The Influence of Children Song on Memorizing Vocabulary to Young Learner as Foreign Language of Fifth Grade of SDN Tanjung I Pademawu Pamekasan.

Muhammad Darrin Zuhri, University of Madura
darrin@unira.ac.id

ABSTRACT

Zuhri, Muhammad Darrin. *The Influence of Children Song on Memorizing Vocabulary to Young Learner as Foreign Language of Fifth Grade of SDN Tanjung I Pademawu pamekasan.*

The objectives of this research are to know whether English song can improve the students' vocabulary at fifth Grade of SDN Tanjung I Pademawu. The result of the data analysis proved that the value of t-test (tobs is 8,742 and ttable is 2,021). It means that tobs is higher than ttable(8,742>2,021). Based on the criteria for testing hypothesis was if the value of t obtained is higher than t table at significant level 0,05 the null hypothesis (Ho) is rejected and hypothesis alternative (HI) is accepted. The researcher came to conclusion that "there was significant Influence of English Song Toward Students' Vocabulary Mastery and students' motivation at the fifth Grade of SDN Tanjung I Pademawu.

Key words: English song, Students' Motivation, Vocabulary Mastery

ABSTRAK

Zuhri, Muhammad Darrin. *Pengaruh Lagu Anak dalam Menghafal Kosakata untuk Pembelajar Muda sebagai Bahasa Asing Kelas lima SDN Tanjung I Pademawu Pamekasan.*

Tujuan dari penelitian ini adalah untuk mengetahui apakah lagu bahasa Inggris dapat meningkatkan kosakata siswa di kelas lima SDN Tanjung I Pademawu. Hasil analisis data membuktikan bahwa nilai t-test (tobs adalah 8.742 dan ttabel adalah 2,021). Ini berarti bahwa tobs lebih tinggi dari ttabel (8,742> 2,021). Berdasarkan kriteria untuk menguji hipotesis adalah jika nilai t yang diperoleh lebih tinggi dari t tabel pada taraf signifikan 0,05 maka hipotesis nol (Ho) ditolak dan hipotesis alternatif (HI) diterima. Peneliti sampai pada kesimpulan bahwa "ada pengaruh yang signifikan dari Penguasaan Bahasa Inggris Lagu Menuju Siswa dan motivasi siswa di kelas lima SDN Tanjung I Pademawu

Kata kunci: Lagu bahasa Inggris, Motivasi Siswa, Penguasaan Kosakata.

1. INTRODUCTION

1.1 Background of Study

Language is a unique human inheritance that plays the very important role in human's life, such as thinking, communicating ideas, and negotiating with the others.[1] Language is one of important role in our life which is we can communicate with the other people.

According to Freud (Santrock and Yussen, 1992; Solehuddin, 2000) in Eti's book state that " first of five years old of young learner as period of shaped principle of individual".[2] So when the age of learner is five years old, young learner have to learn something which is good to their live.

[1] Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.1
[2] Eti Nurhayati, *Psikologi Pendidikan Inovatif (*Yogyakarta:Pustaka Belajar,2011), p. 3

According to Benson and Greaves in Norbert Schmitt's book state that "vocabulary is important to maintain communication in that field".[3] It means that vocabulary is very important for us especially to communication with the other people.

The researcher interest to research in young leaner school which is use song because young learner like singing song and the researcher choose one of school in researcher's house because researcher want to know how the ability of students in this school especially study about vocabulary to pass with song.

The researcher interest to study about " The Influence of Children Song on Memorizing Vocabulary to Young Learner of Eighth Garde of SMP Negeri 2 Pademawu Pamekasan".

1.2 Problems of Study

According to Mohammad Adnan Latief, "the research problem are stated as questions to be answered by the researcher".[4] Related to the explanation of research problem, the researcher formulates the problem of study:

1. Is there any influence of children song on memorizing vocabulary to young learner as foreign language of fifth Grade of SDN Tanjung I Pademaw
2. How far is the significance of children song on memorizing vocabulary to young learner as foreign language of fifth Grade of SDN Tanjung I Pademawu

1.3 Objectives of Study

Objective of the study or research objective is a statement of intent for the study that declares specific goals that the investigator plans to achieve in a study.[5]

---

[3] Norbert Schmitt, *Vocabulary in Language Teaching* (Cambridge: University Press), p. 37

[4] Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang: IKIP Malang, 2015) p. 27

[5] John .W.Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2004), p. 627

The objective of study in this research are:

1. To know the influence of children song on memorizing vocabulary to young learner as foreign language of fifth Grade of SDN Tanjung I Pademawu
2. To measure of children song on memorizing vocabulary to young learner as foreign language of fifth Grade of SDN Tanjung I Pademawu

1.4 Hypothesis

Hypothesis is statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcomes of a relationship among attributes or characteristics.[6]

The hypothesis is as follow:

1. Null hypothesis (Ho)

   There is no influence between children song and memorizing vocabulary to young learner.
2. Alternative hypothesis (Ha)

   There is influence between children song and memorizing vocabulary to young learner.

1.5 Scope and Limitation of the Study

The scope of this study focused on the influence of children song on memorizing vocabulary to young learner, while the limitation of this study is limited on Memorizing Vocabulary to Young Learner as Foreign Language of fifth Grade of SDN Tanjung I Pademawu

1.6 Definition of Key terms

The researcher considered that it helps the readers to have the following key terms defined before reading these discussions further.

1. Children song is a song which is use to teach young learner or children.
2. Vocabulary is a single word and make a sentence that we can use it to communication with the other people.

[6] Creswell. *Educational Research*, p.111

3. Young learner is children from five years old to seven years old or we can call with level one (preschool).

2. REVIEW OF RELATED LITERATURE

This chapter discuss about review of related literature such as the children song, vocabulary and young learner.

2.1 Children Song

According to Suyanto song is the collection of word which song with rythm and tone.[7] Means song is something that relation with rythm and tone.

Music is sounds that are arranged in a way that is pleasant or exciting to listen to people sing music or play it on instruments.[8] Means that music is something that we can hear it and also we can use it when we learn something for example vocabulary in school of kindergarten. Teacher can teach vocabulary to young learner with music as singing song.

2.1.2 Kinds of Children Song

Song have relation with music because song use a music to make a beautiful song. There are many kinds of song for young learner that the teacher can use to teach the young learner :

The example of hello song:[9]

Hello, hello, How are you today?
Hello,hello, How are you today?
I'm fine, thank you,
I'm fine, thank you,
I'm fine, thank you,
And how about you?

[7] Suyanto, *English for Young Learners* (Jakarta : PT Bumi Aksara), p.113
[8] Oxford Learners Dictionary of Academic English.(oxford University Press),p.530
[9] http://www.eslkidstuff.com/blog/songs/new-songs-the-hello-song-the-goodbye-song#sthash.yeA0mxOq.dpuf accessed on november, 06 2015 at 8 p.m

Hello, hello, How are you today?
I'm fine, thank you, And how about you?

The example of Twinkle, Twinkle, Little Star:[10]
Twinkle, twinkle little star. How I wonder what you are!
Up above the world so high. Like a diamond in the sky
Twinkle, twinkle little star. How I wonder what you are!

The example of number song :[11]
1 – 2 – 3 – 4 – 5 Jump!
6 – 7 – 8 – 9 – 10 Jump!
Turn around and clap your hands And jump!
1 – 2 – 3 – 4 – 5 Kick!
6 – 7 – 8 – 9 – 10 Kick!
Turn around and clap your hands And kick!
1 – 2 – 3 – 4 – 5 Wiggle!
6 – 7 – 8 – 9 – 10 Wiggle!
Turn around and clap your hands And wiggle!
1 – 2 – 3 – 4 – 5 Jump!
6 – 7 – 8 – 9 – 10 Kick!
Turn around and clap your hands And Jump!
Kick!
Wiggle!
And Jump!

The example of alphabet song:[12]
A B C D E F G

[10] Suyanto, *english for young learner*,p.115
[11] http://www.eslkidstuff.com/blog/songs/the-numbers-song#sthash.MwberNos.dpuf accessed on november, 06 2015 at 8 p.m
[12] http://www.eslkidstuff.com/blog/songs/new-song-the-abc-song-alphabetiikik,,song#sthash.Zq2p0QlI.dpuf accessed on november, 06 2015 at 8 p.m

H I J K L M N

O P Q R S T U

V W and X Y Z

I can sing my ABCs, Won't you sing along with me?

2.2 Vocabulary

According to Benson and Greaves in Norbert Schmitt's book state that "vocabulary is important to maintain communication in that field".[13] Vocabulary is word that vocabulary is one of the most important for us to communicate with the other people.

Vocabulary can be defined, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word.[14] Vocabulary can be more than one single word when we spoke.

Teachers have to know how to teach vocabulary especially to young learner. According to Scott Thornburry, in his book state some implications for the teaching of vocabulary[15]:

- Learner need tasks and strategies to help them organise their mental lexicon by building networks of associations – the more the better.
- Teachers need to accept that the learning of new words involves a period of initial fuzziness.
- Learners need to wean themselves off a reliance on direct translation from their mother tongue.

3. RESEARCH METHOD

1. Research Design

Research design is the spesific procedures involved in the research process: data collection, data analysis, and report writing.[16] This research used quantitative research approach, which they are analyzed by using

[13] Schmitt, *Vocabulary in Language Teaching*, p. 37

[14] Penny Ur, *A Course in Language Teaching, Practice and Theory* (New York: Cambridge University Press, 1991), p. 60

[15] Scott Thornburry, *How to Teach Vocabulary* (England:Pearson Education Limited, 2002), p. 30

[16] Creswell, *Educational Research*, p.20

statistical procedures. This research used descriptive correlation that involves two variables. They are variable X (Independent Variable) and variable Y (Dependent Variable). In this case variable X is using children song on student and variable Y is memorizing vocabulary.

CHILDREN SONG ⟶ YOUNG LEARNER'S ENGLISH VOCABULARY

(Independent) (Dependent)

Variable X Variable Y

In this research, the researcher wants to identify the influence of children song on memorizing vocabulary to young learner as foreign language. The researcher use two test, namely questionnaire and test. Then to know if there is significant influence of children song on memorizing vocabulary to young learner as foreign language, the researcher will use product moment formula.

2. Population

Population is defined as all member of any well-defined class of people, events or objects.[17] Relative to the population or who is the subject of this research are A and B class student. In fifth Grade of SDN Tanjung I Pademawu, with details is follows:

Class	Total the student
A	**15**
B	**20**
Total	**35**

3. Research Instrument

3.1 Questionnaire

Questionnaire is a written instrument cosisting of questions to be answered or statements to be responded by respondents.[18] It is a

[17] Donald Ary et.al, *Introduction to Research in Education*, (New York: Rinehart Winston, 1979), p.148

[18] Latief, *Research Methods on Language Learning an Introduction*, p. 194

technique that the researcher used to collect the data of variable X (Children Song on students).

In this study, the researcher carries out the research at the A class and B class of fifth Grade of SDN Tanjung I Pademawu. The researcher will use structured or close questionnaire. To determine the validity and reliability of the questionnaire instrument, the researcher used formula:

1. Validity of questionnaire

Validity is the most important consideration in developing and evaluating measuring instruments.[19] It is means that validity is one most of important to measure of the research. Validity also to show the validity of the instrument.

2. Reliability of questionnaire

reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.[20] Test score can not to measure anything well unless it measures consistently. In this case, the researcher uses the Spearman-Brown formula to find the reliability of the test instrument. The formula [21] is:

$$r_{11} = \frac{2xr_{1/21/2}}{(1 + r_{1/21/2})}$$

Where:

r_{11} : instrument reliability

$r_{1/21/2}$: r_{xy} as the correlation between two split-half (even-odd) instrument

Then the result will be interpreted to r table of product moment. If r_{11} is higher than r table, the instrument is called reliable.

[19] Donald Ary, *Introduction to Research in Education*, p.225
[20] Ary, *Introduction to Research in Education*, p. 236
[21] Arikunto, *Prosedur Penelitian*, p.223

3.2 Test

1. *Validity of test*

Validity is the most important consideration in developing and evaluating measuring instruments.[22] It is means that validity is one most of important to measure of the research. Validity also to show the validity of the instrument.

2. *Reliability of test*

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.[23] Test score can not to measure anything well unless it measures consistently. In this case, the researcher uses the Spearman-Brown formula to find the reliability of the test instrument. The formula [24] is:

$$r_{11} = \frac{2xr_{1/21/2}}{(1 + r_{1/21/2})}$$

Where:

r_{11} : instrument reliability

$r_{1/21/2}$: r_{xy} as the correlation between two split-half (even-odd) instrument

Then the result will be interpreted to r table of product moment. If r_{11} is higher than r table, the instrument is called reliable.

4. Data Analysis

In this study the researcher use product moment to analyze the data. The statistical formula as follow:[25]

[22] Ary, *Introduction to Research in Education*, p.225
[23] Ibid, p. 236
[24] Arikunto, *Prosedur Penelitian*, p.232
[25] Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2010), p. 228.

$$r_{XY} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

Note: ^{r}xy = the coefisien correlation between two variable

Σxy = the result of x variable dan y variable

Σx^2 = the score of (x) variable that is quadrates

Σy^2 = the score of (y) variable that is quadrates[26]

The test significance of correlation between variable (X and Y) like the following criteria:

1. If the value of r statistical is the same or bigger than r table, the correlation is significance. So, the hypothesis (Ha) is accepted.
2. If the value of r statistical is smaller than r table, the correlation is not significance. So, the hy[othesis (Ha) will be rejected.

To test coefficient correlation whether it is significant or not, it must be consulted with r table product moment in the level of significant 5% or 1%, or by using the sample one to be consulted to interpretation coefficient correlation table. The table is as follow:[27]

Table II

Table of interpretation "r" product moment

Value of "r" product moment (^{r}xy)	**Interpretation**
0,800 - 1,000	There is correlation between X variable and Y variable with high correlation.
0,600 - 0,800	There is enough correlation between X variable and Y variable.
0,400 - 0,600	There is rather low correlation between X and Y variable.

[26] Ibid

[27] Arikunto, *Prosedur Penelitian*, p. 319.

0,200 - 0,400	There is low correlation between X and Y variable.
0,000 - 0,200	There is very low correlation between X and Y variable or the correlation is very slow.

4. RESEARCH FINDING AND DISCUSSION.

4.1 The Result of Pre-test

In pre-test, the researcher does on Saturday 5th December 2015. The high score in this case is 100 and the lower score is 50. The total score of pre-test is . And the result of pre-test was presented on the following table

Table 2

The score of Pre-test

NO	STUDENT'S NAME	SCORE OF PRE-TEST
1	Ahmad Wahyudi	100
2	Ahmad zamlani	50
3	Aldafa Zacky Agustian	70
4	Alfina Rodhiyatan M	100
5	Alvin Maulana Putra H	60
6	Arista Dwi Shabrina	90
7	Aufa Nadhif	80
8	Aulia Maulidiana Achmad	50
9	Azriel Sabillah Arkana	100
10	Bima Arya Nusantara	90
11	Cindi Aulia Riani Putri	100
12	Diayu Aluna Hany	80
13	Dimas Arsy Rafif	60
14	Enza Sabrina Heryanto	100

15	Fathan Athaya Infaner	80
16	Maghribi Shodiqi Purwanto	80
17	Maulidina Assafira	80
18	Moh. Iqbal Rofiqi	70
19	Muhammad Dzaky Mubarok	100
20	Nadia Muyassaroh	50
21	Naila Zagita Nurella	60
22	Nur Ashfa Azkiyah Siswaji	70
23	Sriwahyuni	60
24	Rafta Ahmed Zulfa M	90
25	Refandy Abdillah	80
26	Sarah Salsabila	60
27	Syafania kirana Putri	80
28	Tsuraya Shinta Ramadhani	80
29	Vindyana Indira Octavia	100
30	Lukman hakim	100
	$\sum x$	2370

Based on the table above, the total score is 2370, to calculate mean of pre-test, the researcher uses the following formula :

$$X = \frac{\sum X}{N}$$

$$= \frac{2370}{30}$$

$$= 79$$

Explanation : X = Mean score of pre-test

$\sum x$ = Total score of Pre-test

N = Total of young learners taking the test.

a. The result of Post-test

The researcher conducted a post-test on Saturday at 12th December 2015. Post-test gave to the young learners that after the researcher gave the

treament (Teaching vocabulary by using Project Based Learning). There are 30 young learners conducting a post-test. And these case the score of post-test higher than score of post-test. The young learners in post-test get lower score are 70 they are 2 young learners but in pre-test, the lower score is 50 and they are 2 young learner. The higher score is 100, they are 20 young learners that gave the higher score.

Table 3

The score of Post-test

NO	STUDENT'S NAME	SCORE OF POST-TEST
1	Ahmad Wahyudi	100
2	Ahmad zamlani	90
3	Aldafa Zacky Agustian	90
4	Alfina Rodhiyatan M	100
5	Alvin Maulana Putra H	100
6	Arista Dwi Shabrina	100
7	Aufa Nadhif	100
8	Aulia Maulidiana Achmad	70
9	Azriel Sabillah Arkana	100
10	Bima Arya Nusantara	100
11	Cindi Aulia Riani Putri	100
12	Diayu Aluna Hany	90
13	Dimas Arsy Rafif	70
14	Enza Sabrina Heryanto	100
15	Fathan Athaya Infaner	100
16	Maghribi Shodiqi Purwanto	100
17	Maulidina Assafira	80
18	Moh. Iqbal Rofiqi	90
19	Muhammad Dzaky Mubarok	100
20	Nadia Muyassaroh	100
21	Naila Zagita Nurella	80

22	Nur Ashfa Azkiyah Siswaji	80
23	Sriwahyuni	100
24	Rafta Ahmed Zulfa M	100
25	Refandy Abdillah	100
26	Sarah Salsabila	80
27	Syafania kirana Putri	90
28	Tsuraya Shinta Ramadhani	100
29	Vindyana Indira Octavia	100
30	Lukman hakim	100
	$\sum y$	2810

Based on the table above, the total score is 2810, to calculate mean of post-test, the researcher uses the following formula :

$$Y = \frac{\sum y}{N}$$

$$= \frac{2810}{30}$$

$$= 93{,}666$$

Explanation : Y = Mean score of post-test

$\sum y$ = Total score of Post-test

N = Total of young learners taking the test.

Table 4

The mean of pre-test and post-test achievement

Group	Number of Young Learners	Score	Mean
Pre-test	30	2370	79
Post-test	30	2810	93,666

Based on the result above between pre-test and post-test is known that mean of pre-test is 79 and mean of post test is 93,666. The differences both of them are 14,666.

b. Data Analysis

1. Validity of Test Instrument

As discussed in previous chapter, the result of test score is use to analyze the validity, reliability and item difficulty. The validity of test always depends on situation and purpose of the test used. A test that valid for situation but many not be valid for other situation, and the purpose of using test was also factor in showing validity. In this research, the researcher showed student test to be appropriating with content of the subject. So, this case called content validity.

2. Reliability of the Test Instrument

A goog test must be valid and reliable. Beside the index of validity, and also to know the reliability of the test instrument, the researcher used K – R.21 formula. The formula was :

$$R_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{M(k-M)}{k.Vt}\right)$$ [28]

a) Reliability of Pre-Test

Table 5

The Pre-Test Score

NO	Number of Pre-Test Question										Total Score (x)	$(x)^2$
	1	2	3	4	5	6	7	8	9	10		
1	1	1	1	1	1	1	1	1	1	1	10	100
2	0	1	0	1	1	1	0	1	0	0	5	25
3	1	1	1	1	1	1	1	0	0	0	7	49
4	1	1	1	1	1	1	1	1	1	1	10	100
5	1	0	1	1	1	0	0	0	1	1	6	36
6	1	1	1	1	1	0	1	1	1	1	9	81
7	1	1	0	1	1	1	1	0	1	1	8	64
8	0	1	0	1	1	1	0	1	0	0	5	25

[28] Suharsimi Arikunto, *Prosedur Penelitian suatu pendekatan praktik(*jakarta: Rineka Cipta,2006*)*,P.,189

9	1	1	1	1	1	1	1	1	1	1	10	100
10	1	1	1	1	1	0	1	1	1	1	9	81
11	1	1	1	1	1	1	1	1	1	1	10	100
12	1	1	1	1	1	0	1	0	1	1	8	64
13	1	0	1	1	0	0	1	0	1	1	6	36
14	1	1	1	1	1	1	1	1	1	1	10	100
15	1	1	1	1	1	0	1	0	1	1	8	64
16	1	1	1	1	1	0	1	0	1	1	8	64
17	1	0	1	1	1	0	1	1	1	1	8	64
18	1	1	1	1	1	0	0	0	1	1	7	49
19	1	1	1	1	1	1	1	1	1	1	10	100
20	1	1	0	1	0	0	1	0	1	0	5	25
21	0	1	1	0	1	0	1	0	1	1	6	36
22	1	1	1	1	1	0	0	0	1	1	7	49
23	1	0	0	1	1	1	1	0	1	0	6	36
24	1	1	0	1	1	1	1	1	1	1	9	81
25	1	1	1	1	1	0	1	0	1	1	8	64
26	1	1	0	0	1	0	1	0	1	1	6	36
27	1	1	1	1	1	0	1	0	1	1	8	64
28	1	1	1	1	0	0	1	1	1	1	8	64
29	1	1	1	1	1	1	1	1	1	1	10	100
30	1	1	1	1	1	1	1	1	1	1	10	100
NP	28	27	23	29	28	15	26	16	28	26	237	1957
P	0,28	0,27	0,23	0,29	0,28	0,15	0,26	0,16	0,28	0,26		
q	0,3	0.4	0,7	0,2	0,3	0,16	0,5	0,15	0,3	0,5		
pq	0.084	0,108	0,161	0,058	0,084	0,024	0,13	0,024	0,084	0,13	1,031	

Before computing the reliability, the researcher had to compute total variance (V_t) with the following formula:

N = 30

$\sum x$ = 237

$\sum x^2$ = 1957

X^2 $= \sum x^2 - \frac{(\sum x)2}{N}$ [29]

$= 1957 - \frac{(237)2}{30}$

$= 1957 - \frac{56169}{30}$

= 1957-1872,3

=84,7

V_t $= \frac{x2}{N}$ 30

$= \frac{84,7}{30}$

= 2,823

The computation of the variance (v_t) was 2,823. After finding the total variance (V_t) the researcher computed the reliability of pre-test as follows:

k = 10

N = 30

M $= \frac{\sum X}{N}$ [31]

$= \frac{237}{30}$

=7,9

$$R_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{M(k-M)}{k.Vt}\right)$$

$$= \left(\frac{10}{10-1}\right)\left(1 - \frac{7,9(10-7,9)}{10.2,823}\right)$$

$$= \left(\frac{10}{9}\right)\left(1 - \frac{7,9(2,1)}{28,23}\right)$$

$$= \left(\frac{10}{9}\right)\left(1 - \frac{16,59}{28,23}\right)$$

$$= \left(\frac{10}{9}\right)(1 - 0.587)$$

$$= (1,111)\ (0,413)$$

[29] http://jajaka-aja.blogspot.sg/2013/07/uji-reliabilits-dan-uji-validasi.html?m=1

[30] PENGANTAR STATISTIK PENDIDIKAN,P., 148

[31] Anas Sujono, *pengantar Statistik pendidikan* (Jakarta: RajaWali Press,2009), p.,148

=0,458

Table 6

Table of Coefficient Value of Correlation "r" Product Moment.[32]

N	The critical value "t" on significan level of 5 %
30	**0,349**

From the data above, the researcher can conclude that the pre-test is reliable because the result of r_{11} is 0,458 and the value of "r" in significant level of 5% is 0,349

b) Reliability of Post-Test

Table 7

The Pre-Test Score

NO	Number of Pre-Test Question										Total Score (x)	$(x)^2$
	1	2	3	4	5	6	7	8	9	10		
1	1	1	1	1	1	1	1	1	1	1	10	100
2	1	1	1	1	1	1	1	1	1	0	9	81
3	1	1	1	1	1	0	1	1	1	1	9	81
4	1	1	1	1	1	1	1	1	1	1	10	100
5	1	1	1	1	1	1	1	1	1	1	10	100
6	1	1	1	1	1	1	1	1	1	1	10	100
7	1	1	1	1	1	1	1	1	1	1	10	100
8	1	1	1	1	1	0	0	1	1	0	7	49
9	1	1	1	1	1	1	1	1	1	1	10	100
10	1	1	1	1	1	1	1	1	1	1	10	100
11	1	1	1	1	1	1	1	1	1	1	10	100

[32] Anas Sujono, *pengantar Statistik pendidikan* (Jakarta: RajaWali Press,2009), page 402

12	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**9**	**81**
13	**1**	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**1**	**1**	**7**	**49**
14	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**10**	**100**
15	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**10**	**100**
16	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**10**	**100**
17	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**1**	**1**	**8**	**64**
18	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**9**	**81**
19	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**10**	**100**
20	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**10**	**100**
21	**1**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**8**	**64**
22	**1**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**8**	**64**
23	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**10**	**100**
24	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**10**	**100**
25	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**10**	**100**
26	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**0**	**1**	**8**	**64**
27	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**9**	**81**
28	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**10**	**100**
29	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**10**	**100**
30	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**10**	**100**
NP	**30**	**28**	**28**	**29**	**25**	**26**	**28**	**30**	**29**	**28**	**281**	**2659**
P	**0,30**	**0,28**	**0,28**	**0,29**	**0,25**	**0,26**	**0,28**	**0,30**	**0,29**	**0,28**		
q	**0,0**	**0.2**	**0,2**	**0,1**	**0,5**	**0,4**	**0,2**	**0,0**	**0,1**	**0,2**		
pq	**0**	**0,056**	**0,056**	**0,29**	**0,125**	**0,104**	**0,056**	**0**	**0,29**	**0,056**	**1,033**	

Before computing the reliability, the researcher had to compute total variance (V_t) with the following formula:

N = 30

$\sum x$ = 281

$\sum x^2$ = 2659

X^2 $= \sum x^2 - \frac{(\sum x)2}{N}$ [33]

$= 2659 - \frac{(281)2}{30}$

$= 2659 - \frac{78961}{30}$

$= 2659 - 2632{,}033$

$= 26{,}967$

V_t $= \frac{x2}{N}$ [34]

$= \frac{26{,}967}{30}$

$= 0{,}898$

The computation of the variance (v_t) was 0,898. After finding the total variance (V_t) the researcher computed the reliability of pre-test as follows:

k $= 10$

N $= 30$

M $= \frac{\sum X}{N}$ [35]

$= \frac{281}{30}$

$= 9{,}366$

$R_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{M(k-M)}{k.Vt}\right)$

$= \left(\frac{10}{10-1}\right)\left(1 - \frac{9{,}366(10-9{,}366)}{10.0{,}898}\right)$

$= \left(\frac{10}{9}\right)\left(1 - \frac{9{,}366(0{,}634)}{8{,}98}\right)$

$= \left(\frac{10}{9}\right)\left(1 - \frac{5{,}938}{8{,}98}\right)$

$= \left(\frac{10}{9}\right)(1 - 0.661)$

$= (1{,}111)\ (0{,}339)$

$= 0{,}376$

Table 8

Table of Coefficient Value of Correlation "r" Product Moment

[33] http://jajaka-aja.blogspot.sg/2013/07/uji-reliabilits-dan-uji-validasi.html?m=1

[34] Anas Sujono, *pengantar Statistik pendidikan* (Jakarta: RajaWali Press,2009),P., 148

[35] Ibid, p.,149 of

N	The critical value "t" on significan level of 5 %
30	0,349

From the data above, the researcher can conclude that the pre-test is reliable because the result of r_{11} is 0,376 and the value of "r" in significant level of 5% is 0,349.

Table 9

The value of Pre-Test and Post-Test

No	Pre-Test	Post-Test	Gain (d)
1	100	100	0
2	50	90	40
3	70	90	20
4	100	100	0
5	60	100	40
6	90	100	10
7	80	100	20
8	50	70	20
9	100	100	0
10	90	100	10
11	100	100	0
12	80	90	10
13	60	70	10
14	100	100	0
15	80	100	20
16	80	100	20
17	80	80	0
18	70	90	20
19	100	100	0
20	50	100	50
21	60	80	20

22	70	80	10
23	60	100	40
24	90	100	10
25	80	100	20
26	60	80	20
27	80	90	10
28	80	100	20
29	100	100	0
30	100	100	0
N = 31	2370	2810	∑d = 440

Before applied to the t test formula, the researcher had to determine the value of M_d and $\sum x^2d$. To calculate all that, the researcher following the formula :

$$M_d = \frac{\sum d}{N}$$ [36]

$$= \frac{440}{30}$$

$$= 14{,}666$$

$$\sum x^2d = \sum d^2 - \frac{(\sum d)2}{N}$$ [37]

$$=(40)^2+(20)^2+(40)^2+(10)^2+(20)^2+(20)^2+(10)^2+(10)^2+(10)^2+$$
$$(20)^2+(20)^2+(20)^2+(50)^2+(20)^2+(10)^2+(40)^2+(10)^2+(20)^2+$$
$$(20)^2+(10)^2+(20)^2-\frac{(440)2}{30}$$
$$=1600+400+1600+100+400+400+100+100+100+400+400$$
$$+400+2500+400+100+1600+100+400+400+100+400-$$
$$\frac{193600}{30}$$
$$= 12000-6453{,}333$$
$$= 5546{,}667$$

Then, the researcher calculated of t test formula as follow :

[36] Ibid *Prosedur Penelitian Suatu Pendekatan Praktik ,* P.350.
[37] Ibid, P.,351

$$t = \frac{\mathbf{Md}}{\sqrt{\frac{\sum x^2 d}{N\,(N-1)}}}$$ [38]

$$= \frac{14{,}666}{\sqrt{\frac{5546{,}667}{30\,(30-1)}}}$$

$$= \frac{14{,}666}{\sqrt{\frac{5546{,}667}{30.29}}}$$

$$= \frac{14{,}666}{\sqrt{\frac{5546{,}667}{870}}}$$

$$= \frac{\mathbf{14{,}666}}{\sqrt{\mathbf{6{,}375}}}$$

$$= \frac{\mathbf{14{,}666}}{\mathbf{2{,}524}}$$

$$= \mathbf{5{,}810}$$

4.2 Discussion of finding

This part presents a discussion of this result. The result shows, there is an effect of using Project Based Learning as instructional method on young learners vocabulary achievement at Raudhatul Athfal Nurul Hikmah Pamekasan. This is proven with compare "t" value of this research with "t" table. The "t" value is 5,810. This value is more than "t" value of "t" table in level significance 5% and 1% with N 30.

Project Based Learning as instructional method is having effect to the young learners' vocabulary achievement. This is proven after comparing "t" value of this research (5,810) with table of interpretation "t" table (2,04 and 2,75).

After the researcher examine the young learners use pre-test and post-test, the researcher know if there is differences between young learners that taught vocabulary by using Project Based Learning as instructional method have more vocabulary achievement and young learners that taught vocabulary not using Project Based Learning as

[38] Suharsimi Arikunto, *Prosedur Penelitian Suatu pendekatan Praktik* (Jakarta: Rineka Cipta,2006), page 306

instructonal method at SDN Tanjung 1 Pademawu. It is proven from the value of post-test hinger than pre-test value.

REFERENCE

Andianto. (2010). *The Influence of Teaching Listening Through Song Toward Students' Pronunciation Ability at The Second Year of SMA Muhammadiyah 2 Metro Academic Year 2009/2010*. Unpublished Thesis.

Bailey, K. D. (2001). Methods of Social Research: Fourth Edfition. New York: The Free Press

Ferlazzo, L. (1998). Self Motivated Learners. Eye on Education book

Frank, M. (2000). Modern English. A practical Refence Guide. New Jersey: Prentice-Hall, Inc

Schunk, D.H. (2013). Motivation in Education. Pearson

Septiani, R. (2010). Increasing the Students' Vocabulary Mastery through English Song at the Second Graders of SMP 1 Purbolinggo. Unpublished Thesis

Sugiyono. (2011). Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: C.V Alfabeta

Yuniarti. (2011).The Influence of using song as the instructional media toward the students' vocabulary mastery of fifth graders at SDN 01 Taman Cari Academic Year 2010/2011. Unpublished Thesis