastery prior to exposure to cognitive linguistic analysis and active learning as a teaching method is 69. The average score for students' vocabulary mastery after being exposed to cognitive linguistic analysis and active learning as a teaching method is 80.72. The data showed that the normality test resulted in a significant value of 0.200 for both the pre-test and post-test. The significant results are greater than 0.05 ( $0.200 > 0.05$ ), implying that  $H_a$  is accepted. It suggests they were normally dispersed. The independent sample test revealed that hypothesis ( $H_a$ ) was accepted, whereas hypothesis ( $H_o$ ) was rejected.

In conclusion, there is a considerable difference between the means after and before the test. The N-Gain calculation resulted in a mean of 0.38, indicating a medium (average) interpretation. Based on that, using active learning as a teaching method in conjunction with cognitive linguistic analysis, student' vocabulary mastery in the sport domain has improved significantly. This study can be used to help students' vocabulary mastery, but in order to keep students engaged throughout the learning process, teacher must also employ engaging teaching methods such as active learning.

**Keywords:** young learners, vocabulary mastery, active learning, cognitive linguistic analysis.