ABSTRACT

Riya Silvia (2019). The Influence of Direct Vocabulary Instruction on Students' Vocabulary Mastery (Pre-experimental Study at the 7th Grade Students' of MTs N 4 Bekasi).

Vocabulary was an essential position in learning English language. With vocabulary, students' can apprehend English language in listening, speaking, writing, or reading skills easily. The aim of this study are: to know the students' vocabulary mastery before and after they received direct vocabulary instruction.

The method applied in this research was a quantitative method which using one group pre-test and post-test design. Non random group sampling was used as a technique in taking a sample. The researcher took one class with 30 participants to compare the pre-test score and the post-test score. For research technique of data analysis in this research, the researcher use scoring method from Sukirman (2010), compared the score of pre-test and post-test, testing the hypotheses, and analyzed the gained score between pre-test and post-test

The result of t-count is 11.679 while, the result for t-table is 2.04523; it can be seen from a significant degree or $\alpha=0.05$ and df is 29. In this research, H_0 is rejected, and H_a is accepted because of $11.679 > 2.04523$ or t-count > t-table. Moreover,the Sig. (2-tailed) of the result is 0,000 it means that Sig. (2-tailed) is less than $\alpha=0.05$. It proves that the direct vocabulary instruction technique makes a significant improvement to students vocabulary mastery. Moreover, the level of a significance is in medium level. This technique can be applied at the same level as much larger-scale study.

From the result above, this technique can be applied at the same level as much larger-scale study. By uisng direct vocabulary instruction, it is expected to help students' and give them positive influence to drill themselves in apply their new vocabulary.