THE EFFECT OF USING NURSERY RHYME TOWARD STUDENTS' VOCABULARY MASTERY AT THE FIRST GRADE OF SMPN 2 SUNGAI PUA

A Thesis

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ABSTRACT

ZULFITRI BP. 2312.080, "The Effect of Using Nursery Rhyme toward Students' Vocabulary Mastery at First Grade of SMPN 2 Sungai Pua". A thesis, State Islamic Institute Bukittinggi, 2016.

This research was due to several problems found in the field at the first grade at SMP N 2 Sungai Pua. First, the students are difficult to write the spelling of the new words that have been studied. Second, the students still lack vocabulary. Third, the students are difficult to memorize the new words. Fourth, there are many students who are uninterested to learn English vocabulary. Last, the teacher still uses conventional media in teaching vocabulary such as white board. Actually, in teaching vocabulary there is media that gives effect to the students' vocabulary mastery. One of the media is Nursery Rhyme about describing people.

In this research, the researcher used quantitative design and experimental research, in the case quasi experimental research. Researcher used *purposive sampling technique* in choosing the sample. The total samplings used were 40 students from VIIA and VIIB classes. VIIA was used as experimental class in which treatment was given, while VIIB class was used as control class where the researcher only used the conventional media in teaching vocabulary that is whiteboard. To find out the data researcher used the test, researcher used Liliefors to test the normality of the data, F-test to test the homogeneity, and t-test to test the hypothesis and used t-table $\alpha = 0.05$ to analyze the data.

Based on the calculation of pre-test and post-test from experimental class, it was found that the t-obtained (6.140) was higher than t-table (2.0244) with degree of freedom (df) = (20+20-2) = 38. So, the alternative hypothesis (Ha) was accepted which means that there is significant effect of using Nursery Rhyme to improve students vocabulary mastery. Then, the calculation of post-test of both classes, it was obtained that the t-obtained (3.233) which was higher than t-table (2.0244) with degree of freedom (20+20-2=38). The alternative hypothesis (Ha) was accepted which means that there is significant difference between using Nursery Rhyme and conventional media. Then, t-obtained both of classes were (3.233) which was higher than t-table (1.6860). The alternative hypothesis (Ha) was accepted which means that Nursery Rhyme is better than conventional media in teaching vocabulary. It can be concluded that the entire of hypotheses are accepted. It is proved that using Nursery Rhyme could help the students in improving their vocabulary mastery.

Key words: Nursery Rhyme, Vocabulary Mastery

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ABSTRAK

ZULFITRI BP.2312.080, dengan judul, "**Pengaruh Penggunaan Nursery Rhyme Terhadap Penguassan Kosa Kata Siswa di kelas 1 SMPN 2 Sungai Pua".** Skripsi, IAIN Bukitinggi, 2016.

Penelitian ini dilakukan berdasarkan pada beberapa masalah yang ditemukan di lapangan di kelas 1 SMPN 2 Sungai Pua. Pertama, siswa sulit untuk menulis ejaan kosakata baru yang telah dipelajari. Kedua, siswa masih kekurangan kosakata. Ketiga, siswa sulit untuk menghafal kosakata baru. Keempat, banyak siswa tidak tertarik untuk belajar kosakata bahasa Inggris. Terakhir, guru masih menggunakan media konvensional yaitu papan tulis. Dalam mengajar kosakata ada media yang bisa digunakan oleh guru yang memiliki manfaat terhadap penguasaan kosa kata siswa, salah satunya yang dapat digunakan guru untuk penguasaan kosakata siswa adalah dengan penggunaan Nursery Rhyme tentang menggambarkan orang.

Dalam penelitian ini peneliti menggunakan pendekatan kuantitatif dengan bentuk experimen berupa eksperimen semu. Jumlah sampel sebanyak 40 siswa dari VIIA dan VIIB. VIIA diperlakukan sebagai kelas eksperimen yang mana peneliti memberi perlakuan berupa penggunaan Nursery Rhyme sebagai media dalam mengajarkan kosa kata, sedangkan kelas VIIB diperlakukan sebagai kelas control yang mana peneliti hanya menggunakan media konvensional yaitu papan tulis. Dalam penelitian ini data diperoleh dari tes, peneliti menggunakan tes normalitas uji Lilifors dan tes homogenitas dengan memakai uji F, sedangkan untuk menguji hipotesis peneliti menggunakan uji-t dengan t-table α= 0,05.

Berdasarkan hasil perhitungan tes awal dan tes akhir dari kelas eksperimen terdapat uji t-hitung (6,140) lebih tinggi dari t-table (2,0244) dengan derajat kebebasan (df) 20+20-2 = 38. jadi, hipotesis alternatif (Ha) diterima bahwa terdapat pengaruh yang signifikan dalam penggunaan media Nursery Rhyme. Kemudian, perhitungan akhir dari kelas eksperimen dan kelas control diproleh t-hitung (3,233) lebih tinggi dari t-table (2.0244) dengan derajat kebebasan (df) 20+20-2=38. Jadi, hipotesis alternatif (Ha) diterima bahwa terdapat perbedaan yang signifikan antara penggunaan Nursery Rhyme dan media konvensional yang biasa digunakan oleh guru. Kemudian antara dua kelas diperoleh t-hitung (3,233) lebih tinggi dari pada t-table (1.6860). Maka, hipotesis alternatif (Ha) penguasaan kosakata siswa menggunakan media Nursery Rhyme lebih baik dari pada konvensional. Ini bisa disimpulkan bahwa semua hipotesis diterima. Hal ini membuktikan bahwa Nursery Rhyme merupakan media yang mampu membantu dalam meningkatkan kosakata siswa

Kata Kunci : Nursery Rhyme, Penguasaan Kosakata

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is one of the important components that have to be mastered and acquired by students in learning foreign language. They are speaking, listening, reading, and writing. When people want to speak, read, write and listen to something, they need vocabulary. On the other hand, student needs vocabulary in daily activities and it is basis for mastering four skills. Without mastering vocabulary the students have problems in mastering four English skills. If they do not have adequate vocabulary, they cannot practice speaking fluently. Besides, they are difficult to understand the meaning what speaker said in listening.

Furthermore, students' limited vocabularies cause their reading ability becomes lower because they do not know the meaning of the text and they cannot take the message from the text. In addition, they cannot express their idea in writing because their limited vocabularies. According to Richards and Renandya, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write".[1] It means that vocabulary is the basic on the learner should have in learning foreign

[1] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press,2002) p.255

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language and vocabulary becomes an essential component of language. As Nunan said that, "learners see vocabulary as being a very important part of language learning".[2] So, vocabulary is most important for improving the language.

Vocabulary mastery is knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession. In mastering vocabulary the students know about all of the items in vocabulary itself. For example, understand about words formation (suffixes and prefix)

There are many ways that the teacher can do to help students in improving their vocabulary mastery. The teacher may use the most suitable media, teaching techniques, method or strategies. Media is means of expressing massage and information. Based on National Education Association in Asnawir and Basyaruddin Umar defines that media is a something which can be manipulated, seen, heard, and read by instrument used in teaching learning process that where influenced the effectiveness of instructional program[3]. There are three kinds of media; audio, visual and audio visual. One of kind the audio media is nursery rhyme

[2] David Nunan, Practical English Language Teaching,(New York: Mc Graw Hill Companies, 2003) p.135

[3] Asnawir dan Basyaruddin Umar, Media Pembelajaran (Jakarta:ciputat Pers,2002),p.11

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Nursery rhyme is one of media in teaching learning process, which is uses simple traditional song or poem for children to teach vocabulary such as my lovely house. It makes students more interesting and easy to understand the lesson. By using nursery rhyme, it helps students to learn vocabulary easy to memorize because in the nursery rhyme there are words can taken by them. Therefore, nursery rhyme is a media can improve students' vocabulary. According to Bringham Young University Eleven "As children recite rhymes and sing songs, they are learning new vocabulary and how to articulate words, modulate their voices, and enunciate clearly[4] In addition, according to Lestari and Tina "In language learning, especially English, nursery rhymes can help children develop their language skills especially in enriching their vocabulary, developing their auditory or listening skills[5] That is a reason why nursery rhyme can use as a media in vocabulary learning.

Based on the researchers' preliminary interview with the students in SMP N 2 Sungai Pua, the researcher found; first, the students are difficult to write the spelling of the new words that have been studied. When they are given the test by the teacher in the last material, they were difficult to write the spelling of words even though they know the pronunciation of the words. Second, the students still lack

[4] KBYUEleven,*Rhymers are Reader*,(Public Broadcasting Service Coorporation,2010)

[5] Lestari Sukartiningsih and Tina Priyantin,*Creating Nursery Rhymes for Teaching English to Children,* Pedadogia, vol 3No 2 tahun 2010

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vocabulary. Third, the students are difficult to memorize the new words. Finally, there are many students who are uninterested to learn English vocabulary.

Meanwhile, based on researcher preliminary observation in the class, there is problem; the teacher still used conventional media in teaching vocabulary such as the teacher writes the vocabularies on the white board. So, it makes the students are bored to learn English vocabulary.

Based on the researcher's preliminary interview and preliminary observation, researcher conducts the research entitles "The Effect of Using Nursery Rhyme toward Students' Vocabulary Mastery at First Grade of SMP N 2 Sungai Pua". The reason of researcher conducts the research at SMP N 2 Sungai Pua because the researcher found some problems that were had by students in learning English, especially vocabulary. Furthermore, the English teacher at this school still used conventional media. Thus, it makes students not interested to learn English.

B. Identification of the Problem

Based on the background of the problem above, the researcher found the problems in English teaching and learning at SMP N 2 Sungai Pua that can be identified as follow:

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1. The students are difficult to write the spelling of the new words that have been studied.
2. The students still lack vocabulary.
3. The students are difficult to memorize the new words.
4. There are many students who are uninterested to learn English vocabulary.
5. The teacher still use conventional media (whiteboard) in teaching vocabulary such as the teacher writes the vocabularies on the white board and the students write on the notebook.

C. Limitation of the Problem

In this research, the researcher limits the problem to be research into "the effect of using nursery rhyme toward students' vocabulary mastery at the first grade of SMP N 2 Sungai Pua academic year 2015/2016."

D. Formulation of the Problem

Based on the limitation of the problem above, the problem is formulated in the following questions:

1. Is there any significant effect of nursery rhyme toward students' vocabulary mastery?
2. Is there any significant difference on vocabulary mastery between students who are taught by nursery rhyme and those are taught without using nursery rhyme?

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3. Does using nursery rhyme give better result than without using nursery rhyme toward students' vocabulary mastery?

E. Purpose of the Research

The purposes of this research are:

1. To know where there is significant effect of nursery rhyme towards students' vocabulary mastery
2. To know whether there is significant difference on vocabulary mastery between students who are taught by nursery rhyme and those who are taught without nursery rhyme
3. To know whether using nursery rhyme better result than without nursery rhyme toward students' vocabulary mastery.

F. Significance of the Research

1. For the teachers, nursery rhyme can be the useful activity to improve students' vocabulary mastery.
2. For researcher, to be submitted as a partial fulfillment of the requirements to obtain strata one degree on English department.
3. For college, it will be used to add the literature for the library and as the reference for the next researcher.

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G. Definition of the Keys Term

1. Effect is the change or result of treatment produced by nursery rhyme toward students' vocabulary mastery.
2. Nursery rhyme is a short traditional song or poem for children
3. Vocabulary is the words that the students use when they are talking about a particular subject.
4. Vocabulary mastery is the knowledge of a list or a set of words that the students have.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. Vocabulary

a. The Definition of Vocabulary

Vocabulary is a set of words which is the students know the meaning when they are use in their life. According to Linse," Vocabulary is the collection of words that an individual knows"[6]When the students learn new words in their foreign language, they are adding new concepts as well as vocabulary items in their mind.

In learning vocabulary, students not only know the meaning of word but also know how to use it. As stated by Sue, "Vocabulary is more than a list of words, and although the size of one's vocabulary matters, it's knowing how to use it which matters most."[7] It is clear that all of the words the that sudents know, use, and knowing how to use it is vocabulary.

In addition, vocabulary is considered as important part in learning English. It is impossible for the students do skills a foreign language without having enough knowledge of the vocabularies. As stated by Richards," Vocabulary is a core component of

[6] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies, Inc, 2005), p, 121

[7] Sue Hackman, *Teaching Effective Vocabulary,* (Nottingham: Crown, 2008) p,3

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language proficiency and provides much of the basis for how well learners speak, listen, read, and write."[8] By having enough vocabulary students will be able to perform better in all aspects of English work. In other word vocabulary is very important for skills of language.

Based on the definition above, the researcher can conclude that the definition of vocabulary is all of the words that the students know, use in daily activity, knowing the meaning and knowing how to use it in correct situation.

b. The Definition of Vocabulary Mastery

The students who have enough vocabulary they can be said master of vocabulary. Read said that vocabulary ability involves more than just knowing a lot of lexical items; learner must have ready access to that knowledge and be able to draw on it effectively in performing language-use task[9]. In mastering vocabulary the students know about all of the items in vocabulary itself. For example, understand about words formation (suffixes and prefix).

Vocabulary mastery is the complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession. Vocabulary mastery is one

[8] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, … ,p255

[9] John Read, *Assessing Vocabulary,* (New York: Cambridge University Press, 2000), p,17

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component to master English as a foreign language in elementary, intermediate and advanced levels. In learning the four language skills (listening, speaking, reading, and writing), vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. Vocabulary mastery means the students having ability in understanding and using the vocabulary. As said by August and friends knowing a word implies knowing many things about the Word its literal meaning, its various connotations, the sorts of syntactic constructions into which it enters, the morphological options it offers and a rich array of semantic associates such as synonyms and antonyms[10]. It is clear that the mastery of vocabulary not only knowing the word but also hoped that the students can use the words in language task correctly.

c. The Principle of Teaching Vocabulary

In teaching vocabulary, the teacher needs to know some principles in teaching vocabulary to students. Nunan mentions that there are four principles for teaching vocabulary[11]:

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[10] Diane August and friends, *Learning Disabilities In English Language Learners,*(united stated: Harvard University, 2005), p 51

[11] David Nunan, Practical English Language Teaching,(New York:McGrawHill,2003) p.135

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1. Focus on the most useful vocabularies word

   It is very important for teacher to teach vocabulary to focus on the most useful vocabulary first, because the students can use the vocabulary automatically. Students are easy to practice it directly and by teaching useful vocabulary will be easy to be familiar to them.

2. Focus on the vocabulary in the most appropriate way

   Teacher could teach vocabulary by appropriate way for students. To avoid students from bored, teacher can use strategies to teach vocabulary such as word part, guessing from context, using word cards, and using dictionaries.

3. Give attention to the high frequency word across the four strands of a course

   High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading andwriting. High frequency vocabulary should also be fluently accessible for receptive and productive use.

4. Encourage learners to reflect on and take responsibility for learning.

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Teacher efforts to encourage learner can give reflections and take response for learning. It can be done by learners with choosing the words that will be useful for them

By using these principles above, teacher can easily teach vocabulary, teacher cannot teach vocabulary to students without know the vocabulary necessary teach to the students.

d. The Important of Vocabulary

If the students are not having vocabulary, they can not to communicate or convey information to others. As said Scott, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed"[12]. It is clear vocabulary most important for four skills of language and the acquisition of vocabulary is essential for successful second language use because without vocabulary students will be unable to use structures and functions, they may have learned for comprehensible communication.

e. Types of Vocabulary

Vocabulary has two types. Richards said that, there are two types of vocabulary; productive vocabulary is presented through a wide variety of vocabulary exercises and through speaking and

[12] Scott Thornbury, How to Teach Vocabulary 2, (London: Longman,2002),p.13

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grammar activities, receptive vocabulary is introduced through reading and listening exercises[13].

The researcher can conclude that, there are two types of vocabulary, the first, productive vocabulary that the students produce in their daily activity through speaking, and writing, and the second is receptive vocabulary which is the students receive or recognize in their daily activities such as reading and listening.

f. Vocabulary Testing

Test is the way how to measure student knowledge or ability. According to Brown, "A test is a method of measuring a person's ability, knowledge, or performance in a given domain."[14] Without do the test, the teacher does not know how effective a teaching sequence has been. Testing gives form of feedback for students and teacher. As said by Read, "The purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary-type definition or an equivalent word in their own language."[15] It means that the purpose of vocabulary test is to know the students' ability in matches the word with their own language. In testing vocabulary, there are many types of test that can use by a teacher to measure the students' ability. The teacher

[13] Jack C. Richards with Jonathan Hull and Susan Proctor, *Interchange, English for international Communication, ...*, p, 3

[14] H. Douglas Brown, *Language Assessment: principles and classroom practice,* (New York: San Francisco State University, 2004)p, 3

[15] John Read, *Assessing Vocabulary, …*, p, 16

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can use some of type vocabulary testing such as synonym, antonym, definition, and gap filling.[16]

1) Synonym

Synonym is the same meaning of word. For example, same means similar

2) Antonym

Antonym is opposite meaning of word. For example, hot is opposite meaning with cold

3) Definition

Definition is the same meaning of word based on context and category. Definition can use the function, explanation, meaning and description of the word. For example, rose is the beautiful flower.

4) Gap filling

The context can be given in one sentence only, but the teacher can give several sentences in which the words appear.[17] In the test, researcher makes sentences and put gap in the part of sentences, then the learner fill the suit word which has contextual meaning based on sentence in the gap part. So, the learner will be easily remembering the word.

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[16] Arthur Hughest, *Testing for Language Teacher*, (Cambridge, 1998), p. 148-149

[17] Visnja Pasific Takac, *Vocabulary learning Strategies and Foreign Language Acquistion*,(Multilingual Matters, LTD, Clevedon, Bufallo, Taronto),p.20

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2. Nursery Rhyme

a. The Nature of Nursery Rhyme

Nursery rhyme, as stated Hornby, is a simple traditional poem or song for children[18]. It is easy for students to memorize and can help to improve vocabulary acquisition. According to Temple, Martines, and Yokota in Najat Ismael Sayakhan, Nursery Rhyme can be defined as a short poem or song for children, usually composed by an anonymous poet; these verses are "highly rhythmic, tightly rhymed, and popular with small children[19]. It can be easy to students because they know the words through it. Nursery rhyme or children's song is a traditional song or poem taught to young children, originally in the nursery. It is also folk verse for children such as twinkle-twinkle little star, hickory dickory dock and five little monkeys in the zoo.[20]

Based on the definition above, it can be conclude that nursery rhyme is traditional song or poem for young children. Since it is for children, it follows a regular repeated verse for with rhyme and has a series of other discourse features, which make them easy to

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[18] Hornby, A.S,*Oxford Advanced Dictionary of Current English*. (London; Oxford University, Press, 1994)p.794

[19] Najat Ismael Sayaakhan and Darcy H. Bradley, *Nursery Rhymes as a Vehicle for Teaching English as a Foreign Language. International Journal of Literature and Arts.* Vol. 2, No. 3, 2014, pp. 84-87. doi: 10.11648/j.ijla.20140203.15

[20] Najat Ismael Sayaakhan and Darcy H. Bradley, Nursery *Rhymes as a Vehicle for Teaching English as a Foreign Language. International Journal of Literature and Arts……*

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follow. So once a nursery rhyme has been learned, it stays in minds of the students for the rest of their lives with all the rhythms, grammatical features and vocabulary.

b. The Strengths of Nursery Rhyme

There are some advantages of nursery rhyme such as[21],

1. Rhyme develops memorizing skills while a child is having fun. It can make students understanding about word in language.
2. Rhymes recognize patterns form a basis for learning word families.
3. Rhyme increase vocabulary or great to introduce words. So, rhyme can improve students' vocabulary to comprehend the language.
4. Rhyme can teach basic skills.
5. Rhyme can help students to see differences.

c. Main Function of Nursery Rhyme in Language Learning

The main functions of the nursery rhymes in a language learning context, they are[22]:

1. Phonemic awareness

[21] Karen, *Rhyme and Rhythm: Benefits of Enjoying Rhymes with Children* (2010)
[22] Shwetha. R., M.A .,M.Phil.Candidate, *Nursery Rhyme as An Effective Instructional Material for Young Language Learners*. India. ISSN 1930-2940

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When the students learn nursery rhyme, they will learn about sound in syllables, words unconsciously.

2. Developing the vocabulary

   By actions children learn the meaning of a word through association of action.

3. Inductive learning of Grammar

   The patterns in nursery rhymes usually consist of simple grammatical items such as noun, verb, adjective, phrase structures etc. So, the students can learn grammar through nursery rhyme

4. Developing auditory skills in the language learner.

   Students hear and learn kind of sound in English and develop their listening skill.

d. Procedure Teaching Language Using Nursery Rhyme

In using nursery rhyme as a media to teach vocabulary, teacher needs to know how to use it. Najat and Darcy mention that there are four steps to use nursery rhyme in the class:

1. The teacher selects the rhymes, appropriate to the age group it aims at.
2. After the rhymes are selected, the teacher recites the rhymes with actions, to the eager set of listeners. The students remain silent and listen attentively when the teacher recites the rhyme.

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3. Students are repeating the rhyme for a couple of times; the students are made to sing along with the teacher.
4. The teacher helps the students, by prompting, as they try[23]

Meanwhile, according to Lestari and Tina there are six steps for teaching vocabulary uses nursery rhyme:

1. Teacher chants the whole nursery rhymes.
2. Teacher asks the students to listen and repeat the lyric line by lines.
3. Teacher asks the students to listen and repeat the lyric after two lines.
4. Teacher asks to the student to chant the nursery rhymes together with him or her.
5. Teacher asks to the students to chant the nursery rhymes together without him or her.
6. Teacher asks the students to chant the nursery rhymes in front class of in groups of five to ten.

Based on procedure above, it can be conclude nursery rhyme has many procedure based on experts. The teacher can use those steps to increase the students' vocabulary. However, researcher uses procedure of nursery rhyme according Lestari and Tina because more easily to use.

[23] Najat Ismael Sayaakhan and Darcy H. Bradley, Nursery Rhymes as a Vehicle for Teaching English as a Foreign Language. *International Journal of Literature and Arts……*

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B. Review of Related Studies

In supporting this research, there are several studies about the effect of using nursery rhyme by some researchers, they are:

First is as reviewed in Heni Oktiviani from Semarang State University on title "The Use of Nursery Rhyme to Improve Students' Vocabulary at Fifth Grade in SD N Gunungpati 03 in 2005/2006 academic year. The writer said the students have problem in vocabulary because they are bored to study the language. So students cannot understand the language. The writer used randomized control group only design. In writer research, the purposes of the research are; to describe how nursery rhymes improve the students' achievement in learning English vocabulary. The writer found that there is significant difference of achievement in vocabulary between those taught using nursery rhymes and those taught without nursery rhymes[24]

Second is research conducted by Yeti Laila Sari from Muhamadiyah University of Surakarta on title "Improving Students' Pronunciation Using Nursery Rhymes for the Fifth Grade Students of SDN 03 Krajankulon Kaliwungu Kendal in 2007/2008 academic year". The problem in this field it's influenced by the daily interaction with their friends and age factor. The research used quantitative research. In the experimental, the researcher used a quasi experimental design using pre test and post test group design. In this writer research found that there is significant

[24] Heni Oktavioni, *The Use of Nursery Rhyme to Improve Students' Vocabulary at Fifth Grade in SD N Gunungpati 03*(Universitas Semarang, 2006)

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difference between the students who were taught by nursery rhyme and the students who were taught by using nursery rhyme and the students who were not by nursery rhyme. Then, use nursery rhyme in teaching pronunciation is better than conventional[25].

The other research conducted by Wahyu Arif from State Islamic College Sjech M. Djamil Djambek Bukittinggi on title "The Effect of Using Song toward Students' Vocabulary Mastery at the Third Grade of SDN 13 Guguak Randah IV Koto Agam in 2011/2012 academic year" The problem in this field, where the students of grade III lacked vocabulary which was due to the teacher still used conventional technique where the teacher asked students asked the students to memorize the words. In writer research found that there is significant effect of using English song toward students' vocabulary[26]

The review of the related findings above shows that, there are significant impacts or result between using nursery rhyme and language component. In doing the same research, the researcher conducted a research to first grade students of SMP N 2 Sungai Pua in 2015/2016 academic year, but it has different focus. Heni Oktaviani focus on Vocabulary achievement by using nursery rhyme with the finding of research is on percentage and Yeti Laila Sari focus on language

[25] Yeti Laila Sari, *Improving Students' Pronunciation Using Nursery Rhymes for the Fifth Grade Students of SDN 03 Krajankulon Kaliwungu Kendal* (Surakarta: Muhamadiyah University of Surakarta,2008)

[26] *Wahyu Arif, The effect of Using English Song toward Students' Vocabulary Mastery at theThird Grade of SD N 13 Guguak Randah IV Koto Agam* (STAIN BUKITTINGGI,2012)

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component that is pronunciation. In this research, researcher focus on nursery rhyme toward students' vocabulary mastery and researcher will see significant effect, significant difference and result of using nursery rhyme as a media.

C. Hypothesis

Based on the background, formulation and purposes of the problem above. The hypothesis of this research are formulated as presented here:

1. Ha: there is significant effect of using nursery rhyme towards students' vocabulary mastery

   Ho: there is no significant effect of using nursery rhyme towards students' vocabulary mastery

2. Ha: there is significant difference on vocabulary mastery between students who are taught by using nursery rhyme and those who are taught without nursery rhyme

   Ho: there is no significant difference on vocabulary mastery between students who are taught by using nursery rhyme and those who are taught without nursery rhyme

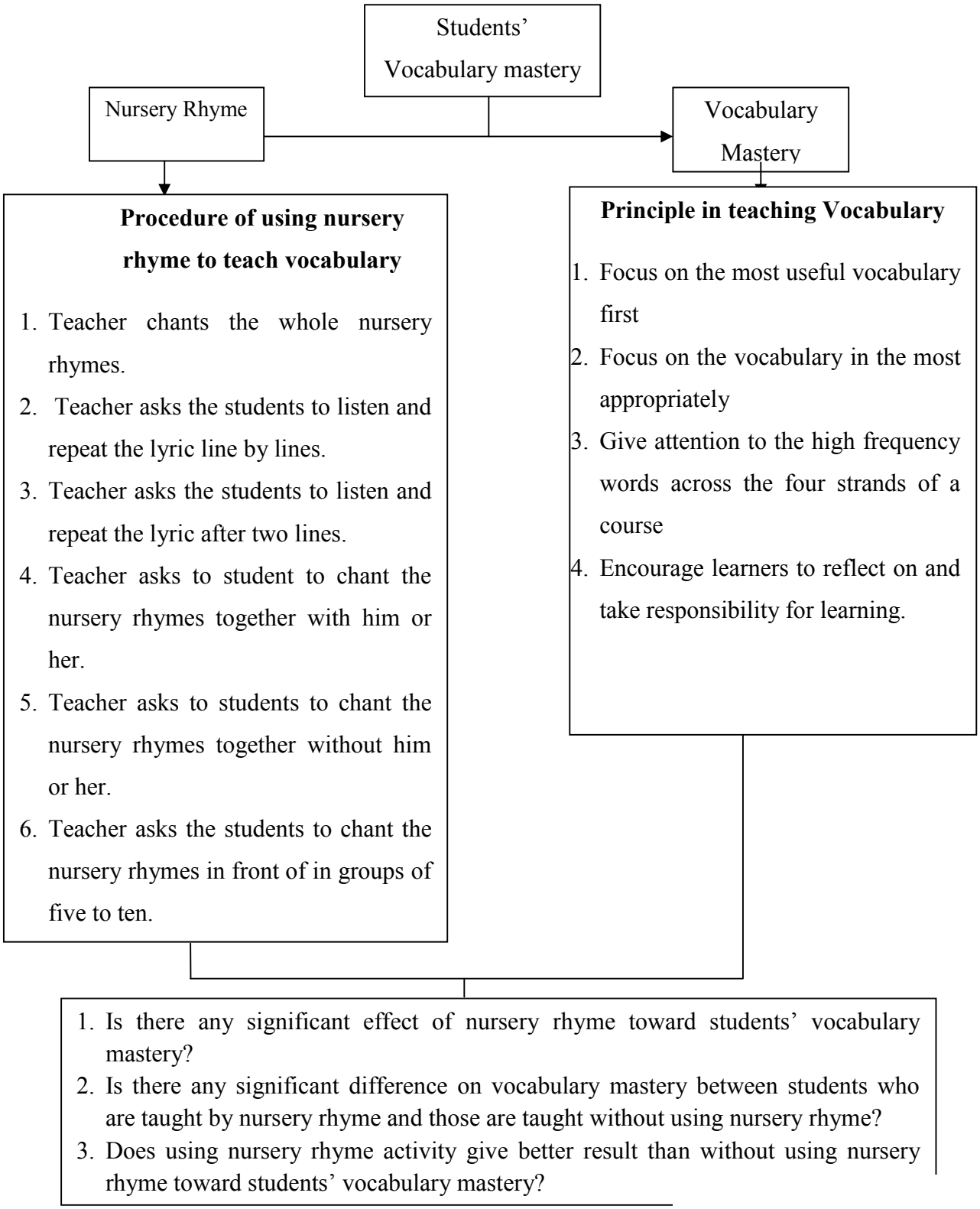
3. Ha: nursery rhyme better result than without nursery rhyme students' vocabulary mastery.

   Ho: using nursery rhyme does not give better result than without nursery rhyme in students' vocabulary mastery.

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D. Conceptual Framework

Conceptual frame work of this research can be created as bellow



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Teaching vocabulary cannot separate from teaching language because vocabulary is a core component of language of language proficiency and provides much of the basis for how well learners speak, listen, read, an write. In principle of teaching vocabulary the teacher help students to learn vocabulary in context. Here, there is a media to help students in teaching vocabulary and gives them opportunity to practice the pronunciation. Nursery rhyme is expected to be an interesting media that teachers can apply in the classroom. It hopes that students' vocabulary mastery improves after using it.

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CHAPTER III

RESEARCH METHOD

A. Design of The Research

In conducting this research, the researcher used the quantitative experimental research. Sumadi states Experimental research is research that to show relationship between two variables or more, to find influence a variable with other variable[34]. The purpose of experimental research was to compare effect a treatment with other treatment. In this research, researcher uses Quasi-experimental research because this research uses classrooms that already exist. Gay stated that when a researcher has to use existing classrooms, however, there are still a number of designs available that provide adequate control of sources of invalidity; these designs were referred to as quasi-experimental designs.[35]

So, the researcher used the experimental and control group, where the experimental group will be treated by using Nursery Rhyme and control group will treat without nursery rhyme. The researcher wrote the instructional design and prepares test for pre-test and post-test. In other states, the purpose of experimental research is to know whether any causes or not from the treatment that given to the subject. It means that

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[34] Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: Raja Grafindo Persada, 2004), Cet.ke-16, h. 88s

[35]L.R.Gay, Educational Research: Competencies for Analysis and Application,(Singapore: Merrill Publishing),p.261

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experimental research which tries to observe the cause effect relationship. The designs of two groups were as follow:

Table: 3.1. The pre-test and post-test control group design

Class	Pre-test	Independent variable	Post-Test
E. class	T_1	Nursery rhyme media (X1)	T_2
C. class	T_1	Conventional media(X2)	T_2

E: Experimental Class

C: Control Class

X1: Treatment toward experimental Nursery Rhyme

X2: Treatment toward conventional

T_1: Pre-test for experimental class and control class

T_2: Post-test for experimental class and control class

B. Population and Sample

1. Pupulation

This research conducts at SMP N 2 Sungai Pua. In this case, the research was at the first grade . The researcher chose the first grade students as the population. Arikunto states that the population is a set

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(or collection) of all elements processing one or more attributes of interest.[36] It seemed that all of the first grade students had certain characteristics for the researcher to become the population of this research. So, the population of this research was all of the first grade students in SMP N 2 Sungai Pua of 2015/2016 academic year, which was consists three classes. The total population is 61 students. The amount of these three classes showed by the table below:

Table 3.2 The total Population of the First Grade Students at SMP N 2 Sungai Pua of 2015/2016 academic year

No	Class	Students Totally
1	VII A	20
2	VII B	20
3	VII C	21

Source: Administration Staff of SMP N 2 Sungai Pua

The reason why first grade students SMP N 2 Sungai Pua was chosen as the population because it was easy for the researcher to access and got the data from this school. Then, headmaster and teachers allowed the researcher to conduct the research at this school. Since the population of the research was large, the researcher needed to do sampling.

[36]Suharsimi Arikunto, *Prosedure Penelitian,...,* p. 130

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2. Sample

According to Margono "sample is part of population as the sample which will be taken by using certain ways[37]. Based on the research problem and the research design which are used, the researcher needed an experimental class and control class. There were some sampling techniques to determine the sample, and the researcher used "Purposive Sampling Technique". According to Arikunto, "purposive sampling technique that is a technique that is used by researcher has some considerations to determine the samples.[38] So, VII A and VII B classes were chosen as the sample of this research.

VII A and VII B classes were chosen as the sample because there were some considerations. First, among the first classes (VII A until VII C) had some problems and difficulties in vocabulary mastery, but VII A and VII B had more difficulties. The problems found after the researcher interviewed the English teacher and compared students' vocabulary mark. Second, VII A and VII B classes as the sample because they are taught by the same teacher. Third, both of these classes VII A and VII B had same characteristics, levels, and conditions. The two classes was assign as the experimental and control group; the classes in the same level of ability after doing homogeneity

[37] Margono, Metodologi Penelitian Pendidikan,…., p.121
[38] Suharsimi Arikunto, Manajemen Penelitian,….., p.97

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testing to all classes. Moreover, to choose the experimental or the control class from the classes, the researcher followed the step below:

The class as the experiment or the control class was chosen from these classes, the researcher followed the steps below:

a. Collect the mark of students' English mid test result in first grade students of SMP N 2 Sungai Pua in 2015/2016 period.

b. Test the normality of the data.

The purpose of testing the normality of the data was to know whether the data spreads out normally or not. Liliefors test was used to test the normality of the data. It can be done in these steps below[39]:

1) Arrange the data from the lowest to the highest.
2) Find the up frequency cumulative (Fk(a))
3) Find the empiric proportion (Sn(Xi)) with the pattern

   Sn(Xi)=Fk(a) / n
4) Find the mean score ($\overline{X}$), the standard deviation (s), and standard variant (s^2)

$$\bar{X} = \frac{\Sigma f. x}{n}$$

Where : $\bar{X}$ = mean
Σf = the sum of frequent
x = score

[39] Arifmiboy, *Kumpulan Materi Kuliah Statistik,* (Bukitttinggi: STAIN Sjech M. Djamil Djambek Press, t.th) p. 2 (Unpublished)

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$$S = \frac{\sqrt{\Sigma f(xi - x)^2}}{n-1}$$

Where: S = Standard Deviation

N = Number of Cases

$f(xi - x)^2$ = frequencies multiply square score minus mean

1 = Constant number

$$S^2 = \frac{\sqrt{\Sigma f(xi - \bar{x})^2}}{n-1}$$

Where: S^2 = variant

N = Number of Cases

$f(xi - x)^2$ = frequencies multiply square score minus mean

1 = Constant number

Find the score of Zi by using the formula: $Zi = \frac{Xi - \bar{x}}{S}$

Where: Zi = score

Xi = limit of underclass or upper class

$\bar{x}$ = mean

5) Find the score of P (Zi) by consulting the score of Zi with Z table

6) Find S (Zi)

7) Find the absolute score of P (Zi) – S (Zi)

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8) Determine the higher score of absolute mark P (Zi) – S (Zi). It is named as Lo (Liliefors)

9) Test the Lo score with Liliefors table with the certain degree of freedom (α): 0,05

10) Take the conclusion, if the Lo < L_{tab}, it can be concluded that the data is distributed normally with the degree of freedom in (α) 0.05.

c. Test the Homogoneity of the Data

The purpose of homogeneity test was to know whether the population was homogeneous or not. This test is done by using F test. The homogeneity test by using F test was done by following steps:

1) Use the formula :

$$F_{hit} = \frac{S_1^2}{S_2^2}$$

Where: F_{hit} = F test
S_1^2 = higher variant
S_2^2 = lower variant

2) Consult with table F which α (0.05)

F_{tab} right = fα (V_1,V_2)

$$F_{tab} \text{ left} = \frac{1}{F\alpha\ (V_2,V_1)}$$

Where: Fα = alpha

V_1 = high total sample minus 1

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V_2 = low total sample minus 1

3) If the range of score of F_{hit} located between F_{tab} Left and F_{tab} Right, it can be concluded that both of the classes are homogeny[40]

C. Instrumentation

In this research, researcher used the test as the instrumentations. The tests were done pretest and posttest. The test was set based on the goal of teaching and learning that is achieve. Pretest used to know the students' vocabulary at the beginning and posttest used to know the development of the students' vocabulary in the end after given the treatment. The instrument used a test about students' vocabulary. This test conducted to identify the effect using nursery rhyme on students' vocabulary mastery. The form of test was multiple choices. In scoring the test, a student score counted with the following formula:

$$\text{The result of vocabulary mastery} = \frac{achivement\ score}{maximum\ score} \text{ X } 100$$[41]

The test was made based on considerations with the validity and reliability of the test. The validity concerns with what a test measures and for whom it was appropriate. The reliability referred to the consistency with which a test measures whatever it measures. Here were the brief explanation about validity and reliability of test

[40] Arifmiboy, *Kumpulan Materi Kuliah Statistik*, ..., p.1 (Unpublished)
[41] Anas Sudijono, *Pengantar Evaluasi pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1996), p. 318

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1) Validity

Validity focused on what did the test measures and how well the test measure. According to Gronund in Brown, validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in term of the purpose of the assessment[42]. A test was valid if the content of the test represents the item of language that should be testing. A test must measure what is supposed to be measured. Researcher used content validity and expert validity. According to Hughes "the greater test's content validity, the more likely it is to be an accurate measure what it is supposed to measure[43]. In this research, the test was based on the school curriculum. Researcher was consulted the instrument to the advisor or English teacher as expert validity. To measure the validity of test, the researcher used product moment with the deviation formula[44]

$$r_{xy} = \frac{N\Sigma XY-(\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2-(\Sigma X)^2)\ (N\Sigma Y^2-(\Sigma Y)^2)}}$$

Where:

r_{xy}= Correlation coefficient between X variable and Y variable,

N = Number of items

[42] H.Douglas Brown, Language assessment: Principles and classroom Practices, (NY: Longman,2004), p.23

[43] Arthur Hughes, Testing for Language Teacher (Cambridge: University Press,2003)3rd ed p.27

[44] Suharsimi Arikunto, Procedure Penelitian, (Jakarta : Rineka Cipta,2000), p.162

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ΣXY= items score and total score

ΣX^2 = Square of X

ΣY^2 = Square of Y

If r-hit > r-table it can be conclude the items was valid and if r-hit < r-table it can be conclude the items was invalid

2) Reliability

Reliability means consistent. As stated by Brown, if you given the same test to the same subject or matched subject on two different occasions, the test itself should yield similar result; it should have test reliability[45]. If a test given in different time produces the same result, it can conclude that the test was reliable.

In this research, researcher used multiple choices in testing vocabulary. The researcher gave those 35 multiple choice items about the topic "describing people". The highest score for the test is 100 and lowest score is 0. The researcher considered suitable time to give a test based on difficulty of vocabulary point. In doing test, researcher given limited time to students that is 60 minutes. The effective time helped students to do test carefully.

The reliability of items used K-R 20 suggested by Arikunto as follows[46]

[45] H.Douglas Brown,…p.22

[46] Suharsimi Arikunto, *Dasar-dasar Evaluasi pendidikan,* (Jakarta: Bumi Aksara, 1996), p. 100

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$$r_{ii} = \frac{n}{(n-1)} \left[\frac{S^2 - \Sigma pq}{S^2} \right]$$

Explanation

r_{ii} = Realibility coefficient

p = Proposition who give right answer

q = Proposition of students who give wrong answer

Σpq = sum of pq

S^2 = variant

n = The sum of item

If: $0,8 < r_{ii} \leq 1,00$: very higher

$0,6 < r_{ii} \leq 0,8$: higher

$0,4 < r_{ii} \leq 0,6$: average

$0,2 < r_{ii} \leq 0,4$: low

$0,0 < r_{ii} \leq 0,2$: very low

D. The Procedure of Experimental Research

The procedures of experiment research are as follow:

1. Pre-test in experimental class and control class

   The researcher gave the pre-test to the sample class before teaching that consists of 35 items. This pre-test gave for the first grade students on SMP N 2 Sungai Pua, the researcher did the following instruction:

   a. Accumulate the items and the answer sheet to the students

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b. Limiting the time while the students answer the item

c. Collecting the answer sheet after doing the test

d. Analyzing the students' answer sheet and giving scores

2. Treatment

a. Experimental class

The researcher used the nursery rhyme in students' vocabulary mastery trough their lesson material in syllabus program in learning process.

b. Control class

The researcher used conventional media in students' vocabulary mastery through their lesson material in syllabus program at the teaching learning process.

3. Post-test in experimental class and control class

After teaching, the researcher was given 35 items for the students in 60 minutes as the comprehension and as the evaluation of students score before and after the treatment. The researcher did the following instructions:

1) Giving the items and the answer sheet to the students

2) Asking the students to answer the items in 60 minutes

3) Collecting the answer sheet

4) Giving the score.

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E. Technique of Data Collection

According to the explanation above, test was used as technique of data collection. The test was designed by researcher with the English teacher and based on her agreement that the test will be appropriate for students. On the tests, the vocabulary test about describing people was given to the students. On the pre-test, a list of vocabulary were given test the students before giving any treatment. The test was done in 60 minutes. It was done for both experiment and control group. After getting the pre-test, treatment was given to both of experiment and control group. Experimental group was taught using nursery rhyme. It is different with control group where researcher wrote the list of vocabulary on blackboard. Finally is the post-test was given which was collected in 60 minutes.

F. Technique of Data Analysis

Analysis of the data is part of this research to find the result of this research. According to Sanjaya, analysis of data is a process to analyze and interpret the data to find various information that suitable with its function so that the data has clearly meaning and relate with the purpose of the research. Actually, there are three questions on hypothesis in this research will be answered, they are:

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a. To indicate a significant effect of using nursery rhyme toward students' vocabulary mastery, the researcher used t-test. The formula of t-test as follows

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n1-1)\,S_1^2 + (n1-1)S_2^2}{n_1 + n_2 - 2}\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

Adopted from Arifmiboy[47]

Where:

t= the value of t-calculated

$\overline{x_1}$ = Mean Score of the posttest score from experiment class

$\overline{x_2}$ = Mean Score of the pre-test from experimental class

S_1= The Sums of squares of posttest from experiment class

S_2 = The Sums of Squares of pre-test from experimental class

n = Number of sample

n_1 = Number of Experiment Class

n_2 = Number of experimental Class

[47] Arifmiboy, *Statistik Pendidikan (*Bukittinggi: IAIN BUKITTINGGI), P 124 (unpublished)

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The step of t-test as follows:

1. Determine the mean score of post-test and pre-test of experimental group
2. Determine the variance of post-test and pre-test of experimental group

$$SS = (\Sigma X^{2})^{2} - \frac{(\Sigma X^{2})^{2}}{n}$$

3. Determine the t-obtain
4. Find the t-table at the degree of freedom (α) = 0.05 , df = (n1+n2-2)
5. If the t-obtained >t-table Ha is accepted, if t-obtained < t-table Ho is accepted

b.To indicate significant differences mean squares between the two groups; the researcher used t-test. The formula of the t-test as follow:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{(n1-1)\,S_1^{2} + (n1-1)S_2^{2}}{n_1 + n_2 - 2}\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

Where:

t= the value of t-calculated

$\overline{x_1}$ = Mean Score of the posttest score from experiment class

$\overline{x_2}$ = Mean Score of the post-test from control class

S_1= The Sums of squares of posttest from experiment class

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S_2 = The Sums of Squares of post-test from control class

n = Number of sample

n_1 = Number of experiment Class

n_2 = Number of control Class

The step of t-test as follows:

1. Determine the mean score of post-test of experimental and post-test of control group.
2. Determine the variance of post-test and pre-test of experimental group

$$SS = (\Sigma X^2)^2 - \frac{(\Sigma X^2)^2}{n}$$

3. Determine the t-obtain
4. Find the t-table at the degree of freedom (α) = 0.05 ,df = (n1+n2-2)
5. If the t-obtained >t-table Ha is accepted, if t-obtained < t-table Ho is accepted.

c. To indicate teaching vocabulary by using nursery rhyme better than teaching vocabulary that is not using nursery rhyme, the researcher used the t-test. The formula of the t-test as follows:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{(n1-1)\,S_1^2 + (n1-1)S_2^2}{n_1 + n_2 - 2}\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

Where:

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t= the value of t-calculated

$\overline{x_1}$ = Mean Score of the posttest score from experiment class

$\overline{x_2}$ = Mean Score of the post-test from control class

S_1= The Sums of squares of posttest from experiment class

S_2 = The Sums of Squares of post-test from control class

n = Number of sample

n_1 = Number of experiment Class

n_2 = Number of control Class

The step of t-test as follows:

1. Determine the mean score of post-test of experimental and post-test of control group.
2. Determine the variance of post-test and pre-test of experimental group

$$SS = (\Sigma X^2)^2 - \frac{(\Sigma X^2)^2}{n}$$

3. Determine the t-obtain
4. Find the t-table at the degree of freedom (α) = 0.05 , df = (n1 + n2-2)
5. If the t-obtained >t-table Ha is accepted, if t-obtained < t-table Ho is accepted.

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For the first question formulation of the problem, pre-test and post-test scores of the experimental class analysis to see whether there is or there is no significant effect of nursery rhyme toward students' vocabulary mastery. Second formulation of the problem, researcher compared the result of posttest between experimental class and control class analysis to know there was significant difference or not, and third formulation of the problem, researcher compared the result of post-test between experimental and control class analysis to know using nursery rhyme gave better result than without using nursery rhyme. Researcher used two-tail to know significant effect and significant difference using nursery rhyme toward students' vocabulary and one-tail to know nursery rhyme gave better result than conventional.

For the next, to test the hypothesis in order two indicate a significant effect of nursery rhyme toward students' vocabulary mastery; the researcher used the t-test with the level significance α=0.05. Besides, in order to know there is significant differences or there is no any significant differences between mean scores of two classes, it compared between $t_{obtained}$ to the value of t in the table at the level of significance α=0.05. The condition is the alternative hypothesis (H_a) is accepted if $\mathbf{t_{obtained} > t_{table}}$. While, the null hypothesis (H_0) is accepted if $\mathbf{t_{obtained} < t_{table}}$ or the null hypothesis (H_0) will be accepted if $t_{obtained}$ located between $\mathbf{-t_{table}}$ **and** $\mathbf{+t_{tasble}}$.

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter explained about the analysis of the data collected to answer the research questions: 1) Is there any significant effect nursery rhyme toward students vocabulary mastery of the first grade of SMP N 2 Sungai Pua? 2) Is there any significant difference between using nursery rhyme and conventional media toward students' vocabulary mastery? 3) Does using nursery rhyme will be better result than conventional media? The researcher did an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different technique of learning both classes.

This chapter presents the data that were collected during the experimental research. The findings consist of three part, they are: description of the data, analysis of the data and testing the hypothesis.

1. Description of the Data

The data in this research was based on the students' score on the post-test given for both of classes: the experimental class and control class. The experiment was done for four meetings. Both classes were given the same post-test at the end of the research.

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In post-test, there were 20 students at control class and there were 20 students at experimental class. The description of the data in both of the experimental class and control class were explained below:

a. Data of pre-test experimental class and control class

Pre-test is the data that have been given by the researcher at the first meeting before conducting the treatment. The pre-test was carried out to identify students' vocabulary mastery before they got the treatment. There were 20 students at experimental class and there were 20 students at control class.

The pre-test scores attained by the experimental class are as follow:

Table 4. 1

Pre-Test Score of Experimental class

NO	NAME	X	X^2
1	ATR	23	529
2	AM	65	4225
3	ARA	68	4624
4	ADP	91	8281
5	DC	57	3249
6	DA	49	2401
7	F	63	3969

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8	JF	74	5476
9	LPS	57	3249
10	MJ	83	6889
11	NPD	43	1849
12	RA	91	8281
13	RS	68	4624
14	RPA	77	5929
15	RS	54	2916
16	SE	74	5476
17	SH	57	3249
18	SR	71	5041
19	ZJ	83	6889
20	ZM	68	4624
	SUM	1316	91170
	MEAN		65.8
	STANDAR DEVIATION		16.633
	VARIANT		276.68

The data obtained show that the lowest score of pre-test gained by the experimental group is 23 and the highest score is 91. It is found that there one student got 23, one student got 43, one student got 49, one student got 54, one student got 54, three students got 57, one student got 63, one student got 65, three students got 68, one student got 71, two students got

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74, one student got 71, two students got 83, and two students got x91. The overall score of pre-test experimental class is (Σx=1316) and double overall score is (Σx^2 = 91170) with the mean score is ($\bar{x}$ = 65.8), the standard deviation (s = 16.633) and the variant is (s^2 = 276.68)

Table 4. 2

Pre- Test of Control Class

NO	NAME	X	X^2
1	AL	63	3969
2	AF	54	2916
3	AZJ	20	400
4	AP	28	784
5	AZR	77	5929
6	DA	68	4624
7	DPT	60	3600
8	EF	23	529
9	FK	51	2601
10	HK	65	4225
11	HS	51	2601
12	LG	60	3600
13	MY	60	3600
14	MS	71	5041

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15	RH	83	6889
16	R	48	2304
17	SN	54	2916
18	SH	26	676
19	UF	80	6400
20	WWP	37	1369
	SUM	1079	69198
	MEAN		53.95
	STANDAR DEVIATION		18.971
	VARIANT		359.895

The data obtained show that the lowest score of pre-test of control class is 20 and the highest score is 83. It is shown that there one student got 20, one student got 23, one student got 26, one student got 28, one student got 37, one student got 48, two students got 51, two students got 54, three students got 60, one student got 63, one student got 65, one student got 68, one student got 71, one student got 77, one student got 77, one student got 80, and one student got 83. The overall score of pre-test control class is ($\Sigma x = 1079$) and double of overall score is ($\Sigma x^2 = 69198$) with the mean score is ($\bar{x} = 53.95$), the standard deviation (s =18.971) and variant ($S^2 = 359.895$)

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Table 4.3

The Result of the Calculation of Scores Gained of Pre-Test

Statistic	Experimental Class	Control Class
N	20	20
Mean	65.8	53.95
Standard Deviation	16.633	18.971
Variant	276.68	359.895
The Lowest Score	23	20
The Highest Score	91	83

The table above shown that the mean of experimental class pre test score is 65.8 and the mean of the control class pre-test is 53.95 with a slight difference of this class's score. In order to know whether the mean of both classes is statically significant at the level of significant 5% (0.05), the degree of freedom (n1 + n2 – 2) = 38

a. Data of the Post-test of the Experimental Class and Control Class

Based on chapter three, the post-test was conducted at the end of treatment in order to find out the effect of using nursery rhyme toward students' vocabulary mastery. The post-test gave to the experimental class after treated and control class without treatment. Both of class gave the same test material and time allocation.

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The data gained from the post-test score of the experimental class are as follow:

Table 4.4

Post-Test Score of Experimental class

NO	NAME	X	X^2
1	ATR	77	5929
2	AM	97	9409
3	ARA	91	8281
4	ADP	94	8836
5	DC	91	8281
6	DA	88	7744
7	F	83	6889
8	JF	88	7744
9	LPS	88	7744
10	MJ	94	8836
11	NPD	77	5929
12	RA	100	10000
13	RC	88	7744
14	RPA	88	7744
15	RS	88	7744
16	SE	83	6889

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17	SH	83	6889
18	SR	88	7744
19	ZJ	94	8836
20	ZM	83	6889
	SUM	1763	156101
	MEAN		88.15
	STANDAR DEVIATION		6.04
	VARIANT		36.47

The data shows that the lowest score of post test gained in the experimental class is 77 and the highest score is 100. It is shown that there two students got 77, four students got 83, seven students got 88, two students got 91, three students got 93, one student got 97, and one student got 100. It means that there is significant progress on students' post test score compared to the pre test. The significant progress on experimental class achievement occurs after getting the treatment.

The result of the students' score from the post test scores of the control class are as follow:

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Table 4.5

Post-Test Score of Control class

NO	NAME	X	X^2
1	AL	74	5476
2	AF	85	7225
3	AZJ	57	3249
4	AP	63	3969
5	AZR	88	7744
6	DA	85	7225
7	DPT	97	9409
8	EF	65	4225
9	FK	74	5476
10	HK	88	7744
11	HS	71	5041
12	LG	83	6889
13	MY	80	6400
14	MS	94	8836
15	RH	85	7225
16	R	74	5476
17	SN	85	7225
18	SH	57	3249
19	UF	94	8836

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20	WWP	71	5041
	SUM	1570	125960
	MEAN		79.48
	STANDAR DEVIATION		11.83
	VARIANT		149.84

From the data above, the lowest score of post- test obtained by the control class is 57, and the highest score 97. It is shown that two students got 57, two students got 65, two students got 71, three students got 74, one student got 80, one student got 81, four students 85, two students got 88, two students got 94, and two students got 97. The mean of post-test control class is 79.48, standard deviation is 11.83, and variant is 149.84

Based on the calculation of the scores gained in the post test of vocabulary test of both class, it can be summarized as follows:

Table 4.6

The Result of the Calculation Score Gained from Post-Test

Statistic	Experimental Class	Control Class
N	20	20
Mean	88.15	79.48
Standard Deviation	6.04	11.83

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Variant	36.47	149.84
The Lowest Score	77	57
The Highest Score	100	97

The tables above shown that the mean of the experimental class post-test is 88.15 while the mean of control of the control class is 79.84 with a slight difference of this class's score. In order to know whether the mean of both classes is statically significant at the level of significant 5% (0.05), the degree of freedom (n1 + n2 – 2) = 38

Table 4.7

The Comparison of Pre-Test and Post-Test of the Experimental and the Control Class

Test / Result of the Class	Pre-Test	Post-Test
Experimental Class	$\bar{x}$ = 65.8 S = 16.633 S^2 = 276.68	$\bar{x}$ = 88.15 S =6.04 S^2 = 36.47

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Control Class	$\bar{x}$ = 53.95 S = 18.971 S^2 = 359.895	$\bar{x}$ = 79.48 S = 11.83 S^2 = 149.84

Based on the table above, the post-test result of the experimental class is 88.15 higher than the pre- test 65.8. It means that the treatment that has been used by the researcher can help the students in improving the students' vocabulary mastery. The comparison of the post-test results between experimental and control class showed that the control class result was lower than experimental class. It is indicated by the mean score of the post-test result control class (79.48) is lower than the experimental post-test result (88.15). It means that the students who were treated by using nursery rhyme give better result than the students who were taught without using nursery rhyme.

2. Analysis of the Data

In analyzing the data of the research, the researcher used two kinds of data analysis; pre-test and post-test of the experimental and control class. The pre-test of two classes showed that both experimental class and control class were almost equal at the beginning of the research because they were normal and homogenous. The data distributed normally or not and used F-test to obtain whether the data of two classes were homogenous or not.

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a. Normality Test of Pre-Test score of Experimental Class and Control Class

Normality test was used in this research to know that the data distributed normally or not. Mean score and standard deviation were used to identify the value of columns which were used to find the normality. The normality test of pre-test score of the classes is presented below:

Mean Score	**Standard Deviation**	**Variant**
$\overline{X} = \frac{\sum fxi}{n}$	$SD = \sqrt{\frac{\sum f(xi - \overline{x})^2}{n-1}}$	$S^2 = \frac{\sum f(xi - \overline{x})^2}{n-1}$
$\overline{X} = \frac{1316}{20}$	$SD = \sqrt{\frac{5257}{19}}$	$S^2 = \frac{5257}{19}$
$\overline{X} =$ **65.8**	$SD = \sqrt{276.68}$	$S^2 =$ **276.68**
	SD= **16.33**	

Table 4.8

Normality Test of Pre-test in Experimental class

No	Xi	F	fk(a)	sn xi	Z	P (Zi)	sn(xi)-p(zi)	|sn (Zi)-P(Zi)|
1	23	1	1	0.05	-2.61	0.0045	0.0455	0.0455
2	43	1	2	0.1	-1.41	0.0793	0.0207	0.0207
3	49	1	3	0.15	-1.05	0.1469	0.031	0.031
4	54	1	4	0.2	-0.75	0.2266	-0.0266	0.0266
5	57	3	7	0.35	-0.56	0.2877	0.0623	0.0623
6	63	1	8	0.4	-0.2	0.4207	-0.0207	0.0207
7	65	1	9	0.45	-0.05	0.4801	-0.0301	0.0301
7	69	3	11	0.55	0.16	0.5636	-0.0136	0.0136
8	71	1	12	0.6	0.28	0.6103	-0.0103	0.0103
9	74	3	15	0.75	0.46	0.6772	0.0728	0.0728

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10	77	1	16	0.8	0.67	0.7486	0.0514	0.0514
11	83	2	18	0.9	0.91	0.8186	0.0814	**0.0814**
12	91	2	20	1	1.48	0.9306	0.0694	0.0694
		n=20						

The Lo of the data is 0.814. L table for n=20 on the level of significance 0.05 = 0.190. It means that L Tab>Lo or 0.190>0.0814. It can be concluded that the samples are distributed normally.

Mean score and standard deviation of pre-test in control class should be known to test the normality. Then, the data was used to find the value of the columns which were used to make sure that the data distributed normally or not.

Mean Score

$$\overline{X} = \frac{\sum fxi}{n}$$

$$\overline{X} = \frac{1079}{20}$$

$$\overline{X} = \mathbf{53.95}$$

Standard Deviation

$$SD = \sqrt{\frac{\sum f(xi - \overline{x})^2}{n-1}}$$

$$SD = \sqrt{\frac{6838}{19}}$$

$$SD = \sqrt{359.895}$$

$$SD = \mathbf{18.971}$$

Variant

$$S^2 = \frac{\sum f(xi - \overline{x})^2}{n-1}$$

$$S^2 = \frac{6838}{19}$$

$$S^2 = \mathbf{359.895}$$

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Table 4.9

Normality Test of Pre-test in Control Class

No	Xi	F	fk(a)	sn xi	Z	P (Zi)	sn(xi)-p(zi)	|sn(Zi)-P(Zi)|
1	20	1	1	0.05	-1.79	0.0367	0.0133	0.0133
2	23	1	2	0.1	-1.63	0.0516	0.0484	0.0484
3	26	1	3	0.15	-1.47	0.0708	0.0792	0.0792
4	28	1	4	0.2	-1.37	0.0853	0.1147	**0.1147**
5	37	1	5	0.25	-0.9	0.1841	0.0659	0.0659
6	48	1	6	0.3	-0.31	0.3783	-0.0783	0.0783
7	51	2	8	0.4	-0.15	0.4404	-0.0404	0.0404
8	54	2	10	0.5	0.03	0.512	-0.012	0.012
11	60	3	13	0.65	0.32	0.6255	0.0245	0.0245
13	63	1	14	0.7	0.48	0.6844	0.0156	0.0156
15	65	1	15	0.75	0.58	0.719	0.031	0.031
16	68	1	16	0.8	0.74	0.7704	0.0296	0.0296
17	71	1	17	0.85	0.91	0.8186	0.0314	0.0314
18	77	1	18	0.9	1.21	0.8869	0.0131	0.0131
19	80	1	19	0.95	1.37	0.9147	0.0353	0.0353
20	83	1	20	1	1.53	0.937	0.063	0.063
		n=20						

The Lo of the data is 0.1147. L table for n=20 on the level of significance 0.05 = 0.190. It means that L Tab>Lo or 0.190>0.1147. It can be concluded that the samples are distributed normally.

b. Homogeneity of the Pre-test Score

The homogeneity of data was used to find out whether the data were homogenous or not. The pre-test data of experimental class and control class is presented in the table below.

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Table 4.10

Homogeneity Pre-test Score in the Experimental Class and Control Class

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standard Deviation (SD)	Variant S^2
Experiment Class	65.80	20	16.633	276.68
Control Class	53.95	20	18.971	359.895

$$F = \frac{S_1^2}{S_2^2}$$

$$F = \frac{359.895}{276.68}$$

$F = 1.300$ So, the F- obtained = **1.300**

F_{tab} right = $f\alpha\ (V_1, V_2)$ $n_1 = 20$, $V_1 = n_1 - 1 = 19$

$= f_{0.05}\ (19,19)$ $n_2 = 20$, $V_2 = n_2 - 1 = 19$

$= 2.16$

$$F_{tab}\ \text{left} = \frac{1}{F\alpha\ (V_2, V_1)}$$

$$= \frac{1}{F_{\ 0.05}(19,19)}$$

$$= \frac{1}{2.16}$$

$= 0.463$

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It can be concluded that the data was homogenous because F_{obtain} located between F_{tab}Left and F_{tab}Right. 1.300 located between 0.463 and 2.16. F_{table} Left<$F_{obtained}$ <F_{table} Right or 0.463<1.300<2.16.

c. Normality Test of Post-test Score of Experimental Class and Control Class.

Researcher calculated the mean score and standard deviation of the post-test of each class. It was needed to identify the normality of the data. The normality of post-testis showed the table below.

Mean Score

$$\overline{X} = \frac{\sum fxi}{n}$$

$$\overline{X} = \frac{1763}{20}$$

$$\overline{X} = 88.15$$

Standard Deviation

$$s = \sqrt{\frac{\sum f\,(xi - x)^2}{n}}$$

$$s = \sqrt{\frac{719}{20}}$$

$$s = \sqrt{37.842}$$

$$s = 6.15$$

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Variant

$$S^2 = \frac{\sum f(xi - x)^2}{n-1}$$

$$S^2 = \frac{719}{19}$$

$$S^2 = 37.842$$

Table 4.10

Normality Test of Post-Test in Experimental Class

No	Xi	F	fk(a)	sn xi	Z	P (Zi)	sn(xi)-p(zi)	|sn (Zi)-P (Zi)|
1	77	2	2	0.1	-1.81	0.0352	0.0648	0.0648
2	83	4	6	0.3	-0.84	0.3156	-0.0156	0.0156
4	88	7	13	0.65	-0.02	0.492	0.158	**0.158**
5	91	2	15	0.75	0.46	0.6772	0.0728	0.0728
6	94	3	18	0.9	0.95	0.8289	0.0711	0.0711
7	97	1	19	0.95	1.44	0.9295	0.0205	0.0205
8	100	1	20	1	1.93	0.9732	0.0268	0.0268
		n=20						

From the columns of |sn (Zi)-P (Zi)|, the score of Lo = 0.158. L_{table} for n= 20 with the level of significance 0.05= 0.190. It means that L_{table} >Lo (0.190>0.158). It can be concluded that the sample distributed normally.

The normality test of pos-test score of control class can be seen below.

Mean Score

$$\overline{X} = \frac{\sum fxi}{n}$$

$$\overline{X} = \frac{1572}{20}$$

$$\overline{X} = \mathbf{78.5}$$

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Standard Deviation

$$S = \sqrt{\frac{\sum f(xi - x)^2}{n-1}}$$

$$S = \sqrt{\frac{2658.12}{19}}$$

$$S = \sqrt{139.89}$$

$$S = 11.83$$

Variant

$$S^2 = \sqrt{\frac{\sum f(xi - x)^2}{n-1}}$$

$$S^2 = \sqrt{\frac{2658.12}{19}}$$

$$S^2 = 139.89$$

Table 4.12

Normality Test of Post Test in Control Class

No	Xi	F	fk(a)	sn xi	Z	P (Zi)	sn(xi)-p(zi)	|sn (Zi)-P(Zi)|
1	57	2	2	0.1	-1.82	0.0344	0.0656	0.0656
2	65	2	4	0.2	-1.15	0.1251	0.0749	0.0749
3	71	2	6	0.3	-0.64	0.2611	0.0389	0.0389
4	74	3	9	0.45	-0.39	0.3483	0.1017	**0.1017**
5	80	1	10	0.5	0.19	0.5753	-0.0753	0.0753
6	83	1	11	0.55	0.37	0.6443	-0.0943	0.0943
7	85	4	15	0.75	0.54	0.7054	0.0446	0.0446
8	88	2	17	0.85	0.79	0.7852	0.0648	0.0648
9	94	2	19	0.95	1.3	0.9032	0.0468	0.0468
10	97	1	20	1	1.55	0.9394	0.0606	0.0606
		n=20						

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From the columns of |sn (Zi)-P(Zi)|, the score of Lo=0.1017. Ltable for n=20 with the level of significance 0.05=0.190. it means that Ltable > Lo (0.190>0.1017). it can be concluded that the sample distributed normally.

d. Homogeneity of the Post Test Score

The homogeneity of the data was used to find out whether the data of post-test experimental class and control class homogeny or not. The data can be seen in the table below.

Table 4.13

Homogeneity Post Test Scores in Experimental Class and Control Class

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standard Deviation (SD)	Variant S^2
Experiment Class	88.15	20	6.15	36.842
Control Class	78.60	20	11.83	139.89

$$F_{hit} = \frac{S_1^2}{S_2^2}$$

$$F_{hit} = \frac{139.89}{36.842}$$

$$F_{hit} = 3.87$$

So, the $F_{hit} = 3.87$

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F_{tab} right $= f\alpha\ (V_1, V_2)$ $n_1 = 20,\ V_1 = n_1 - 1 = 19$

$= f_{0.05}\ (19,19)$ $n_2 = 20,\ V_2 = n_2 - 1 = 19$

$= 2.16$

$$F_{tab}\ \text{left} = \frac{1}{F\alpha\ (V_2, V_1)}$$

$$\frac{1}{F_{\ 0.05}(19,19)}$$

$$= \frac{1}{2.16}$$

$= 0.463$

It can be concluded that on the level of significant 0.05, the data was not homogenous because F_{hit} was not located between F_{tab}right 3.87 is not located between 0.463 and 2.16. So, the data was not homogenous.

3. Testing the Hypothesis

The data observed were analyzed in order to see the significant effect of using vocabulary list table toward students' vocabulary mastery. The data were analyzed by using t-test formula. Firstly, the researcher found out the mean of post-test for experimental group. It was 88,15 From the data, it was found that the standard deviation of this group is 6.15. Secondly, the researcher also found out the mean of pre-test for experimental group. It was 65.8. From the data, it was found that the standard deviation of this group. It was 16.633.

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Then, the data of both groups were calculated to get t-calculated

$$\overline{X1} = \frac{\Sigma X1}{N1} = \frac{1763}{20} = 88.15$$

$$SS1 = \Sigma X1^2 - \frac{(\Sigma X1)^2}{n1}$$

$$= 156101 - \frac{(1763)^2}{20}$$

$$= 156101 - \frac{3108169}{20}$$

$$= 156101 - 155408.45$$

$$= 692.55$$

$$SD1 = \sqrt{\frac{SS1}{N1-1}} = \sqrt{\frac{692.55}{20-1}} = \sqrt{\frac{692.55}{19}} = \sqrt{36.45} = 6.04$$

$$\overline{X2} = \frac{\Sigma X2}{N2} = \frac{1316}{20} = 65.8$$

$$SS2 = \Sigma X2^2 - \frac{(\Sigma X2)^2}{n2}$$

$$= 91770 - \frac{(1316)^2}{20}$$

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$$= 91770 - \frac{(1731856)}{20}$$

$$= 91770 - 86592.8$$

$$= 5177.2$$

$$SD2 = \sqrt{\frac{SS2}{N2-1}} = \sqrt{\frac{5177.2}{20-1}} = \sqrt{\frac{5177.2}{19}} = \sqrt{272.484} = 16.51$$

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{88{,}15 - 65{,}8}{\sqrt{\left(\frac{692.55 + 5177.2}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{22{,}35}{\sqrt{\left(\frac{5869.75}{38}\right)(0.05 + 0.05)}}$$

$$t = \frac{24.132}{\sqrt{(154.467)(0.1)}}$$

$$t = \frac{24.132}{\sqrt{15.447}}$$

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$$t = \frac{24.132}{3.930}$$

$$t = 6.140$$

$t_{obtained}$ is 6.140

It can be concluded that t_{table} at the degree of freedom $\alpha = 0.05$, df = $(n_1 + n_2 - 2) = (20 + 20 - 2) = 38$ is 2.0244. $t_{hit} > t_{table}$ (6.140 > 2.0244). So H_a was accepted.

The result of t-test analysis showed that the value of t-calculated is 6.140 while t-table is 2.0244 at the degree of freedom of (20+20-2=38) and at the level of significance is 0.05

After that, the data observed were analyzed in order to see the significant differences of using nursery rhyme toward students' vocabulary mastery. The data were analyzed by using t-test formula. Firstly, the researcher found out the mean of post-test for experimental group. It was 88.15. From the data, it was found that the standard deviation of this group was 6.15. Secondly, the researcher also found out the mean of post-test for control class. It is 78.5. After calculating the data, it was found that the standard deviation of this group is 11.83.

Then, the data of both groups were calculated to get t-calculated

$$\overline{X}1 = \frac{\Sigma X1}{N1} = \frac{1763}{20} = 88.15$$

$$SS1 = \Sigma X1^2 - \frac{(\Sigma X1)^2}{N1}$$

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$$= 156101 - \frac{(1763)^2}{20}$$

$$= 156101 - \frac{3108169}{20}$$

$$= 156101 - 155408.45$$

$$= 692.55$$

$$SD1 = \sqrt{\frac{SS1}{N1-1}} = \sqrt{\frac{692.55}{20-1}} = \sqrt{\frac{692.55}{19}} = \sqrt{36.45} = 6.04$$

$$\overline{X2} = \frac{\Sigma X2}{N2} = \frac{1570}{20} = 78.5$$

$$SS2 = \Sigma X2^2 - \frac{(\Sigma X2)^2}{N2}$$

$$= 125960 - \frac{(1570)^2}{20}$$

$$= 125960 - \frac{(2464900)}{20}$$

$$= 125960 - 123245$$

$$= 2715$$

$$SD2 = \sqrt{\frac{SS2}{N2-1}} = \sqrt{\frac{2715}{20-1}} = \sqrt{\frac{2715}{19}} = \sqrt{142.895} = 11.95$$

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$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{88{,}15 - 78{,}5}{\sqrt{\left(\frac{692.55 + 2715}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{9.65}{\sqrt{\left(\frac{3407.55}{38}\right)(0.05 + 0.05)}}$$

$$t = \frac{9.65}{\sqrt{(89.672)(0.1)}}$$

$$t = \frac{9.65}{\sqrt{8.9672}}$$

$$t = \frac{9.65}{2.994}$$

$$t = 3.223$$

$t_{obtained}$ is 3.223

it can be concluded that t_{table} at the degree of freedom $\alpha = 0.05$, df = $(n_1 + n_2 - 2) = (20 + 20 - 2) = 38$ is 2.0244. $t_{hit} > t_{table}$ (3.223>2.0244). So, H_a was accepted.

After the scores of experimental and the control class had been analyzed, the hypothesis was tested. The value of t-obtained then was

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compared with the value of t-table. If the value of t-obtained is bigger than the value of t-table, the hypothesis (Ha) is accepted. However, if the value of t-obtained is the same or less than the value of t-table, the hypothesis (Ho) is accepted.

The hypothesis of this research was tested as follow:

a. The first hypothesis of this research was:

- Ha: There is significant effect of using nursery rhyme toward students' vocabulary. (Ha :$\mu_1 \neq 0$)
- Ho: There is no effect of using nursery rhyme toward students' vocabulary. (Ho: $\mu_1 = 0$)

Ha means there is significant effect effect of using nursery rhyme toward students' vocabulary at the first grade students of SMP N 2 Sungai Pua. On the other hands, H0 means there is no effect of using nursery rhyme toward students' vocabulary. The researcher use formula

$t_{obtained} > t_{tab}$, it means H_a is accepted and H_0 is rejected

$t_{obtained} \leq t_{tab}$, it means H_0 is accepted and H_a is rejected

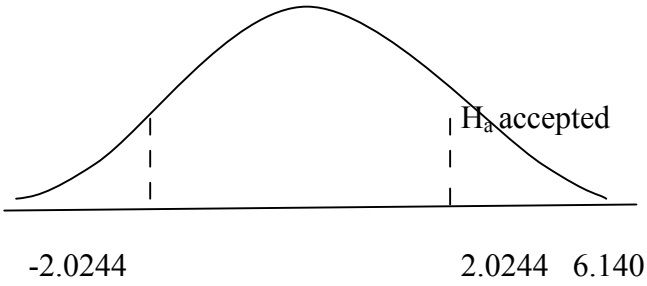
Based on the formula above, to find whether H_a is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the $t_{obtained}$ is bigger than the value of the t_{table}, the descriptive hypothesis (H_a) is accepted. However, if the value of the $t_{obtained}$ is the same or less than the value of the t_{table}, the null hypothesis

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(H_0) is accepted. Then, from the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{X}1$) is 88.15. It was bigger than the mean score of the pre-test ($\bar{X}2$) is 65.8

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the $t_{obtained}$ by using the t-formula. It was found that $t_{obtained}$ was 6,140 and the t_{table} for degrees of freedom (df) (20+20-2) = 38 with level of significance 0. 05 is 2.0244. Trough comparing the $t_{obtained}$ (6.140) and t_{table} (2.0244), it was found that the $t_{obtained}$ was bigger than the t_{table}. It is shown in the graphic below:

Curve 1: The Result of Hypothesis 1



From the data, it means that the descriptive hypothesis (H_a) was accepted or the null hypothesis (H_0) was rejected because the $t_{obtained}$ was higher than the t table. So, it can be concluded that there is a significant effect of using English song toward students' vocabulary mastery.

b. The second hypothesis of this research was:

- Ha: There is significant difference between using nursery rhyme and conventional media.(Ha : $\mu_1 \neq \mu_2$)

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- Ho: There is no significant differences between using nursery rhyme and conventional media. (Ho : $\mu_1 = \mu_2$)

H_a means there is any significant difference of the students' vocabulary mastery between the students who use nursery rhyme and the students who do not use nursery rhyme. On the other hand, H_0 means there is no significant difference of the students' vocabulary mastery between the students' who use nursery rhyme between the students who do not use nursery rhyme. To measure whether the researcher would accept or reject the hypothesis, the researcher used this formula:

$t_{obtained} > t_{tab}$, it means H_a is accepted and H_0 is rejected

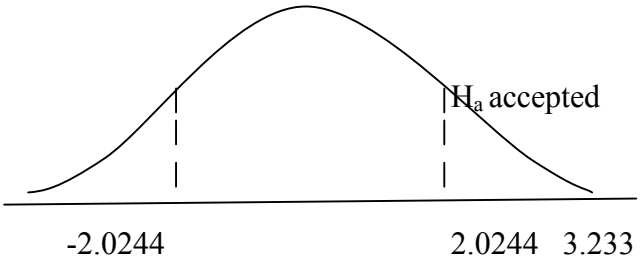
$t_{obtained} \leq t_{tab}$, it means H_0 is accepted and H_a is rejected

Based on the formula above, to find whether H_a is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the $t_{obtained}$ is higher than the value of the t_{table}, the descriptive hypothesis (H_a) is accepted. However, if the value of the $t_{obtained}$ is the same or less than the value of the t_{table}, the null hypothesis (H_0) is accepted. Then, from the calculation of post-test scores of the both classes, the mean score of the post-test ($\bar{X}1$) of the experimental class was 88.15. It was bigger than the mean score of post-test of the control class ($\bar{X}2$), 78.5.

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Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the $t_{obtained}$ by using the t-formula. It was found that $t_{obtained}$ was 3.233 and the t_{table} for degrees of freedom (df) = (20+20- 2) = 38 with level of significance 0. 05 was 2.0244. Trough comparing the $t_{obtained}$ (3.233) and t_{table} (2.0244), it was found that the $t_{obtained}$ was higher than the t_{table}. It is shown in the graphic below:

Curve 2: The Result of the Hypothesis 2



From the data, it can be shown that the descriptive hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected because the $t_{obtained}$ was higher than the t_{table}. So, it can be said that there is any significant difference of the students' vocabulary mastery between the students who use nursery rhyme and the students who do not use nursery rhyme.

c. The third hypothesis in this research was:

Ha: Students' achievement in vocabulary mastery which using nursery rhyme is better than conventional media (Ha : $\mu_1 > \mu_2$)

Ho: Students' achievement in vocabulary mastery which using nursery rhyme is better than conventional media.(Ha : $\mu_1 = \mu_2$)

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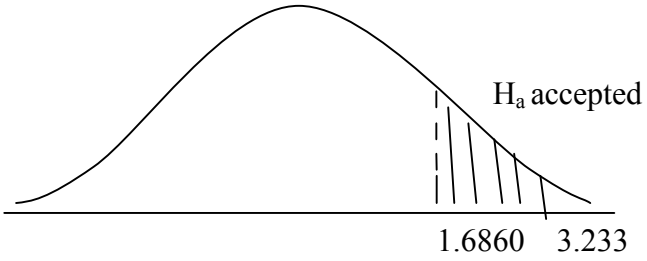
H_a means the using of nursery rhyme is better than conventional media toward students' vocabulary mastery is better than the students who do not use nursery rhyme. On the other hand, H_0 means the using of nursery rhyme toward students' vocabulary mastery is not better than the students who do not use nursery rhyme. To measure whether the researcher would accept or reject the hypothesis, the researcher used this formula:

$t_{obtained} > t_{tab}$, it means H_a is accepted and H_0 is rejected

$t_{obtained} \leq t_{tab}$, it means H_0 is accepted and H_a is rejected

The data gotten to prove the hypothesis above is the same with the data to prove the second hypothesis. The difference occurs in the form of one-tailed or two- tailed tests and the third hypothesis is in the form of one tailed test. The third hypothesis is one tailed test with the level of significance $\alpha = 0.05$. The result of the t-test is shown in the following graphic:

Curve 3: The Result of Hypothesis 3



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The graphic above is shown that the $t_{obtained}$ was higher than t_{table} 3.233 > 1.6860. It means that the descriptive hypothesis (H_a) was accepted and it can be concluded that the using of nursery rhyme is better than the students who do not use nursery rhyme in improving students' vocabulary mastery.

B. Discussion

From the data analysis above, researcher found that the using of nursery rhyme in teaching vocabulary gave significant effect on students' vocabulary mastery. It can be shown from the mean of pre-test and post-test in experimental class. The mean of pre-test of experimental class was 65.8 and the mean of post-test was 88.15. It means that the mean of post-test of experimental class was higher than the mean of pre-test of experimental class. The t-test result is shown that the $t_{obtained}$ was higher than the $t_{table,}$ 6.140> 2. 0244. The difference of both classes was caused by the treatment given. The fact showed that the nursery rhyme had significant effect toward the students' vocabulary mastery.

It has also proven that the using of nursery rhyme in teaching vocabulary gave significant difference on students' vocabulary mastery. It can be shown from the mean of post-test in experimental class and control class. The mean of post-test of experimental class was 88.15 and control class was 78.5. It means that the mean of post-test of

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experimental class was higher than the mean of post-test of control class. The t-test result is shown that the $t_{obtained}$ was higher than the t_{table} 3.233> 2.0244. The difference of both classes caused the treatment was given. The fact showed that the nursery rhyme had significant difference toward the students' vocabulary mastery.

Finally, the data of the experimental and control classes were also obtained to indicate the students who use nursery rhyme is better than the students who do not use nursery rhyme. From the data that was obtained, it was found that the mean score of post-test of the experimental class ($\bar{X}1$) was higher than the mean score of the control class ($\bar{X}2$), 88.15 > 78.5. The curve of the t-test result is shown that the $t_{obtained}$ was higher than the t_{table} 3.233 > 2.0244. The result was comfortable with Bringham Young University Eleven "As children recite rhymes and sing songs, they are learning new vocabulary and how to articulate words, modulate their voices, and enunciate clearly[1]

[1] Bringham Young University Eleven,*Rhymers are Reader*,(Public Broadcasting Service Coorporation,2010)

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CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings and the discussion in the previous chapter, the researcher concluded this research that focus on students' vocabulary mastery through using nursery rhyme:

1. The students' vocabulary mastery post-test scores in the experimental class were higher than the students' vocabulary mastery pre-test scores. It means that there is a significant effect of using nursery rhyme towards students' vocabulary mastery. It is supported by the data, in which the mean score of the students in the pre-test from the experimental group 65.8 which has been improving in the post-test, in which the students' mean score is 88.15. The t-test result is shown that the $t_{obtained}$ was 6.140 higher than the t_{table} 2.0244. It means that hypothesis (Ha) of this research could be accepted that nursery rhyme gives significant effect towards students' vocabulary mastery.
2. There is significant difference between the students who were nursery rhyme and conventional media. It was found that the value of t-test 3.233 is greater than the value of t-table 2.0244. Moreover the mean score of post-test of experimental group was greater than the mean score of post test of control group.

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3. The finding of the t-test of post-test scores of the both classes, experimental and control classes: it is showed that the $t_{obtained}$ was higher than the $t_{table,}$ 3.233 > 1.6860. So, it can be assumed that students' achievement in vocabulary mastery which using nursery rhyme is better than conventional media.

Based on the findings of these hypotheses, it can be concluded that nursery rhyme is a good media to improve students' vocabulary mastery; teacher can apply this technique in classroom.

B. Suggestion

Since it was found that nursery rhyme was more effective than conventional media, the researcher suggests the teachers to use nursery rhyme as media in teaching English vocabulary. It will make students more enjoy and happy in learning vocabulary. Based on the result of the research, the researcher would like to suggest that:

1. The teachers can use the nursery rhyme to improve students' vocabulary mastery.
2. This research is an input or consideration for many people especially who concern in English education section and other educational institutions
3. Since this research is only a beginning research, further research is expected to be done to see other issues that have not been covered by this research.

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Website : http://ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : In. 26.1/PP.02.3/23/117/2016

TENTANG

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Surat permohonan mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. Zulfitri, NIM. 2312.080 tanggal 18 April 2016 perihal permohonan penerbitan SK Pembimbing Skripsi.

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama *Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;*
: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing I dan Dosen Pembimbing II.

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301)
2. *Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara* Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859)
3. Keputusan Presiden Nomor 181 Tahun 2014 tentang Pendirian Institut Agama Islam Negeri (IAIN) Bukittinggi
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi.

MEMUTUSKAN :

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI.

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan ***"The Effect of Using Nursery Rhyme Toward Students' Vacabulary Mastery at First Grade of SMPN 2 Sungai Pua ".***

KEDUA : Menunjuk Saudara :

1. Nama : Eliza, SS. M. Pd
   NIP : 197311292003122003
   Pangkat/Gol.Ruang : Penata Muda Tk. I (III/b)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : *PEMBIMBING I*

2. Nama : Hayati Syafri, SS, M. Pd
   NIP : 197815022009012004
   Pangkat/Gol.Ruang : Penata Muda Tk. I (III/b)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING II

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

DITETAPKAN DI BUKITTIINGGI
Pada tanggal : 29 April 2016
Dekan,

H. Nunu Burhanuddin
NIP. 197305102000121002

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PEMERINTAH KABUPATEN AGAM

KECAMATAN SUNGAIPUA

Alamat Kantor : Jl.Raya Sariak, kode Pos 28182
www.kabupaten.agam.go.id

REKOMENDASI

Nomor : 008/RKM-SP/IV/2016

TENTANG

IZIN PELAKSANAAN PENELITIAN / OBSERVASI

Kami atas nama Bupati Agam, setelah mempelajari surat dari Dekan Institut Agama Islam Negeri Bukittinggi Nomor IN.31.1/PP.07/1948/2016 tanggal 28 April 2016, Perihal Mohon Izin Penelitian, dengan ini menyatakan tidak keberatan atas maksud melaksanakan **Penelitian**/Observasi di Kabupaten Agam, yang dilakukan oleh :

Nama	:	**ZULFITRI**
Tempat/Tanggal Lahir	:	Padang Laweh / 03 Desember 1993
Pekerjaan	:	Mahasiswi
Alamat	:	Lubuak Nunang Jorong Batang Silasiah Kel/Desa Bukik Batabuah Kec. Canduang Kab. Agam
Nomor Kartu Penduduk	:	1306144312930001
Judul Penelitian	:	**" The Effect of Using Nursery Rhyme Towards Students' Vocabulary Mastery at First Grade Of SMPN 2 Sungai Pua "**
Lokasi Penelitian	:	SMPN 2 Sungai Pua
Waktu Penelitian	:	01 s/d 31 Mei 2016
Anggota Penelitian	:	-

Dengan ketentuan sebagai berikut :

1. Tidak boleh menyimpang dari kerangka serta tujuan **Penelitian**/Observasi
2. Memberitahukan kedatangan serta maksud Penelitian/Observasi yang akan dilaksanakan dengan menunjukkan surat-surat keterangan yang berhubungan dengan itu, serta melaporkan diri sebelum meninggalkan Daerah/Wilayah penelitian kepada pemerintah setempat.
3. Mematuhi semua peraturan yang berlaku dengan menghormati adat dan kebijakan pada masyarakat setempat.
4. Mengirimkan laporan hasil penelitian sebanyak 1 (satu) eksemplar, masing-masing untuk Bupati Agam Cq. Kantor Kesbang dan Linmas Kabupaten Agam dan Camat/Instansi yang bersangkutan.
5. Bilamana terjadi penyimpangan/pelanggaran terhadap ketentuan tersebut diatas maka surat keterangan Rekomendasi ini dicabut kembali.

Demikianlah surat keterangan Rekomendasi Izin Penelitian/Observasi ini diberikan kepada yang bersangkutan untuk dapat digunakan oleh yang berkepentingan dimana perlu.

Sariak, 29 April 2016 M
21 Rajab 1437 H

CAMAT SUNGAIPUA

PEMERINTAH KABUPATEN KEC. SUNGAI PUA

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Tembusan :

1. Bupati Agam Cq. Kaban Kesbang Pol Kab.Agam di Lubuk Basung;
2. Kepala SMPN 2 Sungai Pua di tempat;
3. Dekan Institut Agama Islam Negeri Bukittinggi di tempat;
4. Pertinggal.

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PEMERINTAH KABUPATEN AGAM
DINAS PENDIDIKAN
SMP NEGERI 2 SUNGAI PUA

SURAT KETERANGAN
Nomor: 082/ I08.21.01/SMP.2/LL–2016

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Sungai Pua, Kabupaten Agam, dengan ini menerangkan bahwa:

Nama	: **ZULFITRI**
NIM	: 2312.080
Tempat, tgl lahir	: Padang Laweh, 03 Desember 1993
Jurusan	: Pendidikan Bahasa Inggris
Universitas	: IAIN Bukittinggi
Alamat	: Sungai Pua

Bahwa benar nama mahasiswi tersebut di atas telah melakukan Penelitian/Observasi untuk penyusunan skripsi dengan judul penelitian "**The Effect of Using Nursery Rhyme Toward Student'Vocabulary Mastery at First Grade of SMPN2 Sungai Pua**". terhitung mulai Tanggal **01 Mei 2016** sampai dengan **31 Mei 2016**.

Demikianlah surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.

Sungai Pua, 02 Juni 2016
Kepala,

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Hal : **MOHON IZIN PENELITIAN**

Kepada Yth :
Bapak/ Ibu Camat Kecamatan Sungai Pua
di
Tempat

Assalamu'alaikum Wr. Wb
Dengan hormat, dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Bukittinggi, kami harapkan Bapak/Ibu untuk dapat kiranya memberi kesempatan penelitian kepada mahasiswa :

N a m a	:	Zulfitri
N I M/SMT	:	2312.080/VIII
Jurusan	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Using Nursery Rhyme Toward Students' Vocabulary Mastery at First Grade of SMPN 2 Sungai Pua
Lokasi Penelitian	:	SMPN 2 Sungai Pua
Waktu	:	1 Mei s/d 31 Mei 2016

Demikian surat ini kami sampaikan, atas bantuan dan kerjasamanya yang baik diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb

Dekan,

Dr. H. Nunu Burhanuddin, Lc., M.Ag
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PENGESAHAN TIM PENGUJI

Skripsi yang berjudul **"The Effect of Using Nursery Rhyme toward Students' Vocabulary Mastery at First Grade of SMPN 2 Sungai Pua"** yang disusun oleh **Zulfitri, Bp. 2312.080,** telah diuji dalam sidang Munaqasah Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, hari kamis, 8 september 2016 dan dinyatakan telah dapat diterima sebagai salah satu syarat dalam mencapai gelar Sarjana Program Strata Satu (S-1) pada Fakultas Tarbiyah dan Ilmu Keguruan jurusan Pendidikan Bahasa Inggris.

Bukittinggi, 8 September 2016

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Mengetahui
Dekan Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
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PERSETUJUAN PEMBIMBING

Skripsi dengan judul " **The Effect of Using Nursery Rhyme toward Students' Vocabulary Mastery at First Class of SMP N 2 Sungai Pua"** yang disusun oleh **ZULFITRI/2312.080** telah memenuhi persyaratan ilmiah dan disetujui untuk diajukan pada ujian munaqasah.

Bukittinggi, Juli 2016

Pembimbing 1	**Pembimbing 2**
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Nip. 197311292003122003	**Nip. 197802152009012004**

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