

ABSTRACT

Karlina Lestiyani. 2017. THE USE OF GESTURES TO IMPROVE STUDENTS' VOCABULARY MASTERY: Process and Responses.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Teaching vocabulary to the students in the early age or young learners, which means those between five and twelve years of age, is not an easy thing to do. People tries to express themselves in a foreign language by making use of gestures. The gestures help convey meaning and compensate for speech difficulties. Learners of a foreign language also express their provenience in intercultural settings through the gestures they use. Gestures are simillar with TPR but gestures more specific in teaching learning. Whereas, TPR can modify with the other technique such as role play.

The aims of this research are: (1) to know the students' vocabulary mastery by using gesture, (2) to know the students' vocabulary mastery by using pictures, (3) to find out how significant the difference is between students' using gesture and using pictures, (4) to know students' responses to the teaching learning process using gestures.

A quantitative and qualitative research method were used in this research. The population of the third grade of SDN Cikudayasa are 102 students. The sample was taken 64 students from the third grade of SDN Cikudayasa Bandung by applying pretest and posttest for data collection during the research process. The study was conducted in several steps. Before conducting posttest, treatments were given. After getting enough data, the data were calculated using t-test polled variance. The statistical calculation was resulted based on data analysis. The result of inquiring responses prove that students's responses in any treatments are vary and also their responses in the process show how far they understand the marerials. While the process of teaching learning English, students can gave responses properly.

The result of the research shows that there is an improvement of the students' vocabulary mastery after being taught using gestures. The data show that the students' score with using gestures is higher than the students' score with using pictures because gesture more effective and make student easier to understand English vocabulary. It can be proven by mean and hypothesis test using ttest. The students's mean after being taught using gestures is 78.63, and the mean of the students with after being taught using pictures is 61.69. Based on the calculation, t-table on significance 5% with $df = 62$ is 2.00, while t-count is 4.92. It means that $t\text{-count} (4.92) > t\text{table} (2.00)$. It can be concluded that H_0 is rejected and H_a is accepted. In other word, there is a significant influence of using gesture to improve students' vocabulary mastery. It means that using gesture is effective to improve students' vocabulary mastery.