

ABSTRACT

THE USE OF TASK-BASED LANGUAGE TEACHING (TBLT) TO IMPROVE YOUNG LEARNERS' VOCABULARY AT SD NEGERI 2 KARANG ENDAH

By

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This study aimed to investigate the improvement of the young learners' vocabulary after the students were taught using task-based language teaching. The method used in this study was a pre-experimental design with one-group pre-test and post-test design. The population of this research was the fourth-grade students of SD Negeri 2 Karang Endah that was chosen by a random sampling. The data were collected through a multiple-choice vocabulary test. To analyze the improvement of the students' vocabulary, the researcher analyzed the data using Paired Sample T-test. The result showed that p-value <0.001 was lower than the significant level (0.05). It indicates that using task-based language teaching effectively improved young learners' vocabulary. Repeated exposure to vocabulary from the activities in the pre-task stage, during task, and post-task stages and students' active participation in tasks contribute to the improvement of students' vocabulary.

Keywords: *task-based language teaching, vocabulary, young learners*