

**YOUNG BILINGUALS' AND MONOLINGUALS' COGNATE
SENSIBILITY IN LEARNING VOCABULARY**

THESIS



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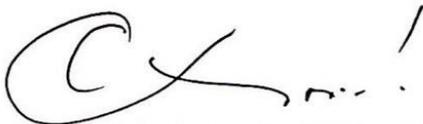
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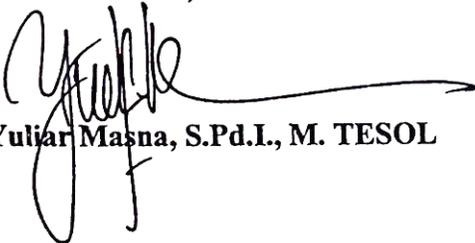
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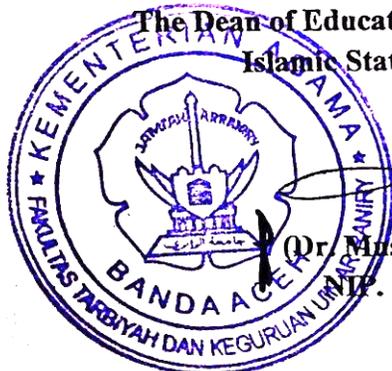

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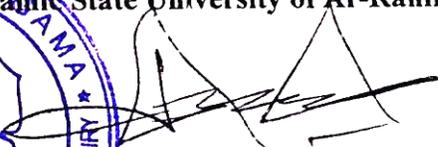
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Eventually, I do know that this thesis is far from perfection. Therefore, any comments and suggestions are indeed welcome to the improvement of this thesis. Finally, I hope this thesis will be useful for me and all the readers.

Banda Aceh, 22 December 2018
The Researcher,

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ABSTRACT

The purpose of this research is to examine the cognate sensibility of words of young bilingual children and the researcher wants to see both groups performance of their cognate sensibility of word. Cognate sensibility can be defined as the awareness of word that share same meaning, words or pronunciation to another word of language. This research is a quantitative research and uses experimental method to analyze the research. The process of research is held at MIN 20 Tungkop, Aceh Besar. The population of this research is the fifth grade children and only uses 1 class for it. The children is devided into 2 groups of children which first group consists of 15 bilingual children that understand Acehnese and Bahasa in their daily life and the second group is the children who use Bahasa in their daily life. In analyzing the data, the researcher uses test (pre-test and post-test) and questionnaire. During the treatment process, the researcher gives 10 words for each meeting and teaches them about them. The result of data analysis showed that the performance of learning vocabulary of bilingual children is more dominant than is the monolingual children.

Keywords: Bilingual, Monolingual, Young Bilingual Children, Cognate, Cognate Sensibility, Vocabulary, Learning Vocabulary

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CHAPTER I

INTRODUCTION

In this chapter the researcher describes the reasons for conducting the research and it divides with several points: the background of research, the research question, the aim, the previous study, the hypothesis, the significance and the terminology of this research as will be elaborated in the following sections.

A. Background of Study

The development of children brain is influenced by a lot of factors, psychosocial factors, biological factors and by genetic inheritance factors (Wachs, 2000). Psychosocial factor is about their environment and experience, when they live in healthy environment they can develop well and same go with the experience, children who have a lot and good experience also can develop fully. Biological factor is about the nutrition, if they have good nutrition for supporting their body they will grow well. Developmental neurosciences find that the brain is sensitive not only to nutrition but also to pattern and quality of early experience. Genetic inheritance is about the genetic of their parents, especially the mother is much better placed to exploit top down influence for brain, Not only the genes can build the child's brain, but it also exploits the children top down social role to program that brain in all kinds of ways that can benefit for them (Badcock & Christopher, 2009). In their age, the brain grows perfectly and it can learn everything quickly.

Learning language is the one of good examples for children experience and it will help children to develop well. According to Bransford (2004) learning is very important part of children brain development process. In their age, children are good at everything. Susan (1992) says that they can interpret meaning without understanding the individual word, the brain automatically connects with the context of the word used so they understand directly. They can use limited language in their creative way, because they do not know a lot of vocabularies yet, they use familiar word that they know for describe something they want to. And last, they can learn directly and indirectly. They learn directly at school by the interaction of teacher and student and when they are not at it, playing with friend, watching movies and etc, they learn indirectly. Therefore we can assume that the younger the children are, the more holistic learners they will be.

Children who learn language beside their prior language is called bilingual children. Bilingual means a person is a native speaker of 2 languages, Oxford dictionary defines bilingual is a person who fluent in 2 languages. Grosjean (2010) gives his definition of bilingualism that places emphasis on the regular use of language rather than fluency (as well as including multilinguals and those who speak a dialect) bilinguals are those who use 2 or more languages (or dialects) in their everyday lives. Romaine (1995) says children get their first language in their early childhood from the language spoken by their mother and father and they get another language from their community, school and else. When a child enters kindergarten or

elementary school, their first language will develop during the time. They will get it from their daily interaction with friends and teachers.

Nowadays, many parents ask their child to learn English language as soon as possible. According to a survey of 2.003 parents in China, it is reported that nearly 70% of their children start learning English before 5 years old (Huaxia, 2016). They start to think to learn English language is important because it has becoming the international language. They also start to realize that it is an important skill for their children in the future, because they directly prepare themselves to face the development of world later, so they can adapt to the changes easily. According to David Graddol (2000) there will be two billion people speaking or learning English within a decade. Later, English will be present in the life of every citizen around the globe.

Furthermore, for mastering English we need to learn everything for supporting the needs. For the base, we need to know a lot of word in English and it is called vocabulary. According to Hornby (2006) vocabulary is all the words that a person knows or uses and it is all the words in a particular language. Vocabulary is important part of learning any kind of language. Rivers (1991) state that vocabulary is essential for successful language use, because without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication. The more words we know, the more we will able to

understand others and it helps us to understand in speaking, writing, listening and reading.

While teaching vocabulary to the children, we need to know how the children learn and what work well for them. Pica (1983) states that there are processes of learning a language and the main focus of the processes is the way of the children learning, because the processes between young children and adults in learning language is different. Adults learn language by exercise while children learn language by playing. They do not consider language learning as an intellectual activity and they learn rapidly in fun ways. Therefore the quality and quantity of language that they hear play a key role in the learning process (Kuhl, Tsao, & Liu, 2003).

Every children have their own condition, so they must have different level of word knowledge. The word knowledge can be defined as knowledge of word such as meaning, definition, vocabulary, and else. The knowledge of word also includes the word sensibility. Sensibility means the awareness of a person to something familiar with him, thus the word sensibility means the awareness of a person toward a word that familiar with him. The familiar word can be a familiar word to another language which share same meaning, writing or pronunciation. Furthermore, using their sensibility of recognizing word to learn English vocabulary can be more effective because we utilize their prior word to develop English vocabulary word.

When using their language sensibility, there is a term called cognate. According to the context, cognate has many definitions and the definition in this context is when cognate is referred as vocabulary words with shared meaning and linguistic similarity across languages (Harley, 2008). It is often used to describe 2 words that sound similar and have the cognate definition, meaning, what is languages same origin or related in some way. In this research, the other language that used beside English that share meaning or sound as the definition of cognate above is Acehnese language. For example, the cognates “*that*” (English) and “*that*” (Acehnese) both have different conceptual meaning in English and Acehnese language, as well as linguistic overlap in spelling, word structure and sounds produced. Another example is “*home*” (English) and “*hom*” (Acehnese), it sounds similar but these have different meaning. Therefore, cognates have received increased attention in the bilingual literature for their potential role in bilingual word processing (Bialystok, 2001)

Furthermore, this research is designed in order to find out the difference toward children bilingual and monolingual performance in learning English vocabulary. This research is held in an Islamic elementary school in Aceh Besar. The sample are 2 groups of children. First group is a group of bilingual children who use Bahasa and Acehnese language in their daily life and second group is monolingual group of children who only use Bahasa in their daily life.

B. Research Question

In the background of research, the researcher conduct a research based on following question:

1. What is the difference toward bilingual and monolingual children performance in learning English vocabulary?

C. The Aim of Study

The aim of this study is:

1. To know the performance of bilingual children in learning English vocabulary.

D. Previous Study

In the past, a research has been conducted on young children's sensitivity to cognates (Kohnert, Windsor, & Miller, 2004; Mägiste, 1992; Schelletter, 2002), such as "*Young English Language Learners' Cognate Sensitivity on Picture-Word Recognition and Production*" by Lindsey Renee Leacox (2011). In her dissertation, her purpose of study was to examine young English language learners' (ELLs) sensitivity to cognate words (i.e., phonologically-similar translation equivalents, such as baby-*bebé* and telephone-*teléfono*) during timed comprehension and production tasks. She found that by using picture naming method, children demonstrated higher accuracy of recognizing the cognate word that given.

The things that made this thesis and her dissertation different was Lindsey used picture naming method as the tool for helping her children recognize the cognate word in Spanish-English. The children completed a picture-word verification task which required a rapid forced choice to identify whether a picture matched an auditory stimulus while this thesis taught the children by using the usual style of teaching process for cognate word of Acehnese-English.

E. Hypothesis

According to the background and research question, the hypothesis in this research can be concluded as:

H_o It has not an influence between the children who use two languages and the children who use one language at home in mastery English vocabulary.

H_a It has an influence between the children who use two languages and the children who use one language at home in mastery English vocabulary.

F. Significance of Study

The result of the research can be used as a stimulant information to conduct further research on English for young bilingual and monolingual subject since this research discusses the performance of bilingual and monolingual children in learning English vocabulary using their cognate sensibility. And also the benefits of the research can be stated as follows:

1. For the teachers

The result of this research can be used by the teachers as a manual for teaching vocabulary for the children. They can change, develop or upgrade their way of teaching. By using children cognate sensibility of their primary language to learn new vocabulary is an advantage for them because they have known their own word and they only need to connect it with the new vocabulary that learnt. Therefore the teacher should see this opportunity of this way by preparing a proper teaching vocabulary material for them so the children will learn English vocabulary more easily.

2. For students

The result of this research can be used as an additional knowledge for the students who are learning new language vocabulary. The students can apply this way in their language learning process to make them easily mastered English vocabulary. By connecting their primary language to learn new vocabulary, they can easily

remember the new word that they have knew. In the end, they also can improve their speaking, listening, reading and writing knowledge.

G. Terminology

There are some terms in this research which should be defined in order to avoid any misunderstanding and misinterpreting, the terms are:

1. Young Bilingual and Monolingual

According to Meriam Webster dictionary, young means being in the first or an early stage of life, growth or development. The term young in this research means the children who are around 10-12 years old or in fourth to sixth grade of elementary school and they live in Aceh.

Grosjean (2010) proposes a definition of bilingual that places emphasis on the regular use of language rather than fluency (as well as including multilinguals and those who speak a dialect) bilinguals are those who use two or more languages (or dialects) in their everyday lives. Bilingual in this research means the children who speak 2 languages (Acehnese and Bahasa).

Monolingual means a person that only use 1 language. The definitions of monolingual in Meriam Webster dictionary, monolingual means having or using only one language. in this research, monolingual is the children who only use 1 language in their daily life (Bahasa). However, all the children (bilingual and

monolingual) are English language learner (ESL) and they are learning English at their school.

2. Cognate Sensibility

Cognate is an identical word. It is like 1 language word which has a similarity of another language. Based on Merriam Webster dictionary, cognate is the same or similar nature or generically alike. Cognate means a word or morpheme which is related by derivation, borrowing or descent and also means of a substantive is related to a verb usually by derivation and serving as its object to reinforce the meaning. In this research cognate means similar word such as an English word has a similarity of Acehnese word. Merriam Webster dictionary defines sensibility as an ability to receive sensation, or awareness of responsiveness toward something (such as emotion in another). Sensibility in this research means the children awareness in recognizing the English word that familiar with their daily language.

3. Learning

Based on Merriam Webster dictionary learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught or experiencing something or the activity of someone who learns. According to R.M Smith (1982) there are definitions of learning because it is put to multiple uses. He says that learning is used to refer to the acquisition and mastery of what is already known about something, the extension and clarification of meaning of one's experience or an organized, intentional process of testing ideas relevant to problems. In other words,

learning is used to describe a product, a process, or a function. In this research learning has the same meaning such as the activity of getting knowledge.

4. English Vocabulary

Vocabulary is the body of words used in a particular language. Hornby (2006) says that vocabulary is all the words that a person knows or uses and it is all the words in a particular language. According to Meriam Webster dictionary, Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined

English vocabulary is complex, with three main aspects related to the form, the Meaning and the use, as well as layers of meaning connected to the basic of individual words (Nation & Meara, 2010). In this research there are 3 vocabularies that the researcher uses, first is English vocabulary that the children will learn, second is Acehnese and Bahasa vocabulary that researcher uses for improve the children vocabulary. For this research, the researcher uses English vocabulary that is familiar in their daily life.

CHAPTER II

LITERATURE REVIEW

This chapter describes the result of the researcher's search on theories or related research studies on similar field. It provides theories that needed to comprehend this present study.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is the word that a person knows or uses and it is all the words in a particular language (Hornby, 2006). Another definition comes from Ur (1998), she states that vocabulary is the words that taught in foreign language learning. So we can define that vocabulary is the words that appears when someone learn another language.

Vocabulary is an important aspect when learning a language. Richards (1998) says that vocabulary is the important aspect of language and provides much of the basic for learner such as speaking, writing, reading and listening. The more vocabularies a person knows, the more he can communicate appropriately. Harley (1995) states that vocabulary is the most main part in the system of communication. However this view is also strengthened by McCarthy (1990) who emphasizes the importance of vocabulary in expressing meanings in another language communication.

Vocabulary is not a developmental skill or skill that can ever be seen as fully mastered. The expansion and elaboration of vocabularies are something that extends across a lifetime. Without good vocabulary and strategy for learning new vocabulary, learners will achieve less than their potential and may be discouraged from making use of language learning opportunities.

2. Types of Vocabulary

Vocabulary is the words that a person knows or uses and it is all the words in a particular language (Hornby, 2006). Before we use the word, we need to understand how to use the word correctly. In a book called *Vocabulary at the Core* by Amy Benjamin and John T. Crow (2012) say that vocabulary divides into 2, receptive vocabulary and productive vocabulary and they illustrate the difference between them, if we understand the words when we hear them or read them is receptive vocabulary while if we use to express ourselves, in speech or in writing is productive vocabulary.

Productive vocabulary is the word that reveals the ability to recall and use for communicative purpose. Productive vocabulary can be assumed as the words that are understood and can be pronounced by learner. Learner can use these words in speech and writing well. However, productive vocabulary is a process of active word because learner can make words to express their thoughts that understood by others (Webb, 2005). Productive vocabulary knowledge is deemed as the ability to recover

the structure and meaning (Laufer, 2004) or to pass on the word as in the original learners' language (Webb, 2009).

Receptive vocabulary is the word that reflects the ability to recognize the meaning of the context. Receptive vocabulary knowledge is known and understood its meaning by learners when reading or listening text. Learners know and recognize the meaning of words that cause them to understand the text that they have read. Learning the receptive vocabulary usually in the form of giving the meaning of the word, using the word in a sentence and learner just asks to spell and pronounce (Nagy, Anderson & Herman, 1987).

Based on the example of vocabulary type above, it can be concluded that productive vocabulary is the word that utilized in every speech while receptive vocabulary is the words which are needed for comprehension. Knowing a word is a matter of degrees of depth, knowing the gist of a word is. In other words, we must be aware of a lot of information about a word before we use.

3. Learning Vocabulary

English vocabulary is a complex aspect with three main aspects related to form, meaning and use, as well as layers of meaning connected to the roots of individual words (Nation & Meara, 2002). Learning vocabulary is a very important part of learning a language. The more words we know, the more we will be able to understand the context. According to Stahl (2005), vocabulary knowledge is

knowledge of a word not only implies a definition, but also implies how the word fits in the context. So having a good vocabulary will help us to improve our language level and become more confident in English.

Every day we hear and read new English vocabulary because English vocabulary changes and grows over time (David, 1997). When learning English vocabulary, we need to remember the vocabulary clearly and need to practice it for a good understanding. Therewith we must understand it and be able to use the words correctly when speaking or writing.

The process of learning new vocabulary begins in infancy and continues throughout in adult. We can calculate that if a child starts to learn vocabulary at very young age, their vocabulary can improve and develop well. A research by Senechal and Cornell (1993) state that 18 months old child need to learn 5 new words a day in order to have an average vocabulary of approximately 8.000 words by the time he is 6 years old while the average vocabulary of student from high school is estimated to know approximately 40.000 words (Nagy & Herman, 1985).

4. Teaching Vocabulary

Vocabulary is the central of English language teaching because without vocabulary children cannot understand others or express their feeling or thought. Alqahtani (2015) says that teaching vocabulary is a crucial aspect in learning a language as language is based on words so it is almost impossible to learn a language

without vocabulary. Teaching vocabulary toward children is an important part of their language development. Teaching vocabulary is not just about giving the words but it involves lexical phrases and knowledge of English vocabulary and else.

Teaching English vocabulary for children is different from teaching for adults. When teaching vocabulary to the children, we often have a difficult time coming up with learning activities. For example, according to Brumfit (1995) children play and always want to play, children learn through playing. They always want to play wherever they are, while they are studying in the class or outside the class, because they do not care of what happening around them while they are playing. Another problem that teacher face is the children easily forget something that they have learnt. Ersöz (2007) say that very young learners have a low concentration span, they learn slowly and forget easily as they have a short memory. Therefore, the teacher need to aware of the problem that he will face during teaching vocabulary toward the children.

Children have certain characteristics and need a certain treatment. To handle that, the teachers should prepare and find out the proper technique that fit to every children. Bourke (2006) stated that children live in their own world, thus we need to come to their world and make the learning familiar with their fantasy. Mckay (2006) stated that language learning should contain elements which include topics according to the child's interests, stories, games, enjoyable activities, songs, chants, rhymes pair and group work. Because of the conditions earlier, the teachers should be creative and

be able to master the material in order to be understood by students and make them interested in learning vocabulary. The combination of creative energy, laughter and a meaningful context makes the learning activity be an excellent way to teach vocabulary.

B. Bilinguals

1. Definition of Bilingual

Definition of bilingual is attempted to define as the nature of language phenomena resulting from contact between two languages. The concept of bilingualism refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual, but it also includes the concept of bilinguality (or individual bilingualism). Bilinguality is the psychological state of an individual who has access to more than one linguistic code as a means of social communication. William Mackey (2000) states that bilingualism is not phenomena of language but a characteristic of its used. The term of phenomena is to capture the sense of observable situation resulting from language contact situations without losing of the actual of language. Doris Margot Madrigal (2010) refers that the specific situation of languages coming into contact as phenomena in order to at once pull back and view them as concretized and verifiable situation.

However, Li Wei (2000) notes that despite the fact that language is perceived as a separate entity, when speaking of language contact, we talk about people speaking different languages coming into contact with one another. Language cannot be isolated or separated out from the human condition. In attempting to define bilingualism scholars set parameters around who can be considered a bilingual and can potentially critique, limit and even exclude certain abilities, uses, knowledge and experiences of language by individual and groups of humans. It is critical to underscore the importance of carefully examining definitions of bilingualism in order to best identify and understand their parameters of inclusion.

According to Valdés (2006), it can be said that bilingualism is the condition of knowing two languages. The definition of bilingualism underscores the condition or state of being bilingual, one that is situated in a particular time frame or phase. Bilingualism as a condition is not fossilized or immutable. Indeed, bilingualism varies over a span of a lifetime in an individual. Also, by emphasizing and drawing attention to the term knowing, he underscores the source of the issue in defining bilingualism not as multilingualism itself but rather relative and subjective definitions of knowledge.

Therefore it is clear in stating the complexity of understand bilingualism, Hamers and Blanc (2000) offer a strong example of how best to incorporate all these aspects into a definition that encompasses not only what bilingualism is as a phenomena, but how it is grounded in lived experience. From these definitions of

bilingualism it becomes clear that either a seemingly simple and brief definition or a lengthy detailed definition both require precision and responsible wording.

2. Bilingual Children

Many children can develop their language completely before they come to school. By the age of 6 months they have produced all of the vowel sounds and most of the consonant sounds of any language, including the language their parents speak. Normal children can learn any language to which they can. If they hear and respond to 2 languages in their environment, they will become bilingual children.

There are 2 categories of how the children can master more than 1 language, children who are raised bilingually from birth and children who learn it when their first language set. First the children who learn 2 languages simultaneously from birth, they go through the same developmental stages as the other children. While the other children have doing good at their own language, the bilingual children may start talking within the normal range. From the very beginning of language learning, they seem to acquire 2 separate languages. Later on, they are able to differentiate their 2 languages and have been shown to switch languages according to their partner of speaking.

When a second language is introduced for the children after the first language is well-established, there are many of reasons for them to learn another language, for example, because of their parent and the school learning. A child who acquires a second language experiences such as, they use their home language for a brief period.

Then they will begin to use short or imitative sentences. Last, they will begin to produce their own sentences. Eventually the children become more fluent, but continue to make grammatical mistakes or produce sentences that sound abbreviated because he is missing some grammatical rules. Some of mistakes that children make at this stage are due to the influence of his first language.

3. Definition of Monolingual

Someone who can speak 1 language is called monolingual. Monolinguals are individuals who only master 1 language, more so if the concept of language itself is very narrow, which is only limited to the understanding of variety of language. (Wijana and Rohmadi, 2010: 55). According to Sumarsono and Paina, (2002) There are 2 factors of affecting a monolingual, there are:

- a. In a society that is not diglosia and not bilingual, of course there is only one language and without variation and can be used for all kinds of purposes, this situation may only exist in primitive or remote societies.
- b. In *guyub* (Javanese word of friendly, close and etc) diaglosa, the young children will learn their first language, consequently almost all young children are the children who can speak and master the first language. Once they reach adulthood, they will get another language to learn. Later they will master both languages.

C. Cognate

1. Definition of Cognate

Cognate is a Latin of *cognatus*, cognate is a word descended from a common ancestor that is words having the same linguistic family or derivation. In his book Ruben Moran says that we have disregarded this natural linguistic asset of ours. The awareness of lexical and syntactic cognates in language teaching and learning reinvents the basis of a large number of current methods. Once learners are aware of the cognate dimension of these related languages, there is an immediate and permanent associative effected affecting most future language input and output, regardless of the approach or method being used. On the other hand, for those who disfavor formal methods, a cognate approached to language acquisition acknowledges that every learner brings different learning styles and preferences to their learning processes. For that reason, this linguistic approach can limit itself to provide both teachers and learners with its several easily adaptable resources, not to mention the unique support to independent learners. Hancin Bhatt, Nagy (1994) and Moss (1992) claim that cognate recognition, even among upper-elementary students is not fully developed or an automatic condition of bilinguals due to the lack of formal methods making an explicit introduction or use of them.

Cognates need to be studied less by linguists and by foreign language learners. We propose exploitation over analysis as it seems that these words have been analyzed for too long in their linguistic and historical contexts. Language

material in general is obviously not created bearing in mind that in the case of cognates there is practically no limitation regarding the number of new words introduced per lesson. Here a linguistic paradigm fell apart, regardless of the language level a student might be in, the less knowledge of a cognate language, the more cognates we should use to accomplish comprehension and therefore engaged in communication.

As the simple way, we can be more understandable the term of cognate is same as the term in linguistic homonym, homophones, homograph, hyponym and polysemy. Homonym means similar in sound and written but different meaning, for examples Bat (an animal), Bat (an instrument), Bank (financial institution) and Bank (river). Homophones mean similar in sound but different in written, such examples site (place) and sight (outlook). Homograph means similar in written but different in sound, and for examples, read (V1) and read (V2). Hyponym is the meaning of one word that included into others, for examples, animals is included dogs, horses, cats. And the last is Polisemy, the word that has two or more related meaning and for examples, present means gift, prize, et cetera.

2. Using Cognate Sensibility in Learning Vocabulary

Introducing and practicing vocabulary in class can be done in a variety way. Technically when we talk about teaching, learning and cognates do not match. Teachers do not teach cognates, lexical and syntactic, because cognates do not need

to be taught. Learners do not learn cognates and they do not need to be learned. Cognates are just immediately and effortlessly recognized, they are automatically understood (either consciously, subconsciously or unconsciously). This is because active or passive cognate recognition depends on our basic language and on the language we already have, not on the foreign language that being learned. What we should aim at is the raising of awareness of the existence lexical and syntactic cognates and then encouraging and supporting their free use.

Approaches and methods come and go, but the cognate nature of these languages has always been and will always be there. On the other hand, for those who disfavor formal methods, a cognate approach to language acquisition acknowledges that every learner brings different learning styles and preferences to their learning processes. For that reason, this linguistic approach can also limit itself to provide both teachers and learners with its several easily adaptable resources, not to mention its unique support to independent learners.

3. The Criteria of Vocabulary Used in Cognate Sensibility Learning

We know that vocabulary is the words taught in the foreign language learning (Ur, 1998). Therefore the basic vocabulary is the vocabulary that commonly people use in their daily life and the word that they usually use in conversation. The basic vocabulary in this research will be taught for young learner, it will be more simple word. As the English vocabulary that will be used in cognate sensibility learning is illustrated in Table 2.1. This form will make young learner easily recognize the word

and understand that they can use their Acehnese word knowledge to recognize the word.

Table 2.1

Acehnese-Bahasa-English Vocabulary

No	English	Bahasa	Acehnese
1	Back	Belakang	<i>Likôt</i>
2	Broke	Merusak	<i>Peurelôh</i>
3	Dorm	Asrama	<i>Asrama</i>
4	Doctor	Dokter	<i>Dôkto</i>
5	Hallway	Gang	<i>Lorong</i>
6	Gap	Jarak	<i>Jarak</i>
7	Get	Mendapat	<i>Côk</i>
8	Glue	Lem	<i>Lem</i>
9	Go	Pergi	<i>Jak</i>
10	Hand	Tangan	<i>Jaroè</i>
11	Had	Mempunyai	<i>Na</i>
12	Present	Hadir	<i>Hadèr</i>
13	Him	Dia (lk)	<i>Jih</i>
14	Home	Rumah	<i>Rumôh</i>
15	Jape	Lelucon	<i>Mayang</i>
16	Jab	Menusuk	<i>Culôk</i>
17	Key	Kunci	<i>Günci</i>

No	Acehnese	Bahasa	English
1	<i>Bèk</i>	Jangan, Tidak	Don't
2	<i>Brôk</i>	Busuk, Rusak	Broken
3	<i>Dom</i>	Menginap	Stay Overnight
4	<i>Dôtô</i>	Dokter	Doctor
5	<i>Gang</i>	Gang	Hallway
6	<i>Gap</i>	Gagah	Manly
7	<i>Gèt</i>	Baik, Bagus	Good
8	<i>Glue</i>	Licin	Slippery
9	<i>Go</i>	Pegangan, gagang	Handler
10	<i>H'an</i>	Tidak	No
11	<i>Had</i>	Batas	Limit
12	<i>Hade'r</i>	Hadir	Present
13	<i>H'iem</i>	Teka-Teki	Hint
14	<i>Hôm</i>	Tidak tahu	Don't know
15	<i>Jiep</i>	Minum	Drink
16	<i>Jap</i>	Sebentar	For a moment
17	<i>Khie</i>	Bau busuk	Stink

18	Clap	Menepuk	<i>Pèh</i>	18	<i>Kleb</i>	Katup	Valve
19	Lake	Danau	<i>Danô</i>	19	<i>Lakèe</i>	Meminta	Beg
20	Lamb	Anak kambing	<i>Anèuk</i>	20	<i>Lam</i>	Di dalam	In, inside
21	Let	Melepaskan	<i>Peulèh</i>	21	<i>Lét</i>	Kejar	Chase
22	Lamp	Lampu	<i>Lampu</i>	22	<i>Lham</i>	Tenggelam	Sink
23	Lie	Berbohong	<i>Péunget</i>	23	<i>Lhi</i>	menutupi	Close
24	Long	Panjang	<i>Panyang</i>	24	<i>Lông</i>	Saya	I, me
25	Loop	Putaran	<i>Putu</i>	25	<i>Lop</i>	Masuk	Enter
26	Lot	Kumpulan	-	26	<i>Lôt</i>	Muat	Fit
27	Male	Laki-laki	<i>Agam</i>	27	<i>Malee</i>	Malu	Ashamed
28	Mat	Keset	<i>Ija lap gaki</i>	28	<i>Mat</i>	Memegang	Hold
29	Mate	Kawan	<i>Ngôn</i>	29	<i>Maté</i>	Mati	Die
30	Me	Saya	<i>Lông</i>	30	<i>Mè</i>	Membawa	Bring
31	Moon	Bulan	<i>Buléun</i>	31	<i>Mueng</i>	Kira-kira	perhaps
32	Neck	Leher	<i>Taku</i>	32	<i>Nèk</i>	Nenek	Grandmother
33	Noob	Cupu	<i>Bangai</i>	33	<i>Nueb</i>	Membungkuk	Stoop
34	Pack	Mengemas	<i>Bungkôh</i>	34	<i>Pak</i>	Mengemas	Package
35	Pat	Tepukan		35	<i>Pat</i>	Dimana	Where
36	Pet	Binatang peliharaan	-	36	<i>Phèt</i>	Pahit	Bitter
37	Phone	Ponsel	<i>Hape</i>	37	<i>Phôn</i>	Permukaan	First
38	Pot	Panic	<i>Beulangông</i>	38	<i>Pot</i>	Meniup	Blow
39	Prank	Gurauan	<i>Gura</i>	39	<i>Prák</i>	Suara Jendela	-
40	Pre	Sebelum	<i>Segolôm</i>	40	<i>Prèh</i>	Menunggu	Wait
41	Rat	Tikus	<i>Tikôh</i>	41	<i>Rhat</i>	Menjalin	Plait

42	Room	Ruang	<i>Kama</i>	42	<i>Rhom</i>	Melempar	Throw
43	Rope	Tali	<i>Taloè</i>	43	<i>Rhop</i>	Ribut	Noise
44	Root	Akar	<i>Aka</i>	44	<i>Rhò't</i>	Jatuh	Fall
45	Road	Jalan	<i>Jalan</i>	45	<i>Rôt</i>	Jalan	Road
46	Sale	Jual	<i>Peublôe</i>	46	<i>Salè</i>	Selai	Jam
47	She	Dia (pr)	<i>Jih</i>	47	<i>Sie</i>	Daging	Meat
48	Soe	Sepatu	<i>Sipatu</i>	48	<i>Soe</i>	Siapa	Who
49	Soup	Sup	<i>Sôp</i>	49	<i>Sop</i>	Sup	Soup
50	Tan	Mencoklatkan	-	50	<i>Tan</i>	Wafat, Tidak Ada	Dead
51	That	Itu	<i>Nyan</i>	51	<i>That</i>	Sangat, Amat	Very
52	Toe	Jempol kaki	<i>Jempôl</i>	52	<i>Toe</i>	Dekat	Near
53	Top	Atas	<i>Atéuh</i>	54	<i>Top</i>	Menutupi	Shut
54	Throw	Membuang	<i>Béuh</i>	55	<i>Troe</i>	Kenyang	Glut
55	Use	Menggunakan	<i>Pakek</i>	56	<i>Use</i>	Mengusir	Deport
56	Waste	Menyia-yiakan	<i>Sia</i>	57	<i>Wase</i>	Hasil	Earnings
57	What	Apa	<i>Pèu</i>	58	<i>Wat</i>	Kekuatan	Power
58	Who	Siapa	<i>So</i>	59	<i>Woe</i>	Pulang	Go home

Source: *Kamus Aceh Indonesia by Aboe Bakar (1985)*

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers research design, population and samples, research location, data collection, and data 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.

A. Research Design

Research methods in education (and the other social sciences) were often divided into two main types, quantitative and qualitative methods. In this research, the researcher used quantitative research as the method. According to Muijs and Daniel (2004) quantitative research was explaining phenomena by collecting numerical data that were analyzed using mathematically based methods in particular statistics. Quantitative research focused on gathering numerical data and generalizing it was across groups of people or to explain a particular phenomenon (Babbie, 2010).

There are two main types of quantitative research design, experimental designs and non-experimental designs. The researcher used experimental design for this research. The basis of the experimental method is the experiment, which can be defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis (Muijs, Daniel, 2004), thus the researcher would get the data from the manipulating process of what the researcher

want. Commonly, the aim of the experimental research was to find the correlation of two variables and how many correlations of it. The aim of this research was to see the performance that showed by bilingual children in learning English vocabulary.

In experimental research, there was general form of research activity, starting with the normal condition of the subject (pre-experimental), treatment and the last was the final result of the subject (post-experimental). Evelyn (2001) stated that the procedure in pre-experimental on group pre-test and post-test design as following:

Participant selection – Pre-test – Treatment – Post-test – Result

The experimental design worked as the table follow:

No	Group	Pre-Test	Treatment	Post-Test
1.	Experimental	✓	✓	✓
2.	Control	✓		✓

The children were divided into 2 groups, experimental and control groups. The experimental group would receive the treatment, the control group would not. Both groups would receive a Pre-test on whatever instrument was used to assess the effect of the experiment before the treatment was given and a Post-test, usually on the same instrument, after the treatment had been given.

B. Population and Sample

1. Population

The population of this research was the children of fifth grade of Islamic elementary school in Tungkob, Aceh Besar (MIN 20 Tungkop).

Table 3.1
Population of MIN 20 Tungkop Aceh Besar

No.	Grade/ Unit	Number
1	Kelas V-1	42
2	Kelas V-2	40
3	Kelas V-3	40
4	Kelas V-4	40
5	Kelas V-5	42
Total Population		104 students

2. Sample and Technique Sampling

Sample was some of chosen population using certain procedure (Supranto, 2000). The sample of this research would be 2 groups of children who used 1 or 2 language at their daily life. First group was the children group who used Bahasa and Acehnese and the other group was the children group who only used Bahasa. Each groups of category consisted of 15 children.

The researcher used purposive sampling technique. Purposive sampling technique was a technique that did not take the sample based on strata but it was based on the consideration of certain purpose. According to Sugiyono (2010) purposive sampling was a technique for determining research samples with certain considerations that aimed at making the data more representative. In this research, the researcher used questionnaire to find out their group category.

C. Research Location

The location of this research was MIN 20 Tungkob, Aceh Besar that located in Teungku Nyak Arief Street, Tungkop, Darussalam, Aceh Besar. MIN 20 Tungkop was named with *Sekolah Rakyat Tungkop*, which was one of the Islamic schools characterized by Islamic religion in Darussalam, Aceh Besar. This school was found in 1944, with funds from the self-help society of Darussalam district. In 1945 *Sekolah Rakyat Tungkob* began to accept the first student chaired by Mr. Muhammad Taher who was also the Head of the School in 1945-1958.

Along with the times, in 1959 *Sekolah Rakyat Tungkob* underwent a change and became *Sekolah Rakyat Islam Tungkob* and all its management affairs were taken care of by the Ministry of Religion. *Sekolah Rakyat Islam Tungkob* led by Mr. Mahyiddin from 1958-1969. In 1969 *Sekolah Rakyat Islam Tungkob* experienced a change again and became *Madrasah Ibtidaiyah* (MI) whose management affairs were under the supervision and guidance of the foundation. Thus the name "Foundation" refers to the "*Yayasan MIN Tungkop*" which subsequently became a *Madrasah* with a

status of State with the Head of the first state Madrasah was Mr. Zainal Abidin who led this Madrasah from 1969-1984.

D. Data Collection Procedure

To get the data for the research, the researcher used some instruments of the data collection procedures in this research:

1. Questionnaire

Polit and Hungler (1997) defined a questionnaire as a method of gathering information from respondents about attitudes, knowledge, beliefs and feelings. The questionnaire was a number of written questions that were used to obtain information from respondents in the sense of a report about his personality or things he knew (Sugiyono, 2011). The questionnaire of this research was designed to gather information about their mothers' knowledge, attitudes and beliefs regarding the research. The researcher used questionnaire to find out the children feeling toward the treatment and it was also for getting the feedback from them.

2. Experimental Teaching

To get the data, the researcher did an experimental teaching at MIN 20 Aceh Besar for 7 meetings. In the first meeting, the researcher divided the class into 2 groups by giving them questionnaire. In the second meeting, the researcher gave Pre-test to know the prior knowledge of the children. In the third to sixth meeting, the researcher did the treatment. The focus of treatment activity was giving the

vocabulary for the children (would be explain in chapter 4). And in the last meeting, the researcher gave the Post-test and questionnaire for the children.

3. Test

Test was a tool for measuring the knowledge of the children. Brown (2003) said that test is a number measuring a person ability, knowledge or performance in a given domain. In this research, the researcher made test twice for both groups, pre-test and post-test. For knowing their prior knowledge of English vocabulary, Pre-test was given first. The pre-test held in the second meeting. The question was choice-answer question and consisted with 10 questions. Both groups were given same question sheet.

During the treatment, the researcher did the evaluation test before the end of the class. It was used for daily evaluation of the children whether they understood about the vocabularies that have been given. The evaluation sheet was different toward each group. After the treatment, post-test was given to measure their result, whether there was the difference after the treatment or not. If their score was higher that pre-test before, the research was successful and the opposite, if the score was lower that the pre-test, the research was failed.

E. Data Analysis

1. Questionnaire

To analyze the questionnaire, the researcher analyzed each question one by one and divided into 2 categories, yes and no answer. Then, the researcher counted the total of the answer for each category, after the total score was got, the researcher made it into percent. It made the researcher easily to read the result of the questionnaire.

2. Test

To analyze the test, the researcher used SPSS. SPSS meant Statistical Package for the Social Sciences by IBM. SPSS was a software for editing and analyzing all sorts of data. The researcher used SPSS because this software made analyzing process easier. The researcher analyzed the development of the result from each group using the formula in it. The researcher calculated the result according the score from the test from each group. In this research, the steps of the analysis were:

a. Normality Test

Normality test was a statistical process used to determine if a sample or any group of data fitted a standard normal distribution. The normality test in this research was carried out by the Kolmogorov-Smirnov test. The aim of this test was for knowing the used sample in this research was normally distributed or not. If the distribution of data was normal so the analysis used was parametric methods and if the data was not normally distributed, then the method used was non-parametric. The

basic of decision making to determine the normality of data was as followed (Siregar, 2013):

- If the probability (Asymp. Sig) < 0.05 then the data was not normally distributed.
- If probability (Asymp. Sig) > 0.05 then the data was normally distributed.

The hypothesis testing in this research was determined based on the results of the normality test of data, so the researcher could determine the proper test that suitable. If the data was normally distributed, the Paired Sample T-Test parametric test was used. Meanwhile, if the data was not normally distributed, non-parametric test was used, namely the Wilcoxon Signed Rank Test. Wilcoxon test was for measuring the data significance between 2 pairing groups in ordinal or interval scale but with abnormal distribution. Wilcoxon Signed Rank Test was an alternative test of pairing t-test or paired pair-test that does not meet normality. The Shapiro Wilk test was used in this Wilcoxon signed rank test. This test was a method for calculating the data distribution made by Shapiro and Wilk. The Shapiro Wilk method was an effective and valid normality test method used for small numbers of samples.

b. Homogeneity Test

Homogeneity test was a test that aimed to determine whether a data variance from two or more groups was homogeneous (same) or heterogeneous (not the same).

The data carried out by testing were homogeneous based on the significance (Siregar, 2013):

- Significance value $(p) > 0.05$ indicated that the data group came from a population that had the same variance (homogeneous).
- Significance value $(p) < 0.05$ indicated that each group of data came from a population with different variances (not homogeneous).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter displays all results of the finding and the data analysis from the test, teaching process (treatment) and questionnaire. The research question meets the answers in this chapter. The researcher conveys the discussions of the findings.

A. Finding

1. Teaching Process

The research was held for seventh times in Wednesday, starting from October 10th to November 21st 2018. Children were divided into two groups, experimental group and control group. In experimental group, the researcher conducted the research. The research used 25 minutes for each meeting. It divided to 7 minutes of learning vocabulary together (control and experimental group), 15 minutes for teaching the experimental group and 3 minutes for answering the daily evaluation vocabulary. Here were descriptions of teaching process in every meeting:

a. First Meeting

In the first meeting, on October 10th 2018, the researcher gave a questionnaire to the children. The questionnaire contained of 15 questions in it. After the questionnaire was given to them, the researcher divided them into 2 groups, first group was the group of children who spoke Bahasa in their daily life and it was the control group. The second group was the group of children who spoke Acehnese and Bahasa in their daily life and it was the experimental group.

b. Second Meeting

In the second meeting, on October 17th 2018, the researcher did the pre-test toward the children and asked them to answer it. The question sheet contained with 10 vocabularies and the form of the question was answer choice. For both of groups, they were given the same sheet.

c. Third Meeting

In the third meeting, on October 24th 2018, the researcher did the first treatment toward the experimental group. The researcher gave 10 vocabularies and explained it for both of groups. After the explanation, the researcher taught the experimental group more. The researcher explained the group about the vocabulary that had same pronunciation/ meaning as the Acehnese language until they have understood. The next activity, the researcher asked them to answer the vocabulary question sheet which they have learnt today. The question sheet contained with 10 vocabularies questions. For the control group, they were given a normal sheet and the experimental group was given a special sheet which was contained with Acehnese and English vocabulary.

d. Fourth Meeting

In the fourth meeting, on October 31st 2018, the researcher did the second treatment toward the children. The researcher gave 10 vocabularies and explained it for both of groups. After the explanation, the researcher taught the experimental group more. The researcher explained the group about the vocabulary that had same

pronunciation/ meaning as the Acehnese language until they have understood. The next activity, the researcher asked them to answer the vocabulary question sheet which they have learnt today. The question sheet contained with 10 vocabularies questions. For the control group, they were given a normal sheet and the experimental group was given a special sheet which was contained with Acehnese and English vocabulary.

e. Fifth Meeting

In the fifth meeting, on November 7th 2018, the researcher did the third treatment toward the children. The researcher gave 10 vocabularies and explained it for both of groups. After the explanation, the researcher taught the experimental group more. The researcher explained the group about the vocabulary that had same pronunciation/ meaning as the Acehnese language until they have understood. The next activity, the researcher asked them to answer the vocabulary question sheet which they have learnt today. The question sheet contained with 10 vocabularies questions. For the control group, they were given a normal sheet and the experimental group was given a special sheet which was contained with Acehnese and English vocabulary.

f. Sixth Meeting

In the sixth meeting, on November 14th 2018, the researcher did the last treatment toward the children. The researcher gave 10 vocabularies and explained it for both of groups. After the explanation, the researcher taught the experimental

group more. The researcher explained the group about the vocabulary that had same pronunciation/ meaning as the Acehnese language until they have understood. The next activity, the researcher asked them to answer the vocabulary question sheet which they have learnt today. The question sheet contained with 10 vocabularies questions. For the control group, they were given a normal sheet and the experimental group was given a special sheet which was contained with Acehnese and English vocabulary.

g. Seventh Meeting

For seventh meeting, on November 21st 2018, the researcher did the post-test. Post-test was held after all treatments were conducted. This test was used to measure students' improvement toward the vocabularies that have given during the five meeting. The result of the test would analyze statistically by SPSS. After the post-test, the researcher gave a satisfactory questionnaire to support the result of analysis later.

2. Data Analysis

a. Analysis of Test

In this research, the researcher divided the class into 2 groups, the control group and the experimental group. The experimental group was treated more by the researcher than the other one. The experimental group was explained by the researcher about the vocabulary that had same meaning or pronunciation with another

language, the control class only learnt in the first session of the meeting. Here was the result of tests on both groups:

Table 4.1

The Result of Pre-test and Post-test of Control Group

No	Student Name	Pre-test Score	Post-test Score
1	A	7	8
2	AF	4	4
3	AA	8	7
4	AN	6	7
5	DM	5	6
6	IA	6	5
7	LMPA	9	8
8	MRM	8	9
9	MWR	6	4
10	MFR	5	7
11	NMN	8	8
12	NK	8	8
13	NK	4	3
14	SZ	7	3
15	TMAA	6	7

Table 4.2

The Result of Pre-test and Post-test of Experimental Group

No	Student Name	Pre-Test Score	Post-Test Score
1	FAM	8	10

2	H	4	7
3	HZ	7	8
4	IR	8	9
5	MF	7	8
6	M	7	10
7	NNS	6	8
8	NS	5	10
9	N	5	10
10	QA	6	9
11	RJ	4	8
12	SN	7	9
13	SJ	6	9
14	S	3	8
15	VA	6	10

1) Analysis of Homogeneity

Homogeneity test was a test that aimed to determine whether a data variance from two or more groups was homogeneous (same) or heterogeneous (not the same), here was the result of Homogeneity Variance test of this research:

Table 4.3

Homogeneity Variances Table

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
diff	Based on Mean	.007	1	28	.933
	Based on Median	.000	1	28	1.000
	Based on Median and with adjusted df	.000	1	27.209	1.000

	Based on trimmed mean	.001	1	28	.982
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Based on the table above, it informed us that the average value of significant of the research was higher than the limit value ($p > 0,05$). Taking 1 example, the significant value based on mean was 0,933. It concluded that $0,933 > 0,05$ and It meant that the variables were same or homogeneity with the level of Levene Statistic was 0,007.

2) Normality Test

To analyze the normality of data, the researcher used Shapiro-Wilk normality test. The researcher used this kind of test because under of these conditions:

1. The sample was a small group of children (each group was consisted with 15 children).
2. The result of Pre-test and Post-test was abnormal distributed (the result of post-test of treatment group highly increased).

Here was the result of the analyzing:

Table 4.4

Normality Test Table

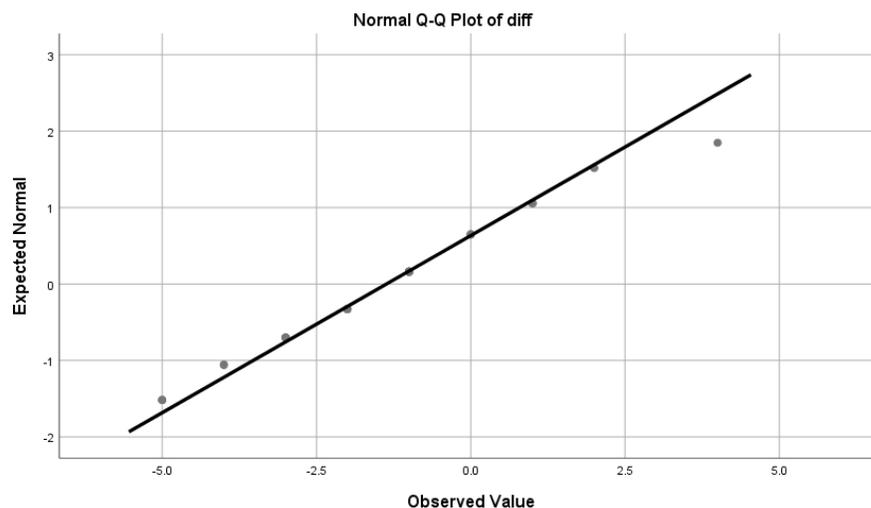
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
diff	.134	30	.178	.963	30	.365
a. Lilliefors Significance Correction						
* this is a lower bound of the true significance						

From the table above, told us that the result from 2 tests of normality, namely the kolmogorov-smirnov test and the Shapiro-wilk test was used to numerical means of assessing normality because the sample of this research was less than 50. Based on the table, it was found that sig. (significant/ p value or probability) value of the Shapiro-Wilk testis $0,365 > 0,05$ which meant the data was normal. Diff (first variable) in the table meant the new variable that have been compared between the post-test and pre-test result and it became a new variable. So the researcher only used this new variable for the whole analyzing.

From the result of the analyzing data, it also produced a graph. The graphs were Normal Q-Q plot graph, Detrenden Normal Q-Q plots and the Box-Plot normality. First was the Normal Q-Q plot graph, here was the graph of normal Q-Q plot:

Table 4.5

Normal Q-Q Plot of Driff Graph

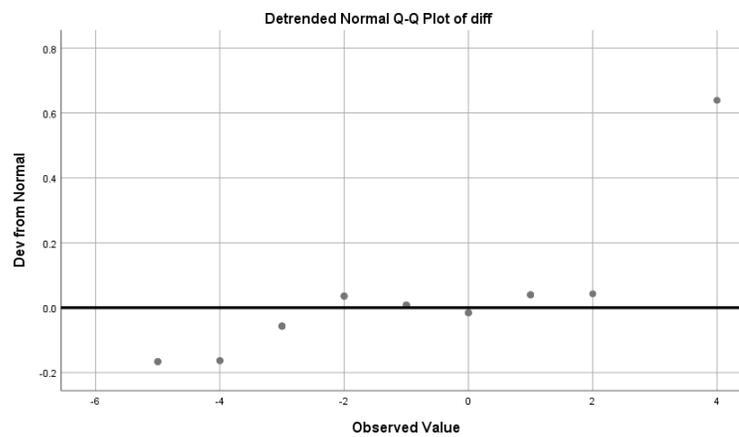


The diagonal line from that graph meant the ideal situation of the data that followed the normal distribution. Dots around the diagonal line were the situation under test. If most of the dots were close to the diagonal line, it could be concluded that the data followed a normal distribution. But, if there was 1 dot that was far or outside the Q-Q plot line, then it could be indicated that the data was not distributed normally. From the Q-Q graph above, lots of dots followed the line regularly except 1 dot that looked a little bit far from the line but still in the Q-Q line. So it could be concluded that this data was distributed normally.

After that, Detrended Normal Q-Q Plots appeared. This graph illustrated the quarrel between the diagonal line and the dots before. If the data followed the normal distribution perfectly, so all the dots would place at 0,0. The more the dots scattered away from the line, it indicated the data was getting abnormal. Here was the graph of data distribution

Table 4.6

Detrended Normal Q-Q Plot

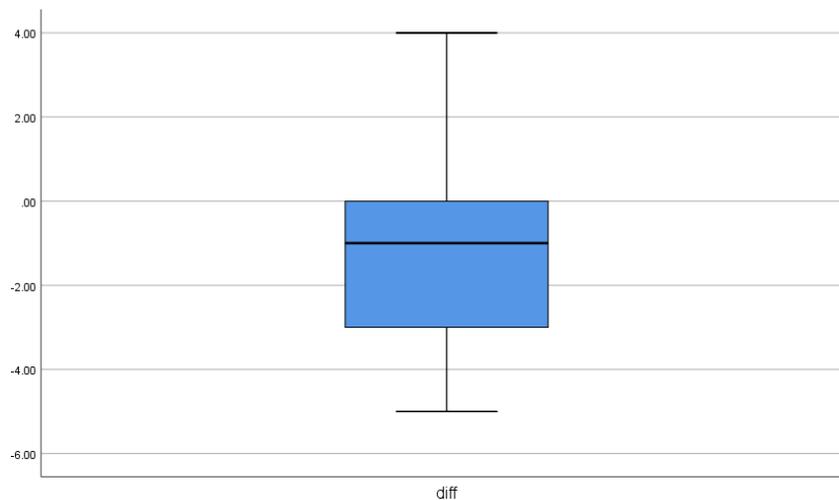


From the Detrended Q-Q graph above, the data was normal because most of dots placed regularly to the line.

Next was the Box-Plot Normality. Box-Plot was a summary of the sample distribution that presented graphically. Box-Plot could be used to show the differences between populations without using the underlying statistical distribution as the assumptions. Here was the Box-Plot Normality of this research:

Table 4.7

Box-Plot Normality Graph



From the Box-Plot Normality above, it was found that:

1. Maximum value of the research was 4,00
2. Minimum value of the research was -5,00
3. Inner Quartile (Median/ Mid Value/ Q2) of the research was -1,00
4. Upper Inner of the research (Q3) was 0,00

5. Lower Inner of the research (Q1) was -3,00

3) Wilcoxon Test

Wilcoxon Signed Rank Test. The Wilcoxon Signed Rank Test was an alternative test of pairing T-test or Paired-test that does not meet normality. Wilcoxon Signed Rank Test measured the significance of difference between 2 groups of pairs of ordinal or interval data. Here was the analyzing of Wilcoxon Signed Rank Test of this research:

Table 4.8

Wilcoxon Signed Ranks Test Table

Ranks				
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	6 ^a	10.67	64.00
	Positive Ranks	21 ^b	14.95	314.00
	Ties	3 ^c		
	Total	30		
a. Posttest < Pretest				
b. Posttest > Pretest				
c. Posttest = Pretest				

From the data analyzing of Wilcoxon, it informed us that:

1. The Negative ranks meant the sample has Post-test score lower than Pre-test.

In the table written that there was 6 children who had a post-test score lower than pre-test.

2. The Positive ranks meant the sample has Post-test score higher than Pre-test score. In the table written that there was 21 children who had a Post-test score lower than Pre-test.
3. The ties meant the sample has equal score of the Post-test and Pre-test. In the table written that there were 3 children who had equal score of Post-test and Pre-test.

From all the analyzing results above, we could take a conclusion that:

Table 4.9

Wilcoxon Statistics Table

Test Statistics ^a	
	Posttest - Pretest
Z	-3.039 ^b
Asymp. Sig. (2-tailed)	.002
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the Wilcoxon Signed Rank Test, the Z score was -3,039 with p (value Asymp. Sig. 2-tailed) was 0,002. The value of Z was lower than the limit of the research ($0,002 < 0,05$), so the statement of the research was hypothesis accepted H_a or there was the difference between Pre-test and Post-test.

b. Analysis of Hypothesis

Descriptive Statistics was found, here was the data of Descriptive Statistic analyzing of both groups:

Table 4.10

Descriptive Statistics Table of control group

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
pretest	15	5.00	4.00	9.00	6.4667	1.55226
posttest	15	6.00	3.00	9.00	6.2667	1.98086
Valid N (listwise)	15					

From the descriptive table above, we knew that control group had:

1. The average score (Mean) of the Pre-test was 6,4667 and the average score for Post-test was 6,2667. It meant that the score from the Pre-test was higher than the Post-test.
2. The range of Pre-test was 5 while the Post-test was 6
3. The minimum score for Pre-test was 4 and Post-test was 3.
4. The maximum score for Pre-test was 9 while Post-test was 9.
5. The standard deviation score for Pre-test was 1,55226 and Post-test was 1,98086.

Table 4.11**Descriptive Statistics Table of experimental group**

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
pretest	15	5.00	3.00	8.00	5.9333	1.48645
posttest	15	3.00	7.00	10.00	8.8667	.99043
Valid N (listwise)	15					

From the descriptive table above, we knew that experimental group had:

1. The average score (Mean) of the Pre-test was 5,9333 and the average score for Post-test was 8,8667. It meant that the score from the Post-test was higher than the Pre-test.
2. The range of Pre-test was 5 while the Post-test was 3.
3. The minimum score for Pre-test was 3 and Post-test was 7.
4. The maximum score for Pre-test was 8 while Post-test was 10.
5. The standard deviation score for Pre-test was 1,48645 and Post-test was 0,99043.

Based on two tables above, it showed that the Post-test mean of control group was 6,2667, while the Post-test mean of experimental group was 8,8667. The standard deviation for control group was 1,98086 and the experimental group was 0,99043. The member of control and experimental group was 15. Comparing 2 tables, we could see that the mean of post-test from experimental group was higher than

control group. So it has an influence between the children who use two languages and the children who use one language at home in mastery English vocabulary. We could conclude that H_0 was rejected and H_a was accepted where:

$$: p \neq 0$$

$$: p = 0$$

c. Analysis of Questionnaire

The questionnaire was designed to help the researcher get more information about the childrens' feedback from the treatment that have be done before. The questionnaire was consisted with 10 question answer choice. Here were the results of the questionnaires given to the children in this research:

1) First Question

Table 4.12 Childrens' Vocabulary Increasing in Treatment

	Options	Frequency	Percentage
a.	Yes	14	93%
b.	No	1	7%
	Total	15	100%

The above table showed that during the treatment the most of children felt their vocabulary was increase, only 1 child who said his vocabulary was not increase.

It could be concluded that the treatment was successfully increase childrens' vocabulary.

2) Second Question

Table 4.13 Childrens' Vocabulary Development in Treatment

	Options	Frequency	Percentage
a.	Yes	10	67%
b.	No	5	33%
	Total	15	100%

The above table showed that 10 of 15 children said that they remember the vocabularies that they have learnt during treatment and there were 5 children who said that they did not remember the vocabularies during the treatment. It could be concluded that most of children remember the vocabulary that have given in treatment.

3) Third Question

Table 4.14 Childrens' Vocabulary Development in Treatment

	Options	Frequency	Percentage
a.	Yes	12	80%
b.	No	3	20%
	Total	15	100%

The above table showed that 12 of 15 children said that they easily memorized the vocabulary that given during the treatment and the rest was 3 children

who said they did not memorized vocabulary easily. It could be concluded that the most of children were memorize the vocabularies easily during the treatment.

4) Fourth Question

Table 4.15 Childrens' Vocabulary Difficulty in Treatment

	Options	Frequency	Percentage
a.	Yes	10	67%
b.	No	5	33%
	Total	15	100%

The above table showed that 10 of 15 children said that did not confuse during the treatment process and 5 children were denying. It could be concluded that most of the children understood with the vocabulary that given during the treatment.

5) Fifth Question

Table 4.16 Childrens' Vocabulary Difficulty in Treatment

	Options	Frequency	Percentage
a.	Yes	12	80%
b.	No	3	20%
	Total	15	100%

The above table showed that 12 of 15 children said that they did not have problem during learning the vocabulary and 3 children said they have problem toward the process of learning. It could be concluded that most of the children did not have any problem in learning process.

6) Sixth Question

Table 4.17 Childrens' Vocabulary Development in Treatment

	Options	Frequency	Percentage
a.	Yes	11	11%
b.	No	4	27%
	Total	15	100%

The above table showed that 11 of 4 children said that they could easily memorize the vocabulary because it has the same word, meaning or pronunciation, while the 4 of them said it was not easy to memorize the vocabulary. It could be concluded that most of the children easily remember the word because it had sameness with their own language (Bahasa or Acehnese).

7) Seventh Question

Table 4.18 Type of Vocabulary in the Treatment

	Options	Frequency	Percentage
a.	Yes	11	73%
b.	No	4	27%
	Total	15	100%

The above table showed that 11 of 4 children said that the vocabulary that given was the basic vocabulary that used in their daily life, while 4 children said not. It could be concluded that the given vocabulary was the basic vocabulary.

8) Eighth Question

Table 4.19 Teacher Performance in Treatment

	Options	Frequency	Percentage
a.	Yes	13	87%
b.	No	2	13%
	Total	15	100%

The above table showed that 13 of 15 children said that the teacher (researcher) explained the vocabulary well, while 2 children said that the teacher did not teach them well. It could be concluded that the teacher taught them well and clearly.

9) Ninth Question

Table 4.20 Teaching Process in Treatment

	Options	Frequency	Percentage
a.	Yes	9	60%
b.	No	6	40%
	Total	15	100%

The above table showed that most of children said that they like the process of learning vocabulary while the rest was not. It could be concluded that the most of children liked this kind of vocabulary learning process.

10) Tenth Question

Table 4.21 Using Cognate Sensibility in Treatment

	Options	Frequency	Percentage
a.	Yes	14	93%
b.	No	1	7%
	Total	15	100%

The above table showed that 14 of 1 children said that they agreed of this way (cognate sensibility) could increase their vocabulary, while only 1 child that said it was not. It could be concluded that using children cognate sensibility of language to learn another word was increased their vocabulary.

B. Discussion

In this chapter the researcher presents the analysis of the data obtained at MIN 20 Tungkop by using experimental teaching, tests and questionnaires as the instrument to answer the research question and hypothesis. After analyzing the data provided in the previous section, the researcher explains and discusses the research findings.

Based on the data obtained during the research, the researcher answers the research question. The question is “What is the difference toward bilingual children performance in learning English vocabulary?”. The result of the test shows that the

experimental group (bilingual children who used 2 languages, Bahasa and Acehnese) is superior than the control group (monolingual children who use 1 language, Bahasa).

In examining the hypothesis, Wilcoxon Signed Rank Test was used and examined the significant difference between experimental group and control group. So after comparing the result of both groups, it could be found that the post-test result of experimental group is higher than control group. The experimental group gets 8,8667 for mean result where the control group is 6,2667.

In the line with this, the hypothesis *H₀* (It has not an influence between the children who use two languages and the children who use one language at home in mastery English vocabulary) is accepted and *H_a* (It has an influence between the children who use two languages and the children who use one language at home in mastery English vocabulary) is rejected.

Based on the questionnaire data analysis, the research found that the children agree that by using their cognate sensibility of word, their vocabulary improved. They assumed that learning vocabulary by using their cognate sensibility of word was easy because they have memorized that familiar word (the word that had same meaning, pronunciation or writing) and they only needed to connect the new vocabulary to the word that they have already know.

However, not most of them agreed about the statements before, some children have an obstacle in learning vocabulary by using their cognate sensibility of word. According to them, sometimes they confused to differentiate the word. They forgot the context of the vocabulary and misunderstood about the vocabulary given to them, because of that, they could not memorize all vocabulary that had given by the researcher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this final chapter, the researcher presents the brief conclusion based on the result of the data analysis of young bilinguals' and monolinguals' cognate sensibility in learning vocabulary.

A. Conclusions

Based on the findings and discussion in the previous chapter, the researcher concludes there is a difference between the bilingual children and the monolingual children in learning English vocabulary. It is proven from the test held in this researcher, where the mean score of post-test from experimental group is higher than control group.

Using their cognate sensibility in leaning language has successfully develops their vocabulary. This statement is showed in pre-test and post-test that is done by the researcher. The experimental group showed a development of their vocabulary and it is proven by their pre-test and post-test result given. Based on the questionnaire result, the researcher can conclude that there is an improvement of most of them on their vocabulary. They can remember the vocabulary that is given by the researcher well, they do not have problem in differentiate the vocabulary that they get with their prior vocabulary (Acehnese and Bahasa), according to them, using their prior language (vocabulary) to learning another vocabulary is easy and simple.

B. Suggestions

Based on the finding of this study, the researcher withdraws some suggestions that hopefully could be beneficial for student, teacher and the other researcher who share the same theme of this research:

1. For the students, they need to develop their language ability that they already mastered. By developing it, they can learn new things including learning new language. In process of developing it, they should relate the vocabulary that they have known with the word that they want to learn. So they can learn it easier than learning it with another way.
2. For the teachers, they can use this way for teaching vocabulary to the students. This kind of way is simple and easy. It does not need many preparations for it, the teachers use the children prior knowledge of language that they have mastered. The teachers make them relating the word of their language to understand a new English vocabulary. So it is better to teachers to apply this way when they teaching language.
3. For the researchers who share the same theme of this research, hopefully it will help them to develop their own research and can use this research as the guide for it.

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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
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Nomor : B-10880/Un.08/Tu-FTK/TL.00/10/2018

22 Oktober 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Dwi Qatrunnada
N I M : 140 203 190
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. T. Lamgugob. Lr. Seulanga No. 21 Kec. Syiah Kuala. Banda Aceh

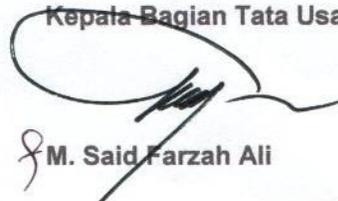
Untuk mengumpulkan data pada:

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Young Learning' Cognate Sensibility in Learning Basic English Vocabulary

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,



M. Said Farzah Ali

BAG. UMUM BAG. UMUM

Kode 5930



KEMENTERIAN AGAMA
MADRASAH IBTIDAIYAH NEGERI 20
[MIN 20 ACEH BESAR]
KECAMATAN DARUSSALAM KABUPATEN ACEH BESAR

NSM 1 1 1 1 1 1 0 6 0 0 1 9

Alamat : Jln. Tgk. Glee Iniem Tungkob Darussalam Kode Pos : 23373 Telp. {0651} 7412645, Email: mintungkob_acehbesar@yahoo.com

Nomor : Ket- 77 / MI.01.04.19 / 486 / 12 / 2018
Lampiran : -
Perihal : *Pelaksanaan Penelitian*

Kepada Yth :
Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Darussalam Banda Aceh

Assalamu'alaikum Warahmatullahi Wabakaatuh
Dengan hormat,

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-10880/Un.08/TU-FTK/TL.00/10/2018, Tanggal 22 Oktober 2018, Perihal mohon izin Untuk Mengumpulkan Data Skripsi . Maka dengan ini kami menerangkan bahwa:

Nama : **Dwi Qatrunnada**
NIM : 140 203 190
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
Alamat : Jln. T. Lamgugob Lr.Seulanga No.21 Kec. Syiah Kuala -Banda Aceh

Telah selesai melaksanakan tugas Penelitian di MIN 20 Aceh Besar mulai tanggal **24 Oktober 2018 s/d 21 November 2018** dalam rangka menyelesaikan penulisan Skripsinya dengan judul: **"Young Learning' Cognate Sensibility in Learning Basic English Vocabulary"**

Demikianlah surat keterangan penelitian ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Tungkob, 12 Desember 2018

Kepala,


Adriah, S.Ag, MA

Nip. 19680304 199403 2 004



QUESTION SHEETS OF PRE-TEST AND POST-TEST

POST-TEST

PRE-TEST

NAME :

CLASS :

1. Apakah arti "**BACK**"
 a. Belakang b. Depan c. Samping
2. Apakah arti "**GET**"
 a. Membeli b. Mendapat c. Menjual
3. Apakah arti "**HOME**"
 a. Rumah b. Atap c. Kamar
4. Apakah arti "**KEY**"
 a. Gembok b. Kunci c. Paku
5. Apakah arti "**LAKE**"
 a. Kolam b. Sungai c. Danau
6. Apakah arti "**LAMP**"
 a. Meja b. Kursi c. Lampu
7. Apakah arti "**PACK**"
 a. Mengelem b. Membungkus c. Menaruh
8. Apakah arti "**ROAD**"
 a. Jalan b. Pasir c. Tanah
9. Apakah arti "**SALE**"
 a. Menukar b. Menjual c. Membeli
10. Apakah arti "**WHO**"
 a. Dimana b. Siapa c. Apa

NAME :

CLASS :

1. Apakah arti "**BROKE**"
 a. Merusak b. Memperbaiki c. Menggambar
2. Apakah arti "**HOME**"
 a. Kamar b. Rumah c. Kantor
3. Apakah arti "**LAKE**"
 a. Sungai b. Danau c. Laut
4. Apakah arti "**LET**"
 a. Menyimpan b. Melepaskan c. Meletakkan
5. Apakah arti "**MALE**"
 a. Anak-anak b. Perempuan c. Laki-laki
6. Apakah arti "**ROPE**"
 a. Tali b. Karet c. Besi
7. Apakah arti "**ROAD**"
 a. Tanah b. Jalan c. Laut
8. Apakah arti "**SALE**"
 a. Menjual b. Membeli c. Menukar
9. Apakah arti "**THROW**"
 a. Menyimpan b. Melempar c. meletakkan
10. Apakah arti "**USE**"
 a. Menggunakan b. Memperbaiki c. Merusak

TEST 1 NAME :
CLASS :

NAME :
CLASS :

1. *Bek* = Jangan (Don't)
Apakah arti "**BACK**"
a. Belakang b. Depan c. Samping
2. *Get* = Baik (Good)
Apakah arti "**GET**"
a. Memberi b. Mendapat c. Mengambil
3. *Ha'n* = Tidak (No)
Apakah arti "**HAND**"
a. Kaki b. Tangan c. Kepala
4. *Hom* = Tidak Tahu (Don't know)
Apakah arti "**HOME**"
a. Rumah b. Gedung c. Kamar
5. *Mat* = Memegang (Hold)
Apakah arti "**Mat**"
a. Kaset b. Handuk c. Sapu
6. *Lo'ng* = Aya (I)
Apakah arti "**LONG**"
a. Panjang b. Pendek c. Dekat
7. *Pak* = Membungkus (Pack)
Apakah arti "**PACK**"
a. Mengunting b. Membungkus c. Menaruh
8. *Pot* = Memetik (Pluck)
Apakah arti "**POT**"
a. Piring b. Panci c. Gelas
9. *Rhom* = Melempar (Throw)
Apakah arti "**ROOM**"
a. Jendela b. Ruang c. Atap
10. *Troe* = Kenyang (Glut)
Apakah arti "**THROW**"
a. Membuang b. Mengambil c. Membiarkan

1. *Brok* = Busuk (Worst)
Apakah arti "**BROKE**"
a. Merusak b. Memperbaiki c. Membeli
2. *Doto* = Dokter (Doctor)
Apakah arti "**DOCTOR**"
a. Perawat b. Doktor c. Guru
3. *Go* = Pegangan (Handler)
Apakah arti "**GO**"
a. Pulang b. Pergi c. Berjalan
4. *Lakee* = Meminta (Beg)
Apakah arti "**LAKE**"
a. Sungai b. Danau c. Kolam
5. *Lop* = Masuk (Enter)
Apakah arti "**LOOP**"
a. Gelombang b. Lurus c. Putaran
6. *Muen* = Jerawat (Acne)
Apakah arti "**MOON**"
a. Bulan b. Matahari c. Bintang
7. *Malee* = Malu (Ashamed)
Apakah arti "**MALE**"
a. Perempuan b. Laki-laki c. Anak-anak
8. *Phon* = Pertama (First)
Apakah arti "**PHONE**"
a. Handphone b. Radio c. TV
9. *Rhop* = Bertengkar (Noise)
Apakah arti "**ROPE**"
a. Karet b. Tali c. Besi
10. *That* = Sangat (Very)
Apakah arti "**THAT**"
a. Itu b. Ini c. Dia

TEST 3

NAME :
CLASS :

1. *Dom* = Menginap (Lodge)
Apakah arti "**DORM**"
a. Asrama b. Rumah c. Kantor
2. *Gap* = Gagah (Strong)
Apakah arti "**GAP**"
a. Jauh b. Jarak c. Dekat
3. *Khie* = Bau Busuk (Stink)
Apakah arti "**KEY**"
a. Gembok b. Kunci c. Paku
4. *Let* = Biar (Let)
Apakah arti "**LET**"
a. Membiarkan b. Menyimpan c. Mengambil
5. *Mee* = Membawa (Bring)
Apakah arti "**ME**"
a. Mereka b. Kamu c. Saya
6. *Phet* = Pahit (Bitter)
Apakah arti "**PET**"
a. Binatang Peliharaan b. Binatang Liar c. Binatang
7. *Rhat* = Menjalin (Plait)
Apakah arti "**RAT**"
a. Kucing b. Tikus c. Gajah
8. *Salee* = Selai (Jam)
Apakah arti "**SALE**"
a. Menjual b. Membeli c. Menukar
9. *Sop* = Sup (Soup)
Apakah arti "**SOUP**"
a. Nasi b. Sup c. Ikan
10. *Woe* = Pulang (Go Home)
Apakah arti "**WHO**"
a. Siapa b. Apa c. Dimana

TEST 4

NAME :
CLASS :

1. *Glue* = Licin (Slippery)
Apakah arti "**GLUE**"
a. Menempelkan b. Menulis c. Menggambar
2. *Hade'r* = Hadir (Present)
Apakah arti "**PRESENT**"
a. Hilang b. Hadir c. Datang
3. *Lham* = Tenggelam (Sink)
Apakah arti "**LAMP**"
a. Meja b. Lampu c. Kursi
4. *Nek* = Nenek (Grandmother)
Apakah arti "**NECK**"
a. Muka b. Leher c. Telinga
5. *Prak* = Jendela (Widow)
Apakah arti "**PRANK**"
a. Serius b. Tertawa c. Gurauan
6. *Rot* = Jalan (Road)
Apakah arti "**ROAD**"
a. Jalan b. Tanah c. Pasir
7. *Soe* = Siapa (Who)
Apakah arti "**SOE**"
a. Sandal b. Sepatu c. Kaos Kaki
8. *To'p* = Menutupi (Shut)
Apakah arti "**TOP**"
a. Atas b. Bawah c. Samping
9. *Use'* = Mengusir (Deport)
Apakah arti "**USE**"
a. Memperbaiki b. Menggunakan c. Membersihkan
10. *Wat* = Kekuatan (Power)
Apakah arti "**WHAT**"
a. Apa b. Siapa c. Kenapa

TEST 1

NAME :

CLASS :

11. Apakah arti "**BACK**"
 a. Belakang b. Depan c. Samping
12. Apakah arti "**GET**"
 a. Memberi b. Mendapat c. Mengambil
13. Apakah arti "**HAND**"
 a. Kaki b. Tangan c. Kepala
14. Apakah arti "**HOME**"
 a. Rumah b. Gedung c. Kamar
15. Apakah arti "**Mat**"
 a. Kaset b. Handuk c. Sapu
16. Apakah arti "**LONG**"
 a. Panjang b. Pendek c. Dekat
17. Apakah arti "**PACK**"
 a. Mengunting b. Membungkus c. Menaruh
18. Apakah arti "**POT**"
 a. Piring b. Panci c. Gelas
19. Apakah arti "**ROOM**"
 a. Jendela b. Ruang c. Atap
20. Apakah arti "**THROW**"
 a. Membuang b. Mengambil c. Membiarkan

NAME :

CLASS :

11. Apakah arti "**BROKE**"
 a. Merusak b. Memperbaiki c. Membeli
12. Apakah arti "**DOCTOR**"
 a. Perawat b. Doktor c. Guru
13. Apakah arti "**GO**"
 a. Pulang b. Pergi c. Berjalan
14. Apakah arti "**LAKE**"
 a. Sungai b. Danau c. Kolam
15. Apakah arti "**LOOP**"
 a. Gelombang b. Lurus c. Putaran
16. Apakah arti "**MOON**"
 a. Bulan b. Matahari c. Bintang
17. Apakah arti "**MALE**"
 a. Perempuan b. Laki-laki c. Anak-anak
18. Apakah arti "**PHONE**"
 a. Handphone b. Radio c. TV
19. Apakah arti "**ROPE**"
 a. Karet b. Tali c. Besi
20. Apakah arti "**THAT**"
 a. Itu b. Ini c. Dia

TEST 3

TEST 4

NAME :

NAME :

CLASS :

CLASS :

11. Apakah arti **"DORM"**

- a. Asrama b. Rumah c. Kantor

12. Apakah arti **"GAP"**

- a. Jauh b. Jarak c. Dekat

13. Apakah arti **"KEY"**

- a. Gembok b. Kunci c. Paku

14. Apakah arti **"LET"**

- a. Membiarkan b. Menyimpan c. Mengambil

15. Apakah arti **"ME"**

- a. Mereka b. Kamu c. Saya

16. Apakah arti **"PET"**

- a. Binatang Peliharaan b. Binatang Liar c. Binatang

17. Apakah arti **"RAT"**

- a. Kucing b. Tikus c. Gajah

18. Apakah arti **"SALE"**

- a. Menjual b. Membeli c. Menukar

19. Apakah arti **"SOUP"**

- a. Nasi b. Sup c. Ikan

20. Apakah arti **"WHO"**

- a. Siapa b. Apa c. Dimana

11. Apakah arti **"GLUE"**

- a. Menempelkan b. Menulis c. Menggambar

12. Apakah arti **"PRESENT"**

- a. Hilang b. Hadir c. Datang

13. Apakah arti **"LAMP"**

- a. Meja b. Lampu c. Kursi

14. Apakah arti **"NECK"**

- a. Muka b. Leher c. Telinga

15. Apakah arti **"PRANK"**

- a. Serius b. Tertawa c. Gurauan

16. Apakah arti **"ROAD"**

- a. Jalan b. Tanah c. Pasir

17. Apakah arti **"SOE"**

- a. Sandal b. Sepatu c. Kaos Kaki

18. Apakah arti **"TOP"**

- a. Atas b. Bawah c. Samping

19. Apakah arti **"USE"**

- a. Memperbaiki b. Menggunakan c. Membersihkan

20. Apakah arti **"WHAT"**

- a. Apa b. Siapa c. Kenapa

CONTROL GROUP

NO	NAME	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	Afdhalurrijal	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
2	Aidil Fitri	1	0	0	1	1	0	1	0	1	0	0	1	0	1	1	0	1	0	0	1
3	Anis Amira	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
4	Auliatun Nazirah	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
5	Dhiya Mahiya	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	0	0	1
6	Ikhlasul Amal	1	0	1	0	1	0	0	1	1	0	1	0	0	1	1	0	0	1	1	0
7	Lidya Mahara Putri Ariga	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0
8	M. Rizki Mulia	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
9	M. Wildan Ramadhana	1	0	0	1	1	0	0	1	1	0	0	1	0	1	1	0	0	1	1	0
10	Muhammad Farhan Ramadhan	1	0	1	0	1	0	0	1	1	0	1	0	0	1	1	0	0	1	1	0
11	Nadya Maulatul Nasrah	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
12	Navicha Khairina	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
13	Nurul Kamalia	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
14	Saiful Zulfaqa	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	0	0	1	0	1
15	Teuku Muhammad Aulia Arief	1	0	0	1	0	1	1	0	1	0	0	1	1	0	0	1	1	0	0	1
TOTAL		15	0	10	5	13	2	11	4	15	0	10	5	11	4	14	1	11	4	11	4
PERCENTAGES		100%	0%	67%	33%	87%	13%	73%	27%	100%	0%	67%	33%	73%	27%	93%	7%	73%	27%	73%	27%

BILINGUAL CHILDREN TESTS

NAME: Nabila NURUL Silmi

CLASS: V-5

PRE-TEST

1. Apakah arti "BACK"
a. Belakang b. Depan c. Samping
2. Apakah arti "GET"
 a. Membeli b. Mendapat c. Menjual
3. Apakah arti "HOME"
 a. Rumah b. Atap c. Kamar
4. Apakah arti "KEY"
a. Gembok b. Kunci c. Paku
5. Apakah arti "LAKE"
a. Kolam b. Sungai c. Danau
6. Apakah arti "LAMP"
a. Meja b. Kursi c. Lampu
7. Apakah arti "PACK"
a. Mengelem b. Membungkus c. Menaruh
8. Apakah arti "ROAD"
a. Jalan b. Pasir c. Tanah
9. Apakah arti "SALE"
a. Menukar b. Menjual c. Membeli
10. Apakah arti "WHO"
a. Dimana b. Siapa c. Apa

POST-TEST

NAME: Nabila NURUL Silmi

CLASS:

1. Apakah arti "BROKE"
 a. Merusak b. Memperbaiki c. Menggambar
2. Apakah arti "HOME"
a. Kamar b. Rumah c. Kantor
3. Apakah arti "LAKE"
a. Sungai b. Danau c. Laut
4. Apakah arti "LET"
 a. Menyimpan b. Melepaskan c. Meletakkan
5. Apakah arti "MALE"
a. Anak-anak b. Perempuan c. Laki-laki
6. Apakah arti "ROPE"
 a. Tali b. Karet c. Besi
7. Apakah arti "ROAD"
a. Tanah b. Jalan c. Laut
8. Apakah arti "SALE"
 a. Menjual b. Membeli c. Menukar
9. Apakah arti "THROW"
a. Menyimpan b. Melempar c. meletakkan
10. Apakah arti "USE"
 a. Menggunakan b. Memperbaiki c. Merusak

NAME: Syakira
CLASS: V-5

B = 8

POST-TEST

1. Apakah arti "BROKE"
 a. Merusak b. Memperbaiki c. Menggambar
2. Apakah arti "HOME"
a. Kamar b. Rumah c. Kantor
3. Apakah arti "LAKE"
a. Sungai b. Danau c. Laut
4. Apakah arti "LET"
 a. Menyimpan b. Melepaskan c. Meletakkan
5. Apakah arti "MALE"
a. Anak-anak b. Perempuan c. Laki-laki
6. Apakah arti "ROPE"
 a. Tali b. Karet c. Besi
7. Apakah arti "ROAD"
a. Tanah b. Jalan c. Laut
8. Apakah arti "SALE"
 a. Menjual b. Membeli c. Menukar
9. Apakah arti "THROW"
 a. Menyimpan b. Melempar c. meletakkan
10. Apakah arti "USE"
 a. Menggunakan b. Memperbaiki c. Merusak

NAME: SYAKIRA
CLASS: V-5

PRE-TEST

B = 8

1. Apakah arti "BACK"
a. Belakang b. Depan c. Samping
2. Apakah arti "GET"
a. Membeli b. Mendapat c. Menjual
3. Apakah arti "HOME"
a. Rumah b. Atap c. Kamar
4. Apakah arti "KEY"
a. Gembok b. Kunci c. Paku
5. Apakah arti "LAKE"
 a. Kolam b. Sungai c. Danau
6. Apakah arti "LAMP"
a. Meja b. Kursi c. Lampu
7. Apakah arti "PACK"
a. Mengelem b. Membungkus c. Menaruh
8. Apakah arti "ROAD"
a. Jalan b. Pasir c. Tanah
9. Apakah arti "SALE"
 a. Menukar b. Menjual c. Membeli
10. Apakah arti "WHO"
a. Dimana b. Siapa c. Apa

MONOLINGUAL CHILDREN TESTS

POST-TEST

NAME: Ikhlasul Fimal
 CLASS: V-5

B = 5

- Apakah arti "BROKE"
 a. Merusak b. Memperbaiki c. Menggambar
- Apakah arti "HOME"
 a. Kamar b. Rumah c. Kantor
- Apakah arti "LAKE"
 a. Sungai b. Danau c. Laut
- Apakah arti "LET"
 a. Menyimpan b. Melepaskan c. Meletakkan
- Apakah arti "MALE"
 a. Anak-anak b. Perempuan c. Laki-laki
- Apakah arti "ROPE"
 a. Tali b. Karet c. Besi
- Apakah arti "ROAD"
 a. Tanah b. Jalan c. Laut
- Apakah arti "SALE"
 a. Menjual b. Membeli c. Menukar
- Apakah arti "THROW"
 a. Menyimpan b. Melempar c. meletakkan
- Apakah arti "USE"
 a. Menggunakan b. Memperbaiki c. Merusak

PRE-TEST

NAME: Ikhlasul Fimal
 CLASS: V-5

S = 4
P = 6

- Apakah arti "BACK"
 a. Belakang b. Depan c. Samping
- Apakah arti "GET"
 a. Membeli b. Mendapat c. Menjual
- Apakah arti "HOME"
 a. Rumah b. Atap c. Kamar
- Apakah arti "KEY"
 a. Gembok b. Kunci c. Paku
- Apakah arti "LAKE"
 a. Kolam b. Sungai c. Danau
- Apakah arti "LAMP"
 a. Meja b. Kursi c. Lampu
- Apakah arti "PACK"
 a. Mengelem b. Membungkus c. Menaruh
- Apakah arti "ROAD"
 a. Jalan b. Pasir c. Tanah
- Apakah arti "SALE"
 a. Menukar b. Menjual c. Membeli
- Apakah arti "WHO"
 a. Dimana b. Siapa c. Apa

PRE-TEST

NAME : DHIVA MAHITA
CLASS : V 5

B = 5
S = 5

1. Apakah arti "BACK"
 a. Belakang b. Depan c. Samping
2. Apakah arti "GET"
 a. Membeli b. Mendapat c. Menjual
3. Apakah arti "HOME"
 a. Rumah b. Atap c. Kamar
4. Apakah arti "KEY"
 a. Gembok b. Kunci c. Paku
5. Apakah arti "LAKE"
 a. Kolam b. Sungai c. Danau
6. Apakah arti "LAMP"
 a. Meja b. Kursi c. Lampu
7. Apakah arti "PACK"
 a. Mengelem b. Membungkus c. Menaruh
8. Apakah arti "ROAD"
 a. Jalan b. Pasir c. Tanah
9. Apakah arti "SALE"
 a. Menukar b. Menjual c. Membeli
10. Apakah arti "WHO"
 a. Dimana b. Siapa c. Apa

POST-TEST

NAME : DHIVA MAHITA
CLASS : V-5

B = 6

1. Apakah arti "BROKE"
 a. Merusak b. Memperbaiki c. Menggambar
2. Apakah arti "HOME"
 a. Kamar b. Rumah c. Kantor
3. Apakah arti "LAKE"
 a. Sungai b. Danau c. Laut
4. Apakah arti "LET"
 a. Menyimpan b. Melepaskan c. Meletakkan
5. Apakah arti "MALE"
 a. Anak-anak b. Perempuan c. Laki-laki
6. Apakah arti "ROPE"
 a. Tali b. Karet c. Besi
7. Apakah arti "ROAD"
 a. Tanah b. Jalan c. Laut
8. Apakah arti "SALE"
 a. Menjual b. Membeli c. Menukar
9. Apakah arti "THROW"
 a. Menyimpan b. Melempar c. meletakkan
10. Apakah arti "USE"
 a. Menggunakan b. Memperbaiki c. Merusak

DOKUMENTASI

Learning (Treatment) Activities



(Control group were answering the pre-test)





(The researcher was collecting the answer)



(The researcher was explaining the class group)



(The researcher was explaining to the treatment groups)



(The researcher was explaining to the treatment groups)



(The researcher was explaining vocabulary)



AUTOBIOGRAPHY

1. Name : Dwi Qatrunnada
2. Place/ Date of Birth : Banda Aceh/ 21 Agustus 1996
3. Religion : Islam
4. Nationality/ Ethnic : Indonesia/ Acehnese
5. Sex : Female
6. Marital Status : Single
7. Occupation : Student
8. Address : Kp. Lamgugob, Lr. Seulanga
9. E-Mail : dwi.qatrunnada@gmail.com
10. Parents' Name
 - a. Father : Suriyaminto
 - b. Occupation : PNS
 - c. Mother : (Alm) Jamiaty
 - d. Occupation : PNS
 - e. Address : Kp. Lamgugob, Lr. Seulanga
11. Educational Background
 - a. Elementary School : MIN 1 Banda Aceh
 - b. Junior High School : PonPes. Raudahtul Hasanah Medan/ Dayah Terpadu Inshafuddin
 - c. Senior High School : SMA Laboratorium Unsyiah
 - d. University : UIN Ar Raniry Banda Aceh

Banda Aceh, 22nd December 2018

Dwi Qatrunnada