

ABSTRACT

Mutiara Chairusyifa, 2019: IMPROVING EFL YOUNG LEARNERS' VOCABULARY WITH DIALOGIC READING (Pre-Experimental Study at The Fourth Grade of MI Al-Awwabin Depok).

In the present time, English is important, especially in vocabulary. Vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing) in English as a second language (ESL) and English as a foreign language (EFL) (Nation,2011). Therefore, teaching English for young learner should be related to their world and used an effective method to make them enjoy in learning English. For instance, dialogic reading is a method of shared story reading in which children become story teller (Lonigan & Whitehurst, 2011). This study intended to explore the students vocabulary mastery. This study aims (1) to find out the result of students' vocabulary before implementing Dialogic Reading, (2) to find out the result of students' vocabulary after implementing Dialogic Reading, (3) to find out the significant difference between students' vocabulary mastery before and after implementing Dialogic Reading.

The design of this research implied quantitative method, particularly a pre-experimental study design because this study aims to measure the effect of dialogic reading as a method in teaching to increase the students' vocabulary. The sample of this research was 17 students of fourth grade of MI Al-Awwabin Depok.

The result of the average pretest score before using dialogic reading is 69, and the average posttest score after using audiobooks is 82. It means that there is an improvement after treatment by using dialogic reading. The result from the computation by SPSS 20.0 showed that the Paired Sample T-Test statistic of significance (2 tailed) is 0.00. It can be interpreted that H_0 is rejected and H_a is accepted. It means that there is a significant improvement in students' vocabulary mastery through dialogic reading. In calculating Cohens' d-test, the result showed that students' score mostly increases or have an effect after given the treatment using dialogic reading. The value of Cohens' d-test is 1.72, which means the improvement or impact of students' vocabulary mastery through dialogic reading is LARGE.

From the explanation above, it can be concluded that the implementation of teaching English vocabulary by using Dialogic Reading in fourth grade at MI Al-Awwabin Depok improves students' vocabulary mastery. The researcher recommends this method can be useful for students in learning English to improve their vocabulary mastery. English teachers can implement this method in teaching vocabulary.