

**THE USE OF WORD MAP ON DEAF STUDENTS' VOCABULARY  
KNOWLEDGE**

A PAPER

Submitted to English Education Study Program, Faculty of Teacher Training and  
Educational Sciences as a partial fulfillment of the requirements for the *Sarjana  
Pendidikan* examination

By

Desi Fitrianti

031114039



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES**

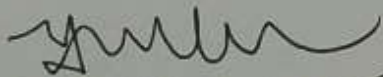
**PAKUAN UNIVERSITY**

**2019**

APPROVED BY :

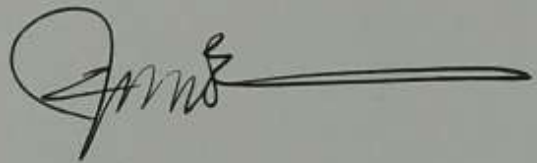
Supervisor I,

Supervisor II,



Dr. Yanti Suryanti, M.Pd.

NIK 1.1011047560

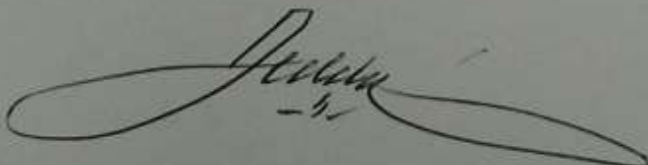


Mursidah Rahmah, M.Pd.

NIK 1.0903032435

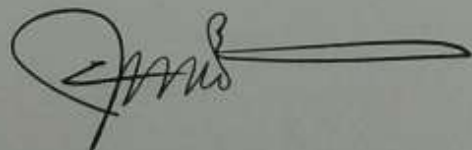
Dean of FKIP  
Pekuan University,

Head of English Education  
Study Program,



Drs. Deddy Sofyan, M. Pd.

NIP 195601081986011001



Mursidah Rahmah, M. Pd.

NIK 1.0903032435

## ABSTRACT

Vocabulary is one of the most important components in language. It is important for the deaf students to master English well. In fact, they still get some difficulties in learning English because of the lack of vocabulary. This research is conducted to find out the use of word map on deaf students' vocabulary knowledge at *SLB-B Dharma Wanita Bogor*. In this research, the writer uses pre-experimental method with one group pre-test and post-test design. Purposive sample is used to take the sample and five students are taken as the sample of the research. Some steps are done to analyze the data and t-test formula is applied to get the final result. Based on the data calculation, it shows the t-test value is 4.81. Besides, t-table value is 2.77 at the significant level 0.05 with degree of freedom is 4. In other words, t-test value is higher than the t-table value ( $4.81 > 2.77$ ). It can be assumed that the alternative hypothesis (*H<sub>a</sub>*) is accepted and the null hypothesis (*H<sub>o</sub>*) is rejected. In other words, there is an effect of using word map on deaf students' vocabulary knowledge.

Keywords: Vocabulary, deaf, word map.