ABSTRACT

Refi Fatahussalam, 2018: Increasing Vocabulary Mastery By Using "Word Ladder" As The Game For Young Learners *(A Quasi-Experimental Study at Grade 5 in SDN Juara Bandung).*

Vocabulry is a subject in English learning teaching. Students should be able to vocabulary master since a lot of knowledge can be found in a text. This research aim is supporting the students to understand the whole explanation of classifying English text rather than to know the meaning of unknown word. The word ladder as a game can be applied by teachers to improve their students' vocabulary mastery.

Moreover, the purposes of the research which was conducted at SDN Juara Bandung are to find out (1) the result of young learners' vocabulary mastery by using word ladder game, (2) the result of young learners' vocabulary mastery by using conventional technique, and (3) the significant difference between young learners' vocabulary taught by using word ladder and conventional technique at 5 grade class of school.

Quantitative approach was applied for this research which used quasi experimental method. Thus, this design consisted of pre-test, six treatments, and post-test for experimental group which had 176 population and 32 participants by adopting group random sampling technique. The experimental group was taught by word ladder as game. Moreover, pre-test and post-test were conducted by written test to find out the students improvement of word ladder as the game on students' Vocabulary mastery ability. The results of data were proceeded by using statistical procedures.

The findings of the research indicated that word ladder was significantly effective in exploring young learners' vocabulary mastery. It can be seen from the result of pretest and posttest data that were analyzed by using statistical calculation version 20.0 for Windows. The result of the posttest score of the experimental class (78,63) was higher than the control class (67,12). It was supported by the independent t-test showed the calculated t_{count} value = $4.136 > t_{table}$ value =1.997. In conclusion, the alternative hypothesis (H_a) is accepted, and there is a significant differences young learners' vocabulary mastery through word ladder as the game and conventional technique.

Keywords: Word ladder, Vocabulary Mastery, Game