

ABSTRACT

THE DIFFERENCES OF LAMPUNG LANGUAGE VOCABULARY LEARNING ACHIEVEMENTS BETWEEN USING DEEP DIALOGUE/CRITICAL THINKING LEARNING AND LEARNING INTEREST AT UNDERGRADUATE STUDENTS OF INDONESIA LANGUAGE AND LITERATURE OF FACULTY OF TEACHER TRAINING AND EDUCATION IN LAMPUNG UNIVERSITY

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The objectives of this research were to analyze (1) the interaction between used learning models and learning interest to vocabulary learning achievement of Lampungnese language (VLAL); (2) the differences of VLAL of Indonesian Language and Literature (ILL) students in Faculty of Teacher Training and Education (FTTE) of Lampung University between using *Deep Dialogue/Critical Thinking* (DD/CT) in Lampungnese language and DD/CT in Indonesian language; (3) the differences of VLAL on students using DD/CT in Lampungnese language and DD/CT in Indonesian language between those students with high interest and low interest learning.

This research used experiment method with 2 x 2 factorial design. Population was all 2010 undergraduate student of Faculty of Teacher Training and Education (FTTE) of Lampung University. Data of Lampungnese language learning interest were collected using a questionnaire consisting of 17 items, and 50 problems of multiple choice test was used to collect data of vocabulary learning achievement of Lampungnese language.

The results showed that there was an interaction between Lampungnese language learning interest and used learning model to VLAL; (2) students' VLALs who used DD/CT in Lampungnese language were higher than those in Indonesian language; (3) students' VLALs with high interest in DD/CT learning with Lampungnese language were higher than those with Indonesian language; (4) students' VLALs with low interest in DD/CT learning with Lampungnese language were equal to those with Indonesian language.

Keywords: DD/CT learning, Lampungnese language vocabulary learning achievement