

ABSTRACT

Rusmawardah. 2013. The Effectiveness of using Piaget and Bruner Theories in Teaching English Vocabulary for Young Learners at the Third Grade of SD Negeri 1 Marabahan School Year 2017-2018. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training. Advisor: (1) Drs. Saadillah, M.P.d, (II) Nani Hizriani, MA.

Keywords: Piaget, Bruner, Teaching, Vocabulary, Young Learners.

The problem formulation of this research are: Do the students who practice their English Vocabulary through to use of the Piaget and Bruner theories have better achievement than those who do not .

The population of the research is all of the students' at SD Negeri 1 Marabahan on third grade. The number of them are consist 46 students. In SD Negeri 1 Marabahan just have 2 class and the researcher took A 22 students as the control class and class B 24 students' as the experiment class. The instrument used to get the data is test that consisting 11 T/F (true or false) items and 9 crosswordpuzzle items. The writer using purposive sampling.

To collect the data, the researcher chose quasi experimental research. Then, the researcher uses some techniques such as test and documentation. Then all the data are analyzed by using quantitative method.

The result of this reseach find out the effective of using Piaget and Bruner theories in high category because gain score of the test result is 0,725, and showed that the mean score of the pretest of experiment class as 54,625 and 50,363 control class, and the mean score of the posttest of experiment group was 87,916 and 81,545 for control class. With the help of Microsoft Exel, the researcher found t- test, t count is 2,303 bigger than t table is 2,015 so H0 rejected, H1 accepted. It means significant achievement difference between students who are taught use Piaget and Bruner theories compared students who are taught without use Piaget and Bruner theories in III grade of SDN 1 Marabahan.