

## ABSTRACT

Ayu Pujayanti, 2019 "*The Use of Translation Activities in EFL Class in Improving Students' Vocabulary Mastery (A-Pre Experimental Study Eleventh Grade Students of SMAN 1 Serangpanjang In Academic of Year 2019/2020)*. The Research of English Education Department, The Faculty of Tarbiyah and Teaching Training of State Islamic University of Sunan Gunung Djati Bandung.

Vocabulary knowledge is a critical aspect of learning language since vocabulary is the first important step in language acquisition. Mastering vocabulary can support English Foreign Language (EFL) Students' in learning language skills. Based on the preliminary observation in Senior High School, the students were still lack of vocabulary knowledge that hampers in the language learning process. To support students, the researcher integrated translation activities as a technique in learning vocabulary. In particular, this technique is used to help students' mastering vocabulary.

This research is aimed (1) to find out the result of students' vocabulary mastery before being taught using translation activities. (2) To find out the result of students' vocabulary mastery after being taught using translation activities, (3) To find out the significant difference between students' vocabulary mastery before and after being taught using translation activities.

This research is a Pre-experimental design. Its population involves 129 eleventh-grade students of SMAN 1 Serangpanjang, Subang in academic year 2019/2020. The sample includes 31 students of Class XI IPS 3 (As an experimental group). Its instruments consist of two equal vocabulary tests, one for pretest and the other for posttest. Students' vocabulary scores have proceeded to the statical analysis.

The analysis results prove that the use of Translation activities improve students' vocabulary mastery. The hypothesis test, using the independent t-test in SPSS, shows that t-count is 24.08, while t-table for  $\alpha = 5\%$  is 2.042 ( t-count 24.08 > t-table 2.042). It means that the research hypothesis (H0) is rejected and (Ha) is accepted. To further the hypothesis test, the calculation of N-Gain score shows that the experimental group was classified 'Medium'. It concludes that there is a significant difference in students' scores between pretest and posttest scores. In conclusion, teaching vocabulary with translation activities improves students' vocabulary mastery. Therefore, Translation activities become a promising technique in the other context of EFL teaching and learning.