

CHAPTER 1

INTRODUCTION

This chapter discusses background of the research paper, research questions, objectives of the research, limitation of the problem, benefits, definition of key terms, and organization of the research paper

A. Background of the Research

Learning English is very important, because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on. Based on the fact, it is appropriate that English is included in the local content of school-based curriculum in elementary school. Therefore, it is necessary to think system of teaching and learning of English to young learners (elementary school students) to gain an optimal result.

Rendering an English lesson to the students of elementary school is an appropriate decision viewed from the fact that the students of elementary school have a period called golden age and they have critical period, the period that children are able to learn anything easily. In this period, their brains are still flexible so that they are able to learn anything, including languages (Sukarno,

2008 : 58). Besides, children's attitudes to other languages and culture are open and these attitudes help the children to learn the languages.

In learning English, vocabulary is one of the important component, Vocabularies are needed to create sentence into a paragraph and those are key for communication. Cameron (2000 : 95) defines that vocabulary as a fundamental in English foreign language where by using vocabulary to develop students basic in speak English. Then vocabulary can be the essential for making a word paragraph. When teacher teach vocabulary, students should be active to find the meaning of the words in the dictionary. As a result they will get easier in listening, speaking, reading and writing.

In practice, many students especially young learners are still poor in their vocabulary, it is indicated by the fact that they are still difficult to understand the English texts that they read, the words that they listen and they are also still difficult to speak and write English lesson. This problem is due to many factors, but it can be improved by many strategies of teaching.

Teaching through singing songs is one of technique that can be used in teaching English to improve young learner's vocabularies. It is acceptable because the songs play an important role in the development of young children learning a second language. It can not only improve their listening skills and pronunciation, but it also gives interest and motivation, it is useful especially in the teaching of vocabulary. In teaching vocabulary, songs also can reflect culture and increase students' overall enjoyment of learning a second language (Milington,2011 : 134).

In this context the teachers have to think how to make young learners mastery vocabulary for their own purposes. There are so many approaches, methods, and techniques that can be used by the teacher. But the teachers need to comprehend and to apply the theories of language teaching-learning to young learners. Linse and Nunan (2005 : 122) states, teacher should teach useful and suitable words in making sentences and teacher should apply the appropriate strategy in teaching vocabulary for young learners. Then teacher gives familiar words to the students based on the topic at the day. The function of that makes the students be fast in memorizing the word applying in the sentence and paragraph.

In addition, teaching vocabulary through singing song is effective as conducted the researcher confirmed by Kustiana Dewi (English Education of IKIP PGRI Semarang 2009). It is show that there is significance test achieved by the students after they have been taught using Listening English Song. Song could give contribution in teaching vocabulary. Song that used in this study can motivate the students to learn more about vocabulary.

Based on the background above the research entitled Improving the Young Learners' Vocabulary Mastery Through Singings Songs will be conducted to see if singing the songs can improve the mastery of vocabulary.

B. Research Question and Hypothesis

1. Research Question

In this research, the research question proposed as follows:

Can singing songs improve the young learners' vocabulary mastery?

2. Hypothesis

The hypothesis of this study proposed as follows:

Null hypothesis : There is no significant differences in students score before and after the treatment using singing song.

Alternative hypothesis : There is any significant differences in students score before and after the treatment using singing song.

C. Objective of the Research

This research is done to find out whether singing the songs can improve the young learners' vocabulary mastery.

D. Limitation of the Problem

This research is limited of the use of singing the songs in improving the young learners' mastery of vocabulary in the forth grade of SDN 1 Nangerang.

E. Benefits

This research is expected to

1. For Teacher

Hopefully teacher can know how effective teaching English to young learner through singing the songs in improving their vocabulary and motivated the students to study English well.

2. For Student

By using singing songs, the writer hope students will be enjoy and interested in English class especially in learning vocabulary and motivating students to improve their vocabulary.

3. For Writer

The writer can know in more detail the way how to teach vocabulary effectively to young learner and the writer's knowledge can be developed by investigating the topic.

F. Definition of Key Terms

1. Young Learners

Young learners are the students of Elementary School who are at grade four up to grade six. Their ages range from ten to twelve years of age. They have learned English for about one up to four years (Hoesein, 2008 : 5)

2. Vocabulary

Vocabulary is all the words that somebody knows or that are used in particular book, subject, etc, or all the words in a language (Steel, 2000 : 725).

3. Song

Song is a poem set to music, intended to be sung (Manser, 1980 : 395).

G. Organization of the Research Paper

This paper consist of five chapters, those are:

1. Chapter 1 – Introduction

This chapter presents background of the research paper, research questions and hypothesis, objectives of the research, limitation of the problem and benefit. In the end of this chapter, the researcher informs definition of key terms and organization of the research paper.

2. Chapter 2– Literature Review

This chapter presents the theoretical framework and previous study as the result of the researcher's search on theories or related research studies on similar field. It provides the readers theories which they need to comprehend this present study.

3. Chapter 3 – Research Methodology

In this session, there would be research design, research method, population and sample, instrument, data collection technique and analysis. Many data that needed by the researcher are collected and analyzed in this part. Contribution of the samples gives a lot of objective views in gaining the data required.

4. Chapter 4 – Result And Discussion

The researcher display all results of data analysis, the research questions meet the answers in this chapter. To make it clearer for the readers, the researcher conveys the discussions of the findings.

5. Chapter 5 – Conclusion and Suggestions

This chapter provides the readers the conclusion of the research and also the suggestions.

CHAPTER 2

LITERATURE REVIEW

This chapter describes the theoretical framework includes young learners, vocabulary, song and the last is previous study.

A. Theoretical Framework

1. Young Learners

a. Definition of Young Learners

Young learners are the students of Elementary School who are at grade four up to grade six. Their ages range from ten to twelve years of age. They have learned English for about one up to four years (Hoesein, 2008 : 5) It implies that the definitions of young learners are influenced by the age.

Brumfit (1995 : 33) says “Young children learn better through play or at least can be induced to go along with teaching that is tempered by “fun activities”. And Cameron (2001 : 21) assumes that the language should be first presented through sounds, not written symbols. Listening and speaking are worked on as the learners produce meaningful utterances concerning physical objects and their own experience. After children can produce sounds in the target language and connect the sounds with the truth, they may begin to read symbols in the target language. This process can begin after the children are able to understand what other people speak (listening) and able to produce the language (speaking).

b. Characteristic of Young Learners

Young learners are usually full of enthusiasm and energy, and the language lesson

will be full of variety and change activity. Thus, the teachers should be very creative in planning the lesson be considered when teaching young learners. One of many aspects deals with young learners' characteristics.

Harmer (2007 : 82) summarizes young learners' characteristics into several points as follow: Children have their own culture, and learning preference. Children learn by way of physical activities. Children have relatively short attention and concentration span. Children learn naturally. Children learn best when learning is meaningful, interesting and functional. Non-verbal language is important because children will indeed attend very sensitively to the teacher's facial features, gestures, and touches

While Suyanto (2007 : 6) says "To stimulate young learners interested in learning English, the teacher should know the characteristics of young learners". The children have their own characteristics, which are different from adults. The characteristics cover their ways of thinking, their attitude, their aptitude, et cetera. They also prevail to the children's ways of learning language. This, of course, influences the ways of teaching them. To give the best quality of teaching English to the children, the teachers should know and understand them.

The explanation about each of the characteristics is explained below:

First, children have their own culture and learning preference. It means that the instruction should be child friendly. Therefore, they will find the instructions easy.

Second, children learn by way of physical activities (learning through hand-on activities, learning by doing). It is believed that physical can students internalize the language they are learning.

Third, children have relatively attention and concentration span; unless the activities are extremely engaging, they can easily get bored, losing interest after ten minutes or so.

Forth, children learn naturally. As part of their development, children are always active in exploring their environment and accumulating knowledge and experiences. From this exploration, children construct their understanding of how things work, including the language they use as both a system and tools for communication.

Fifth, children learn best when learning is meaningful, interesting, and functional. Children will find things meaningful, interesting, and functional when they are relate these things with their needs and personal experiences. Sixth, non-verbal language is important because children will indeed attend very sensitively to the teachers' facial features, gestures, and touches.

The last one is children often learn indirectly rather than directly- they take in information from all sides, learning for everything around them rather than only focusing on the precise topic they are being taught.

The strategies for teaching children should maintain characteristics of children in order that students can learn the target language optimally. One of the common principles that may be considered to teach English for young learner is fun and natural. As mentioned before that one of young learners' characteristic is

they learn naturally, so the teacher should have many strategies in order to teach appropriately.

c. Teaching English to Young Learner

Based on the definition of Young Learners in beginning, Teaching English to Young Learners is guiding and facilitating Young Learners in aging 9-15 years old, for their activities in learning, knowing, understanding, and comprehending ideas, attitudes values, skills, and information of English using tricks and strategies which will be used in changing and redefining their thought forward their daily surrounding situation as a foreign languages learners (Hoesein,2008:5).

In language learning context it is believed that children will learn a foreign language more effectively under certain conditions. Therefore, there are some assumptions about language learning that should be considered when teaching English as foreign language to children. The assumptions below are adapted from different sources (Larsen- Freeman, 2000; Mackey, 1957 and Richards and Rogers, 2001)

- a. Learning should be fun and natural for children. In order for them to be successful in learning the target language, there must be the absence of stress. It is commonly believed that the environment of the foreign language learning often causes stress and anxiety. Children are believed not to learn language forms directly; commands are believed to helpful for children to interpret meanings. This activity is believed to liberate self-conscious and stressful situations.

- b. The language should be first presented through sounds, not written symbols. Listening and speaking are worked on as the learners produce meaningful utterances concerning physical objects and their own experience. After children can produce sounds in the target language and connect the sounds with the truth, they may begin to read symbols in the target language. This process can begin after the children are able to understand what other people speak (listening) and able to produce the language (speaking).
- c. Children are more sensitive to anything that touches the senses; they react easily to physical objects. Language is taught by having the students use their senses: touch, see, listen, smell, and even taste if necessary. This will help them relate the linguistic signs to truth that they perceive with their senses.
- d. Meaning should be made perceptible through concrete objects or by presentation of experience. When a language learner makes a mistake or misconception of something, the teacher does not correct it through translation but he/she tries to show something to make the meaning clear.
- e. The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children. By teaching through this way, children are expected to know what they are doing. They are not only saying something without being aware of what they are saying.

2. Vocabulary

a. Definition of Vocabulary

Vocabulary is the basic element in the language. It becomes the thing that is used as a tool to access the background knowledge, express ideas, and learn new

concept. Vocabulary is one of the important parts in learning English, particularly, in reading comprehension especially for the beginners. The main reasons for these are: firstly, vocabulary is used as the main tool to understand forms, phrases, sentences and texts in one or more paragraphs; secondly, it functions to convey the meaning of the words in a text.

River in Nunan (1983 : 125) proposes that the acquisition of adequate vocabulary is essential for successful foreign language use, because without an extensive vocabulary, we will be unable use structural and function words that we have learned for comprehensible communication.

From the previous definition, it has come into conclusion that vocabulary is a set of words that have meaning and are used in a specific language which is known to its users. However, vocabulary itself is more complex than these definitions above, Lehr, Osborn, and Hiebert as cited in Mardiana (2008) explain two kinds of vocabulary description as follow:

First, words come in two forms: oral and print, **Oral vocabulary** includes those words that we recognize and use in listening and speaking. **Print vocabulary** includes these words that we recognize and use in reading and writing. Second, word knowledge also comes from in two forms, receptive and productive. **Receptive vocabulary** includes words that we recognize when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening contexts. **Productive vocabulary** includes words that we recognize when we speak or write. Supported by Gairns and Redman (1986: 64-65) words that are internalized and can readily be produced are said to be in the

students' active (productive) vocabulary.

Further, knowing and understanding words means knowing its 'form' (how it sounds, how it is spelt, grammatical changes that could be made to it), its 'meaning' (its conceptual content, and how it relates to other words, and in particular types of language use) Cameron (2001). According to how they are used to construct sentences, Cameron (2001) also states that the words of language split into two groups, which are content words and function words. 'Content words' are those that carry lexical meaning, even out of context, whereas 'function words' act as complementary that carry grammatical meaning.

b. The Importance of Vocabulary in Learning Language

Vocabulary is important in learning language. The students are not able to communicate well unless they have adequate supply of vocabulary. All language skills are concerned with words. In listening, students hear the words, in speaking they speak words, in reading they face words, in writing they use words, and in pronunciation, they ideally practice the pronunciation of sounds within word context, then it is strange to practice sounds independently of words.

Furthermore, when the students interact, they use word to their and own sense and other people sense, their own particular understanding and connotation for events and ideas (Vygotsky, 1962; cf. Cameron, 2001:30). For children, words used as a language learning unit that crucially functions to express their need and want, such as '*more*' , '*no*' and so forth. As they get older, they learn words and phrases as a means of communication for example, they used words and phrases to fit familiar context, such as greeting and naming (Cameron, 2001:39). Besides,

words are a key unit in building up skills and knowledge. Children often ask what a particular meaning of words, how to say a word in a foreign language, how words in that students learning reading (Cameron, 2001:72).

Studies show that vocabulary size determines the level of success in understanding texts. Stahl (1999, cf. Mardiana 2008) points out that reading comprehension has correlation with vocabulary knowledge. Statistic shows that students need to understand 95% words in a text to know the content of the text. Furthermore, in terms of words frequency used in written texts, large proportion of words (about 80% or more) are used in all texts (Nation, 2001; cf. Cameron, 2001). Other study shows that learners should know approximately up to 5,000 words to be able to transfer learning strategies from their first language to the second.

Building vocabulary knowledge can support children's' language learning process as a basic foundation in mastering the four languages skills. It can be concluded that vocabulary plays an important role in language learning.

c. Teaching Vocabulary to Young Learners

Vocabulary is very important for second language learners. Only with a sufficient vocabulary, learners can effectively express their ideas both in oral and written forms. Learners typically spend a great deal of their time looking up words in the dictionary and translating texts from the foreign language into their native language.

Teaching vocabulary to young learners will be better if the words are given related to the children world (Suyanto, 2007 : 47). It implies that the teacher should give the vocabulary in simple words usually used by young learners.

Griffie (1992 : 6) says, there are four steps to teach vocabulary, they are consist of:

1. Introducing

The teacher should mention pronunciation of new words clearly and correctly.

The teacher can use pictures or real things in the class.

2. Modeling

The teacher gives an example as a model of new words. For example, the teacher introduces the word “smile”, and then the teacher shows smile expression in the front of class. So, the young learners can imagine the word in real activity.

3. Practicing

The young learners repeat and practice the words as the teacher says. The teacher should pronoun the words many times in order to make the young learners repeat and remember it easily.

4. Applying

The young learners are asked to apply the situation with the teacher’s help.

The teacher should create an interesting situation in order to make the young learner apply the new word easily. The teacher should also make the young learners understand how to use and express the words as the teachers tell.

3. Song

a. Definition of Song

According to Miranda Steel (2000 : 629), Song is a piece of music for accompanied voice or voices or, a piece of music with word that you sing, in general song is music or singing: to burst/break into song. Song is an interesting media that offers the high imagination. The language song usually easy to be understood. It gives motivation and makes the relation between the teacher and students closer. And the relation will make the students have bravery to ask the teacher about everything including new vocabularies in song that they learn.

In fact, song can be enjoyed by everyone. It can be enjoyed by children, teenagers, adults, and even old people. Children's song may be a nursery rhyme set to music, a song that young children invent and share among themselves, or a modern creation intended for entertainment, use in the home, or education.

b. The Element of Song

When a song is played, the listeners will not only listen to its lyrics, but also its melody. They enjoy the harmony, the expression and the rhythm. It means that a song is a unity of some music elements. The elements of music are divided into two categories (Jamalus, 1988 : 7); those are main elements and expression elements.

The first category is the main elements. It consists of rhythm, melody, harmony, and lyrics. Rhythm is the stretch of movement of the sounds. It becomes the base element in music. It is like how to sound a word, there will be letters read long and short and there can be a pause too. It means that rhythm is how to step

the music. Melody is the arrangement of stretch sound. And harmony is the unity of two or more tones that have different level played together. The last is lyrics, it can be said as musical sentences.

The second category is the expression elements. It is the way of the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All the elements above are needed when someone creates a song.

c. The Advantages and Disadvantages of Song

As a teaching media, song prevents students' boredom in language classroom. The use of song in teaching learning process has good implication (Gunawan, 2009: 254-259), those are:

- a) Create a desire environment, students are expected to be enthusiastic in the learning process.
- b) Facilitate a positive learning mood and motivate students to learning, songs help students to focus on the material discussed and raise their concentration in the learning activities.
- c) Connect students to content topics. Students are expected to understand the topic they studied through song lyrics.
- d) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing song to make them more active.
- e) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. So, students are easy to understand the material.

- f) Stimulate imagination and creativity. Song is good stimulus to imagine and it can explore students' creativity.
- g) Embed new vocabulary. Students can enrich their vocabulary after listen to song.
- h) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

According to the advantages above, the writer concluded that use of songs in teaching learning process has many good effects. It gives good effect to activate understanding and make students easy to memorize the material.

B. Previous Study

1. A thesis by Hendri Firmansyah (Student Number: 2043232702). *Increasing Students' Vocabularies through Singing the Songs (A Study at the First Year Students at MTs Pancasila of Pondok Pesantren Pancasila Bengkulu)*. Bachelor program of English Education Study Program of Department Tarbiyah. The background of the study in this research are the students still have difficulties to recall or remember the vocabularies that have been learned. The students at Pesantren are from villager commonly, and the education at a village do not more perfect than the education at a city/town, because less of references or books as sources for learning and teaching process being perfectly. To increase students' vocabularies, he was using singing the songs to help in teaching learning process. And the result of his research was significant, he also explained that the students can learn English with enjoy way such as learning English trough singing the songs.

2. A thesis by Kustiana Dewi (Student Number 05420142) English Education of IKIP PGRI Semarang 2009. The title is *Improving Students' Vocabulary Mastery Through Listening English Song of the Eighth Year Students of SMPN 25 Semarang 2009/ 2010*.⁴¹ She was using listening English song to improve students' vocabulary mastery. And the result of her research was significant. There is significance difference in score of Vocabulary test achieved by the students after they have been taught using Listening English Song. Song could give contribution in teaching vocabulary. Song that used in this study can motivate the students to learn more about vocabulary. The differences between this research and my research will be in the method of teaching and sample of the research, she was used listening songs to improve students of SMPN 25 Semarang, whereas I used singing the songs to improve young learners vocabulary (SDN Nangerang 1).

CHAPTER 3

RESEARCH METHODOLOGY

This chapter mostly discusses research methodology, it comprises research design, research method, population and sample, instruments, data collection techniques which include data analysis.

A. Research Design

This study used a quantitative research design. According to Crowl (10 : 1996) “quantitative research design are used to examine questions that can best be answered by collecting and statistically analyzing data that are in numerical form”. Quantitative research is a deductive theory based research process that focuses primarily on testing theories and specific research hypothesis that consider finding differences and relationship using numeric and statistical methods to make specific conclusions about the phenomena. From definition above, there are number of main concept which should be clarified:

a. Deductive theory

Based research process of reasoning that uses a top-down approach to knowing. Researchers use deductive reasoning by first making a general statement (hypothesis) based on a theory and then seeking specific evidence that would support or disconfirm that statement. They employ what is known as the hypothetic-deductive method or hypothesis testing method, which begin by forming a hypothesis.

b. Testing specific research hypothesis

Tavakoli (2012 : 265) states that a hypothesis is an educated and testable guess or hunch, generally based on prior research and/or theory, to be subjected to the process of verification or disconfirmation. A hypothesis is tentative statement of the relationship between two or more variables and its validity remains to be tested and becomes the basic for further investigation.

c. Finding the differences and/or relationship

Characteristic of quantitative research are listed as follows: (1) Using numbers, (2) A priori categorization, (3) Variables rather than cases, (4) Statistics and the language of statistics, (5) Quest for generalizability and universal laws.

Quantitative research design can be classified into one of four broad research methods: (1) Experimental method, (2) Correlation method, (3) Causal-comparative method, and (4) Survey method.

B. Research Method

This study used an experimental method to investigate whether or not the use of singing songs can help improving young learners' mastery of vocabulary. Cambel and Stanley in Conseulo (1993: 104) say there were three categories of experimental. They are:

1. Pre Experimental design.
2. True experimental design.
3. Quasi experimental design means an untrue experimental

This research belongs to the quasi experimental, because this research was aimed to find the effect of something that is given for the subject. In orders words, this research was tried to search the causal effect relationship by comparing one experimental group with the treatment and one control group without treatment.

According to Arikunto (1990: 278), there were three design of quasi experimental. The experimental design as follows:

1. Pre test - Post test control design with one treatment. In this design before giving treatments the two classes are pre tested to measure are first condition, then we give treatments for the experimental class. After finished giving the treatments for the classes are post tested.
2. Pre test - Post test control group design with two kinds of treatments. In this design, there are two kinds of treatment for two experimental classes.
3. Solomon for group design. This design adds two classes from which they are exist in the first design. One of the classes was given a treatment without pre tested.

Among all of method design mentioned above the writer was take the first one that Pre test- Post test control design of this research. Hatch and Farhady (1982 : 32) stated that pre-test and post-test are often used in classroom experiments when experimental and control groups are naturally assembled groups. Two classes were employed in this study. One class was the experimental class which was applied with the treatment of singing songs. Another class was

the control class without treatment. The formula of quasi experimental design is described as follows:

$$\begin{array}{cccc} E & Y1 & X & Y2 \\ \hline C & Y1 & & Y2 \end{array}$$

E : Experimental group

C : Control group)

Y1 : Pre-test

X : Treatment

Y2 : Post-test

C. Population and Sample

1. Population

Population is the area in which you are trying to get information from. According to Burns (1990 : 62) “Population is an entire group of people or objects or events which all have at least one characteristics one common, and must be defined specially and unambiguously”. In this study, the population is 44 students fourth grade of SDN 1 Nangerang.

2. Sample

Sample is a section of your population that you are actually going to survey. McMillan and Schumacher (1984:32) say that: “Sample is a group of subjects

selected from the population.” The sample of this research is covered 40 students which divided into two groups of the fourth grade students at SDN 1 Nangerang.

D. Instrument

According to Tavakoli (2012 : 227) “instrument is any device which is used to collect the data”. Research instrument is a device used by researcher while collecting data to make his work becomes easier and to get better result, complete. And systematic in order to make the data easy to be processed (Suharsimi, Op.Cit.p.160).

In this research the data will be collected through a test. The test will be in form of written test. That is pre-test and post-test. Pre-test is the test before the treatment and post-test is the test after the treatment given. The test is arranged according to the material given.

E. Data Collection Technique and Analysis

1. Data Collection

The data in this research will collected by a test. The test will be a pre test and post-test to help to conduct the research. The test will be given by written form test. Based on the design of the research, the test are pre-test that will be give to the both class before treatment and the post-test will be give to the experimental class after the material or given the treatment, and to the control class without the treatment. It will be done to know the improving young learners’ ability and the result of the effectiveness while using the singing the song to improving young learners’ vocabulary.

2. Data analysis

After collecting the data, pre-test and post-test from the experimental group and control group, then the researcher measured the score differences from pre-test and post-test of experimental group and control group used descriptive statistics to analyze descriptive question below:

a. Mean

Mean is the most frequently used measure of central tendency in research.

Mean is the arithmetic average of a set of scores (Crowl, 1996 : 135).

b. Standard Deviation

Standard Deviation is derived from the variance (V): it is obtained by taking the square root of the average squared difference between each score and the mean score.

c. Normal Distribution

Normal distribution is a theoretical distribution which is shows the frequency or probability of all the possible values that a continues variable can take. If the distribution of variable approximates normality, we can determine what proportion of or percentage scores lies between any two values of that that variable or what probability is of the obtaining a score between those two values by converting the original scores.

d. Homogeneity of Variance

Homogeneity variance or Levene's test is test used to assess the equality of variances for a variable calculated for two or more group. If the resulting p-value of Levene's test is less than some significance level (0.05), the null

hypothesis of equal variances is rejected and it is concluded that there is a difference between the variances in the population.

e. T-test

T-test is a parametric test which is used to discover whether there are statistically significant differences between the means of two groups. The result of applying the t-test provides the researcher with a t value. That t-value is then entered in a special table of t values which indicates whether, given the size of the sample in the research, the t-value is statistically significant.

T-test for unrelated samples is also known as the independent-samples t-test. It determines whether the means of two samples that come from different cases are significantly different from each other.

f. Steps of Calculating Descriptive Statistics

All of the data in this research will be analyzed by using the program of SPSS (Statistical Package for the Social Science). The steps in the process of quantitative data analysis and interpretation involve:

- 1) The first step was the researcher put the scores of the pre-test and post-test of experimental and control groups.
- 2) Second, the researcher calculated the mean from overall each score of post-test of both groups.
- 3) Third, the researcher calculated standard deviation.
- 4) Fourth, the researcher would use homogeneity test in order to know whether experimental and control groups have same variances.

- 5) Fifth, the researcher would analyze the data through t- test to find out whether the difference of the scores between them was significant or not.
- 6) The last, after doing those steps, the researcher concluded the result of the research by test the hypothesis.