



**THE EFFECT OF USING NURSERY RHYMES ON THE  
STUDENTS' VOCABULARY ACHIEVEMENT**

**THESIS**

By

**Restuningdyah Meitasari  
NIM 140210401080**

**ENGLISH EDUCATION STUDY PROGRAM**

**LANGUAGE AND ARTS DEPARTMENT**

**THE FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

**2018**



**THE EFFECT OF USING NURSERY RHYMES ON THE  
STUDENTS' VOCABULARY ACHIEVEMENT**

**THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the  
English Education Study Program, the Department of Language and Arts, the  
Faculty of Teacher Training and Education, Jember University

By

**Restuningdyah Meitasari  
NIM 140210401080**

**ENGLISH EDUCATION STUDY PROGRAM**

**LANGUAGE AND ARTS DEPARTMENT**

**THE FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

**2018**

**MOTTO**

*“Vocabulary is a matter of word building as well as word using”*

(David Crystal)



## DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents: Mulyono and Arik Dwi Irfanti.
2. My lovely sister, Ristiti Septyacahyani.
3. All of my family that have supported me to finish my thesis.



### STATEMENT OF THESIS AUTHENCITY

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancelation of academic award.

I hereby grant the University of Jember the right to archive and to reproduce and communicate to the public my thesis or my project in whole or in part in the University faculty libraries in all forms of media, now or here after known.

Jember, 2018

Restuningdyah Meitasari  
NIM. 140210401080

**CONSULTANTS' APPROVAL**

**THE EFFECT OF USING NURSERY RHYMES ON THE STUDENTS'  
VOCABULARY ACHIEVEMENT**

**THESIS**

Composed to Fulfill one of the Requirements to Obtain the Degree of S1 at the  
English Language Education Study Program, Language and Arts Department  
The Faculty of Teacher Training and Education  
Jember University

Name : Restuningdyah Meitasari  
Identification Number : 140210401080  
Generation : 2014  
Place and Date of Birth : Jember, May 10<sup>th</sup> 1996  
Department : Language and Arts Education  
Study Program : English Education

Approved by:

Consultant I

Consultant II

Dra. Wiwiek Eko Bindarti, M.Pd.

Eka Wahjuningsih, S.Pd, M.Pd.

NIP. 19561214 198503 2 001

NIP. 19700612 199512 2 001

**APPROVAL OF THE EXAMINATION COMMITTEE**

The thesis entitled “The Effect of Using Nursery Rhymes on the Students’ Vocabulary Achievement” is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Day :

Date :

Place : The Faculty of Teacher Training and Education, Jember University

The Examiner Committee:

The Chairperson

The Secretary

Dra. Siti Sundari, M.A.

Eka Wahjuningsih, S.Pd, M.Pd.

NIP. 19581216 198802 2 001

NIP. 19700612 199512 2 001

The members:

1. Dra. Wiwiek Eko Bindarti, M.Pd.  
NIP. 19561214 198503 2 001

1.

2. Drs. Erfan, M.Pd.  
NIP. 196701101994031008

2.

The Dean of Faculty of Teacher  
Training and Education, Jember  
University

Prof. Drs. Dafik, M. Sc., Ph. D.  
NIP. 19680802 199303 1 004

## ACKNOWLEDGEMENT

First of all, I would like to express the greatest gratitude to Allah SWT for always listening to my grumble and grievance but still waiting to give me courage and patience so that I am finally able to finish the thesis entitled “The Effect of Using Nursery Rhymes on the Students’ Vocabulary Achievement.” In relation to the completion of this thesis, I would like to express my deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language & Arts Department.
3. The Chairperson of English Language Education Study Program.
4. The first and second supervisors, Dra. Wiwiek Eko Bindarti, M.Pd., and Eka Wahjuningsih, S.Pd, M.Pd. for the plentiful time and patience that they spent in guiding me to compose a better thesis.
5. My academic supervisor Dra. Zaskiyah Tasnim, M.A.
6. The principal and the English teacher of SMPN 3 Jember for giving me an opportunity, help, and support to conduct this research.
7. The seventh grade students of SMPN 3 Jember in 2018/2019 academic year especially classes VII-D and VII-E for gladly participating as the participants of my research.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, 1 November 2018

The Writer

**TABLE OF CONTENTS**

<b>COVER PAGE .....</b>	<b>i</b>
<b>MOTTO .....</b>	<b>ii</b>
<b>DEDICATION .....</b>	<b>iii</b>
<b>STATEMENT OF THESIS AUTHENTICITY .....</b>	<b>iv</b>
<b>CONSULTANTS' APPROVAL .....</b>	<b>v</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>THE LIST OF APPENDICES .....</b>	<b>x</b>
<b>THE LIST OF TABLE .....</b>	<b>xi</b>
<b>SUMMARY .....</b>	<b>xii</b>
<b>CHAPTER 1. INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Research .....	1
1.2 Problem of the Research .....	3
1.3 Contribution of the Research .....	3
<b>CHAPTER 2. RELATED LITERATURE REVIEW.....</b>	<b>4</b>
2.1 Theoretical Framework .....	4
2.1.1 Definitions of Vocabulary.....	4
2.1.2 Classification of Vocabulary.....	4
2.1.3 Students' Vocabulary Achievement .....	5
2.2 Conceptual Review .....	6
2.2.1 Definition of Nursery Rhymes .....	6
2.2.2 Kinds of Nursery Rhymes.....	6
2.2.3 The Characteristics of Nursery Rhymes .....	12
2.2.4 The Advantages of Using Nursery Rhymes.....	12
2.2.5 The Disadvantages of Using Nursery Rhymes in Teaching Vocabulary.....	13
2.2.6 The Procedures of Using Nursery Rhymes.....	13
2.3 Previous Researches .....	14

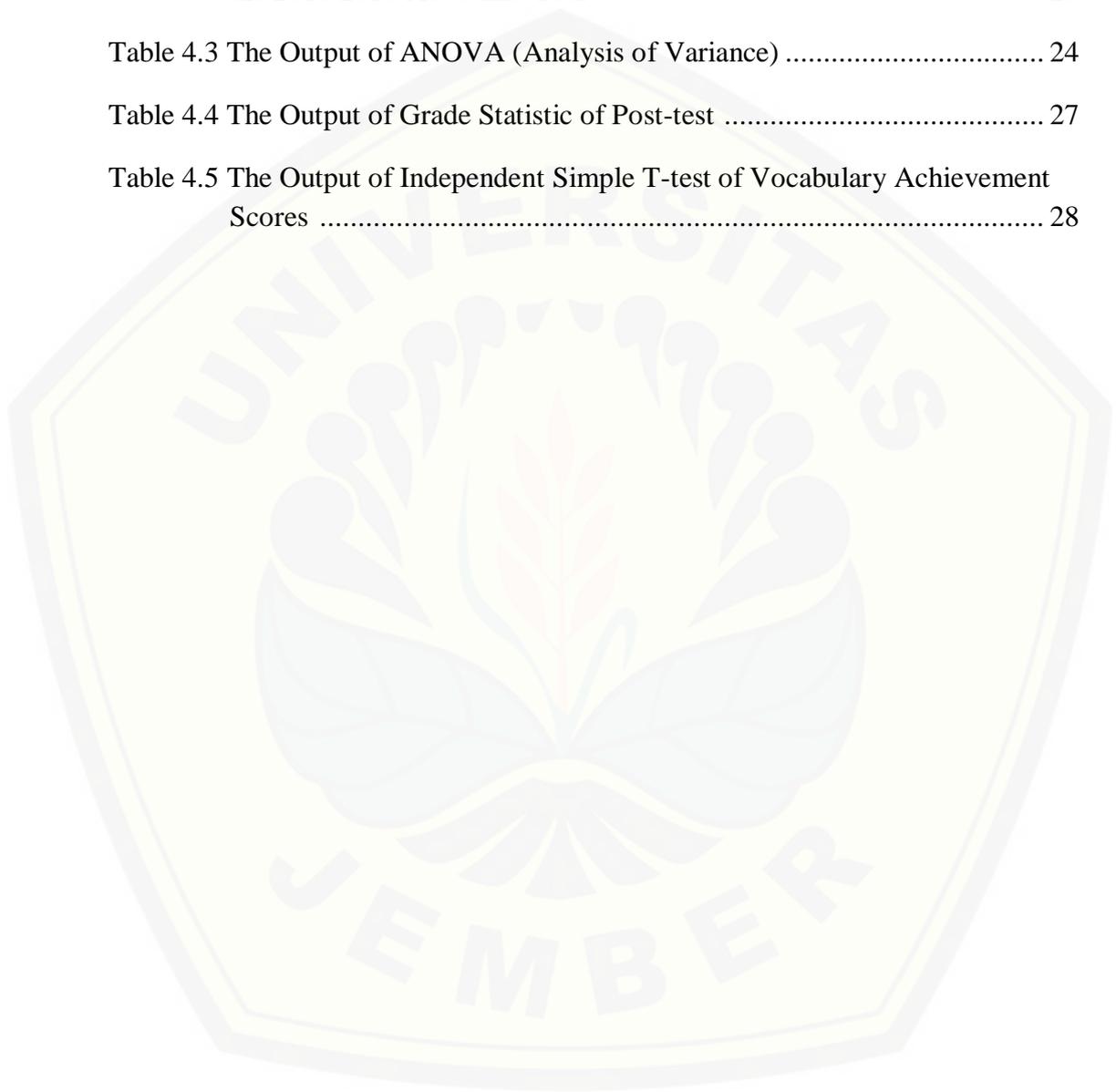
<b>CHAPTER 3. THE STUDY</b> .....	<b>16</b>
3.1 Research Design.....	16
3.2 Research Context.....	18
3.3 Research Participants.....	18
3.4 Data Collection Methods .....	18
3.4.1 Vocabulary Test .....	19
3.4.2 Interview .....	21
3.4.3 Documentation .....	21
3.5 Dana Analysis Method .....	21
<b>CHAPTER 4. RESULT AND DISCUSSION</b> .....	<b>22</b>
4.1 The Description of the Treatment .....	22
4.2 The Result of Supporting Data.....	23
4.2.1 The Result of Interview .....	23
4.2.2 The Result of Documentation .....	23
4.3 The Result of the Homogeneity Test.....	24
4.4 The Result of the Try Out Test .....	25
4.4.1 The Analysis of the Test Validity .....	25
4.4.2 Difficulty Index of the Test Items .....	25
4.4.3 The Analysis of Reliability Coefficient .....	25
4.5 The Result of Post-test .....	27
4.6 Hypothesis Verification .....	28
4.7 Discussion .....	29
<b>CHAPTER 5. CONCLUSION AND SUGGESTIONS</b> .....	<b>31</b>
5.1 Conclusion .....	31
5.2 Suggestions .....	31
5.2.1 English Teachers .....	31
5.2.2 The Students .....	31
5.2.3 The Future Researchers .....	31
<b>REFERENCES</b> .....	<b>33</b>
<b>APPENDICES</b> .....	<b>36</b>

**THE LIST OF APPENDICES**

Appendix 1 Research Matrix .....	36
Appendix 2 Instrument of the Preliminary Study .....	37
Appendix 3 Homogeneity Test .....	39
Appendix 4 The Result of Homogeneity Test .....	42
Appendix 5 The Names of Respondents (Initials) .....	43
Appendix 6 The Result of the Try Out Test .....	44
Appendix 7 The Distribution of Odd and Even Numbers .....	45
Appendix 8 Division of Odd and Even Numbers .....	47
Appendix 9 The Difficulty Index .....	48
Appendix 10 Lesson Plan (Meeting 1) .....	49
Appendix 11 Lesson Plan (Meeting 2) .....	62
Appendix 12 Post-Test .....	74
Appendix 13 The Result of Post-Test .....	78
Appendix 14 Permission Letter of Conducting Research .....	79
Appendix 15 Statement Letter for Accomplishing the Research From SMPN 3 Jember.....	80

**THE LIST OF TABLE**

Table 4.1 The Schedule of Administering the Research .....	22
Table 4.2 The Total Number of Students on the VII Grade of SMPN 3 Jember in the 2018/2019 Acedemic Year .....	23
Table 4.3 The Output of ANOVA (Analysis of Variance) .....	24
Table 4.4 The Output of Grade Statistic of Post-test .....	27
Table 4.5 The Output of Independent Simple T-test of Vocabulary Achievement Scores .....	28



## SUMMARY

**The Effect of Using Nursery Rhymes on the Students' Vocabulary Achievement**; Restuningdyah Meitasari, 140210401080; 2018; 94 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Vocabulary has a great role in teaching learning process because by having sufficient vocabulary, students are able to express their ideas and understand what others say. But the fact shows that the students still often have difficulty in remembering the words that they have learned. Therefore, the English teachers have to determine the effective media to make the vocabulary learning easier to be remembered and to be understood by the students. Media are expected to attract students' attention to the lesson and also to create a joyful teaching and learning process. In this research, the researcher considered to use nursery rhymes as the media in teaching vocabulary.

Quasi Experimental research with post-test only design was used in this research as the purpose of this research was to know whether there was a significant effect of using nursery rhymes on the seventh grade students' vocabulary achievement at SMPN 3 Jember or not. The researcher chose SMPN 3 Jember as the research area because nursery rhymes have never been used as media by the English teacher in teaching vocabulary for the seventh grade students in the 2018/2019 academic year. The number of the respondents was 64 in total. The experimental group consisted of 32 students and so did the control group. The respondents of this research were selected by cluster random sampling; VII-E as the experimental group and VII-D as the control group. The experimental group got treatment by using nursery rhymes, while the control group used text as the media.

There were two kinds of data used in this research, that is, the primary data and the supporting data. The primary data were gained from the students' vocabulary scores on post test. While supporting data were collected from the result of interview and documentation. Before the research was conducted, the

researcher had conducted a homogeneity test to know whether the population was homogeneous or not. By using ANOVA (Analysis of Variance) on SPSS (Statistically Package for Social Science), the homogeneity test result showed that the population was homogeneous, as the value of the variance was 0.441 which was higher than 0.05. Therefore, the researcher used cluster random sampling by using lottery to determine the experimental and the control groups.

The primary data were collected from the post test, and then the researcher analyzed the result of the test by using independent sample T-test on SPSS to find the significant difference of the experimental group and the control group. The result of the t-test formula analysis showed that the value of the significant 2 tailed was 0.040, which means that it was lower than the significant degree (0.05). Therefore, the null hypothesis saying that “there is no significant effect of using nursery rhymes on students’ vocabulary achievement” was rejected. Consequently, the alternate hypothesis saying that “there is a significant effect of using nursery rhymes on students’ vocabulary achievement” was accepted.

Regarding the result of hypothesis verification and the discussion in the previous chapter, it can be concluded that there was a significant effect of using nursery rhymes on students’ vocabulary achievement. Consequently, It is suggested that the English teacher of SMPN 3 Jember use nursery rhymes as the media in teaching vocabulary as consideration and information to create relaxing atmosphere in the teaching and learning process. For the students, it is expected that the use of nursery rhymes can help them in remembering more vocabulary easier. For future researchers, hopefully it can be used as a consideration to conduct a further research dealing with a similiar topic by using a different research area and different research design such as a classroom action research to improve the students’ vocabulary achievement by using nursery rhymes at other schools. However, the researcher realized that there was still a deficiency in conducting this research. The researcher felt that the time allocation used for this research was insufficient. Therefore, it is expected for future researchers to have more time for their researches so that the results will be more significant and qualified.

## CHAPTER 1. INTRODUCTION

This chapter presents some aspects in relation to the topic of the research. They are background of the research, problem of the research, objective of the research, and significance of the research. All of them are highlighted respectively in the following parts.

### 1.1 Background of the Research

Vocabulary is an important component in learning a language because without having sufficient vocabulary, we cannot understand what others say or even cannot express our ideas. Wilkins (1972; cited in Hassan & Abubakr, 2015) wrote that “there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” That is why, vocabulary should be taught in a well planned and regular basis. Students should master vocabulary first, so that they will not have difficulties in learning a language. According to Luppescu and Day (1993:266), "building a large vocabulary is essential when learning English because people with large vocabularies are more proficient than those with limited vocabularies." It means that when students have lots of vocabulary they will relatively be easier to communicate with others, process the words they hear, share what is in their minds, and they will not stuck in using the language.

Since vocabulary has such an important role in learning a language, teaching vocabulary needs to use interesting techniques and media in order to attract students' attention to the lesson so that what teachers have taught will be easily remembered and understood by the students. Thornbury (2002:23) states that learners need not only learn a lot of words to achieve the outcome but also to remember them. In fact, as English is a foreign language in Indonesia, students often have difficulty in remembering the words that they have learned. This is of course makes them have difficulty in understanding a sentence in a paragraph. A result, it might cause a big impact on their learning interest.

Kasihani (2010:101) said, “in learning activities, media could help the teacher in delivering the materials to the students in order that they could understand the material easily.” It means that media are highly needed in teaching and learning process to make the teaching learning process become more enjoyable.

To make the students easier in remembering the vocabulary that has been taught, the researcher used nursery rhymes as the media and instructional material in teaching and learning process. Graham (1979; as cited in Cakir, 1999) mentioned that language teachers recognize that music which has rhymes that can enhance language acquisition and be a wonderful medium for language learning. As stated by Jarvis (2013), the implementation of song and rhyme has proved favourable in relation to motivating young language learners and fostering an enjoyment to learn a second language. It will help teachers in attracting students’ attention and motivation in learning English vocabulary because the activity is quite fun and enjoyable. Prior to this research, a previous study was conducted by Pourkalhor & Tavakoli (2017), reporting that nursery rhymes could be applied as a motivating factor in teaching English since it brings a dynamic learning environment where the students can do peer interaction enthusiastically yet the teacher is still able to monitor the students’ interaction and acts as a moderator in teaching and learning process. Besides, a research to teach English vocabulary by using nursery rhymes was also conducted by Shehadeh & Farrah (2016) at Elementary School in Palestine. Their research result proved that the use of nursery rhymes was able to improve students’ pronunciation and vocabulary achievement. An action research of using Nursery Rhymes to teach vocabulary was also conducted by Mayangsari (2014) at SMP 8 Jember in the 2013/2014 academic year. Her research result showed that the use of nursery rhymes could improve the students’ active participation and their vocabulary achievement. From those previous researches, we can conclude that nursery rhymes could motivate young learners to enjoy learning English vocabulary. It also improved students’ active participation and their vocabulary achievement.

However, there are some gaps between the previous researches and the present research conducted by the researcher. Those previous researches were

conducted on different level of foundation stage and elementary school, while the researcher conducted the research on junior high school students. Moreover, this research had a different research area, research design, and data collection methods from the previous researches. Based on the explanation above, the researcher was interested in conducting an experimental research entitled “The Effect of Using Nursery Rhymes on the Students’ Vocabulary Achievement.”

### **1.2 Problem of the Research**

Based on the research background above, the problem of the research is formulated as follows: “Is there any significant effect of using nursery rhymes on the students’ vocabulary achievement at the seventh grade students?”

### **1.3 Contribution of the Research**

The results of this research are expected to give some contributions empirically and practically.

#### **1.3.1 Empirical Contribution**

Hopefully, the results of this research are useful for other future researchers as their information or references to conduct a further research with a similar topic in different research design, such as a classroom action research to enhance students’ vocabulary achievement by using nursery rhymes. However, the researcher realized that there was still a deficiency in conducting this research. The researcher felt that the time allocation used for this research was insufficient. Therefore, it is expected for future researchers to have more time for their researches so that the results will be more significant and qualified.

#### **1.3.2 Practical Contribution**

The results of this research can be used as a further consideration and information by the English teacher in teaching vocabulary. It is expected that the results of this research can give the English teacher ideas in teaching vocabulary by using nursery rhymes in order to create the teaching and learning atmosphere more interesting and enjoyable.

## **CHAPTER 2. RELATED LITERATURE REVIEW**

This chapter presents some information related with the theoretical framework, conceptual review, and related previous studies.

### **2.1 Theoretical Framework**

#### **2.1.1 Definitions of Vocabulary**

Vocabulary is the basic thing that should be mastered by the students in a language learning. When students know the meaning of the words, they can use the language to get or even give all information. Hatch and Brown (1995:1) define vocabulary as a list or a set of words for particular language or a list or set of words that individual speakers of language might use. Vocabulary is an essential part in language learning process. The more vocabulary the students have, the easier they will be in understanding the lessons taught by the teachers. Students with lack of vocabulary will have difficulties in understanding the words spoken by others. Those statements are in line with what Luppescu and Day (1993:266) who said that building a large vocabulary is important in learning English because people who have a lot of vocabulary will be more proficient than those with vocabulary deficiencies. Moreover, Nation (1994) states that “vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.” It means that students with sufficient vocabulary will have a greater chance in mastering other language skills. In this research, the researcher taught vocabulary integrated with reading skill. As Stanovich (1986) says, the relationship between reading and vocabulary are also believed to be reciprocal, in that vocabulary facilitates the acquisition of reading skills, and reading facilitates growth in vocabulary.

#### **2.1.2 Classification of Vocabulary**

William (1970:132) divides vocabulary into two classes, large vocabulary and small vocabulary. Large vocabulary includes nouns, verbs, adjectives and adverbs. Meanwhile, small vocabulary includes prepositions, pronouns, conjunctions, articles and interjections. This experimental research focused on the

use of nouns and pronouns because they are mostly needed and learned by the seventh grade students of junior high school to support the teaching and learning process. The following parts will explain more about nouns and pronouns.

a. Nouns

According to Hatch and Brown (1995:219), a noun refers to a person, place, or thing. Moreover, they divide nouns into certain subcategories, they are: proper nouns (examples: Betsy, Ohio, San Francisco, etc), common nouns (examples: woman, state, choir, etc), abstract nouns (examples: hope, understanding, love, etc), count nouns (examples: books, birds, pianos, etc), mass nouns (examples: gravy, rice, smoke, etc), collective nouns (examples: government, club, class, etc).

This research focused on the use of count nouns because they are mostly found in the students' textbook and suitable for teaching vocabulary by using nursery rhymes.

b. Pronouns

As stated by Hatch and Brown (1995:234), pronouns refer to nouns that have already been mentioned in the discourse or point ahead to a noun that we are about to mention. They divide pronouns into three parts, they are: subject pronouns (examples: I, You, He, etc), object pronouns (examples: me, him, her, etc), and possessive adjectives (examples: my, your, his).

This research focused on the use of subject pronouns, object pronouns, and possessive adjectives because they are mostly found in the students' textbook and are also suitable for teaching vocabulary.

### **2.1.3 The Students' Vocabulary Achievement**

Hughes (2003:12) defines achievement as a test that is done to establish how successful individual students, group of students, or the courses themselves have been in achieving objectives. Furthermore, Fisher and Terry (1977:92) argue that vocabulary achievement plays an important role in the four language skills (listening, reading, speaking, and writing). It means that improving students'

vocabulary achievement has a direct positive impact on their capacity to build up their language proficiency as a whole. In this research, the students' vocabulary achievement refers to the results of the vocabulary post-test scores obtained by the students. The vocabulary materials included nouns and pronouns. The post-test had been implemented after the treatment was given.

## 2.2 Conceptual Review

### 2.2.1 Definitions of Nursery Rhymes

Shweta (2013) states that nursery rhymes are often defined as “A short, rhymed poem or tale for children.” She also says that nursery rhymes are a composition of fantastic and charming stories, vibrant language and colourful characters. Widodo (2004) claims that nursery rhyme is a series of words or phrases with memorable rhythm, which has the same sounds at the end of lines. Moreover, Dunst *et al.* (2011) define nursery rhymes as short poems or songs that are often made up of trivial musical verse. Thus, it can be concluded that nursery rhymes are short poems or songs that are composed by fantastic stories and have memorable rhythm.

### 2.2.2 Kinds of Nursery Rhymes

There are several kinds of nursery rhymes. According to Geyer (2001), the types of nursery rhymes are: finger play rhymes, counting rhymes, choosing rhymes (counting-out rhymes), action rhymes, jump rope rhymes, rhymes for special occasions, clapping rhymes, and topic rhymes. The types of nursery rhymes will be explained as follows:

#### a. Finger Play Rhymes

Finger play rhymes are rhymes which can be played by using finger movement. The contents of these rhymes can be illustrated with the movement of students' fingers. They can also develop students' sensory-motor abilities. For example, the rhyme entitled “Itsy Bitsy Spider”.

*“Itsy Bitsy Spider”*

The itsy bitsy spider went up the water spout.  
Down came the rain, and washed the spider out.

Up came the sun, and dried up all the rain,  
And itsy bitsy spider went up the spout again.

(<http://www.nurseryrhymes.org/itsy-bitsy-spider.html>)

It is classified as a finger play rhyme because we can do certain finger movements while we sing this rhyme.

#### b. Counting Rhymes

Counting rhymes support the learning of numbers and are often connected with the use of fingers. Most of them train the numbers from one to ten. For example, the rhymes entitled “Ten Little Indians”

*“Ten Little Indians”*

One little two little three little Indians  
Four little five little six little Indians,  
Seven little eight little nine little Indians  
Ten little Indian boys  
Ten little, nine little, eight little Indians  
Seven little six little five little Indians  
Four little three little two little Indians  
One little Indian boy

(<http://www.nurseryrhymes.org/ten-little-indians.html>)

This rhyme is classified as a counting rhyme because it provides opportunities for the students to practice a range of math skills including counting forwards and backwards, numeral recognition, using ordinal numbers, addition and subtraction.

#### c. Choosing Rhymes (Counting-out Rhymes)

Choosing rhymes (counting-out rhymes) can be used when teachers have to choose one of their students without causing noise. Besides, these nursery rhymes are able to make random and fair selection with rhythmic speaking and practice students' vocabulary. One of the choosing rhymes is “Eeny, Meeny, Miny, Moe.”

*“Eeny, Meeny, Miny, Moe”*

Eeny, meeny, miny, moe  
Catch a piggy by the toe  
If he hollers let him go!  
Eeny, meeny, miny, moe

Eeny, meeny, miny, moe  
 Catch a monkey by the toe  
 If he hollers let him go!  
 Eeny, meeny, miny, moe

(<http://www.nurseryrhymes.org/eeny-meeny-miny-moe.html>)

It is classified as a choosing rhyme because it can be used to choose who would take a role. The one on whom the last word or syllable falls is eliminated, and the rhyme is repeated until all students are counted out except the last student who takes the role.

#### d. Action Rhymes

The definition of action rhymes are rhymes that aim at associating words with movements of their body. Example:

*“If You’re Happy And You Know It”*

If you’re happy and you know it, clap your hands.  
 If you’re happy and you know it, clap your hands.  
 If you’re happy and you know it ,  
 And you really want to show it,  
 If you’re happy and you know it, clap your hands.  
 If you’re happy and you know it, stomp your feet.  
 If you’re happy and you know it, stomp your feet.  
 If you’re happy and you know it, And you really want to show it,  
 If you’re happy and you know it, stomp your feet.  
 If you’re happy and you know it, shout hooray.  
 If you’re happy and you know it, shout hooray.  
 If you’re happy and you know it, And you really want to show it,  
 If you’re happy and you know it, shout hooray!  
 If you’re happy and you know it, do all three!  
 If you’re happy and you know it, do all three!  
 If you’re happy and you know it, And you really want to show it,  
 If you’re happy and you know it, do all three!

(<http://littlebabybum.com/lyrics/if-youre-happy-and-you-know-it-clap-your-hands-nursery-rhymes-hd-version-from-littlebabybum/>)

The nursery rhyme entitled “If You’re Happy And You Know It” is classified as an action rhyme because we can do certain body movements that fits the lyrics while we sing the rhyme.

e. Jump Rope Rhymes

Jump rope rhymes are rhymes that can be used when students are playing jumping rope. It supports the acquisition of numbers or simple sentence structures. One of the examples is a rhyme entitled “Jump Rope, Jump Rope”

*“Jump Rope, Jump Rope”*

Jump rope, jump rope  
Want to play?  
Jump rope, jump rope  
What do you say?  
Jump rope, jump rope  
Hop in time  
Jump rope, jump rope  
Sing in rhyme  
1, 2, 3, 4  
Jump high, jump low  
5, 6, 7, 8  
Jump up, let's go  
1, 2, 3, 4  
Jump high, jump low  
5, 6, 7, 8  
How long can you go?

(<http://www.yousubtitles.com/Jump-Rope-Jump-Rope-Kids-Song-from-Super-Simple-Songs-id-668615>)

It is classified as a jump rope rhyme because it is usually sung by the children while doing a skipping rope.

f. Rhymes for Special Occasions

These types of rhymes are suitable for deepening special vocabulary and for celebrating these occasions. They also emphasize the cultural aspect of rhymes. For example, a nursery rhyme entitled “Knock Knock, Trick or Treat” is usually used to celebrate Halloween.

*“Knock Knock, Trick or Treat”*

Knock knock, trick or treat?  
Who are you?  
I'm a ghost. I'm a little ghost.  
Knock knock, trick or treat?  
Who are you?  
I'm a ghost. I'm a little ghost.

Knock knock, trick or treat?  
 Who are you?  
 I'm a cowboy. I'm a little cowboy.  
 Knock knock, trick or treat?  
 Who are you?  
 I'm a cowboy. I'm a little cowboy.  
 Knock knock, trick or treat?  
 Who are you?  
 I'm a witch. I'm a little witch.  
 Knock knock, trick or treat?  
 Who are you?  
 I'm a witch. I'm a little witch.

(<https://supersimpleonline.com/song/knock-knock-trick-or-treat/>)

This nursery rhyme is classified as a rhyme for special occasions because the lyrics contain special vocabulary for celebrating an occasion, in this case it is for celebrating a Halloween Day.

#### g. Clapping Rhymes

Clapping rhymes are rhymes that are supported by hand clapping. Each clapping rhyme has its own pattern in how to clap hands with a partner standing opposite. The example is as follows:

##### *"A Sailor Went to Sea"*

A sailor went to sea, sea, sea  
 To see what he could see, see, see  
 But all that he could see, see, see  
 Was the bottom of the deep blue sea, sea, sea!  
 A sailor went to knee, knee, knee  
 To see what he could knee, knee, knee  
 But all that he could knee, knee, knee  
 Was the bottom of the deep blue knee, knee, knee!  
 (Sea, sea, sea)  
 A sailor went to chop, chop, chop  
 To see what he could chop, chop, chop  
 But all that he could chop, chop, chop  
 Was the bottom of the deep blue chop, chop, chop!  
 (Sea, sea, sea)  
 (Knee, knee, knee)

(<http://www.nurseryrhymes.org/a-sailor-went-to-sea.html>)

It is classified as a clapping rhyme because it is usually played by using a certain pattern of hand clapping.

#### h. Topic Rhymes

Topic rhymes are rhymes that support the acquisition of vocabulary according to a special topic, such as: the days of the week, the weather, or the family. The example is a nursery rhyme entitled “Look Outside” for the winter topic.

*“Look Outside”*

Look outside  
Spring is here!  
Let's take off hats, scarf and gloves,  
For the snow has melted,  
It's starting to get warm  
Look outside for spring is here!  
Look outside  
Summer's here!  
Let's take off our big warm coats.  
For the sun is shining,  
It's very very hot.  
Look outside for summer's here!  
Look outside  
Autumn's here!  
Let's put on our coats again  
For the sun has gone,  
It's windy and wet.  
Look outside for autumns here!  
Look outside  
Winter's here!  
Let's put on hats, scarves and gloves,  
The snow is falling,  
It's icy and cold.  
Look outside for winter's here!

([https://www.nurseryrhymes4u.com/NURSERY\\_RHYMES/Page\\_580.html](https://www.nurseryrhymes4u.com/NURSERY_RHYMES/Page_580.html))

It is classified as a topic rhyme because the lyrics fit with a certain topic. The topic of the nursery rhyme entitled “Look Outside” is winter.

In this research, the researcher used topic rhymes as the media in teaching vocabulary because they had certain topic and supported vocabulary acquisition that had to be mastered by the students. The topic of the nursery rhymes that was used for this research was family, and the titles of the nursery rhymes were “The Family Members” and “My Family”.

### 2.2.3 The Characteristics of Nursery Rhymes

Peterson (2000; as cited in Pourkalthor and Tavakoli, 2017) mentions that nursery rhymes are usually designed in a way that a theme or topic is selected that can provide the context for vocabulary learning. In line with that statement, Purcell (1992; as cited in Rubio and Conesa, 2015) says that songs and rhymes can also provide the opportunity for vocabulary practice because they usually provide the context for vocabulary learning. Most of them are also characterised by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words. Moreover, Bodden (2010; as cited in Sayakhan and Bradley, 2014) says that nursery rhymes take no consistent form. Some are short, with four or fewer lines. Others are long and contain many verses. Most nursery rhymes are musical, with a strong sense of rhyme and rhythm. Meanwhile, Murphey (1992:7) says “in general they use simple conversational language with a lot of repetition.” Those characteristics make nursery rhymes interesting and easy to stick in the learners’ mind. Moreover, learning English vocabulary by using nursery rhymes in the classroom can be an enjoyable activity because some nursery rhymes allow students to use their gestures and body movement appropriate with the nursery rhymes.

### 2.2.4 The Advantages of Using Nursery Rhymes in Teaching Vocabulary

Nursery rhymes can be a good way in teaching English to young learners because it has unique characteristics that can attract students’ interest in learning English vocabulary. Dryden, *et al.* (2005:52) acknowledge that exposing children to songs and rhymes helps them to learn the patterns of their home language and to engage in a variety of joint language experiences. In addition, Wilson (1995) explains that the rich, repetitive, yet varied language structures provide excellent examples of alliteration and rhymes which can develop children’s phonological awareness in an effective but entertaining way. Therefore, it can be concluded that nursery rhyme can make learning English vocabulary more enjoyable because they are interesting and have simple and repetitive language.

### **2.2.5 The Disadvantages of Using Nursery Rhymes in Teaching Vocabulary**

Rubio and Conesa (2015) expose some disadvantages of the use of nursery rhymes and songs in education. The first disadvantage is the sound of the nursery rhymes might disturb other classes. Therefore, the researcher used language laboratory located far from other classes, so that the students sound did not disturb the other classes. The second disadvantage is its difficulty in applying material in the class. Hence, the researcher adapted the teaching steps suggested by Rubio and Coonesa (2015) as the guidelines that we can see at 2.2.6. The last disadvantage is classrooms may need additional media such as: mini active speakers to be used for playing the rhymes. To overcome this problem, the researcher prepared the tools needed, that is, mini active speaker to play the rhymes.

### **2.2.6 The Procedures of Using Nursery Rhymes in Teaching Vocabulary**

According to Rubio and Conesa (2015), there are some steps in teaching vocabulary by using nursery rhymes as follows.

a. Prepare the Students

Tell them what nursery rhyme is about, preferably in English, making heavy use of visuals and gestures so that they can know the rhymes. Play a recording or sing the entire rhymes.

b. Go through the Words.

Make sure the students understand the words or, at least, they understand the keywords. It is necessary for singing the rhyme meaningfully and with enjoyment. Place new vocabulary in context and illustrate the meaning with gestures and visuals.

c. Speak the Rhyme Line by Line.

Say the lyrics of the rhyme one line at a time and have the children repeat the words. If the lyrics are on the board, track the words with a pointer or a ruler.

d. Sing a Line at a Time.

Sing the rhyme to the children one line at a time and have them sing it back. Practice each line several times until the children can sing it independently and then practice it two lines at a time. Finally, put the entire rhymes together.

e. Add Rhythmic Accompaniments

Begin to add rhythmic accompaniment such as clapping, finger snapping, foot stamping or hand shuffling.

In this research, the researcher adapted the teaching procedures proposed by Rubio and Conesa (2015) as mentioned above. However, there were some adjustment because the researcher used the 2013 curriculum by implementing a scientific approach. The procedures are as follows.

a. Preparing the Students

The teacher gave some leading questions about the title or the topic of the nursery rhymes that was sung. After the students had answered the leading questions correctly, the teacher played the nursery rhymes.

b. Going Through the Words

The teacher asked the students to find out the difficult words that they had not known the meaning and asked the students to wrote them on their book. After that, the teacher asked the whole class about the meaning of the difficult words. The teacher gave some explanations about the difficult word. For example, “aunt” is our mother’s/father’s sister, “cousin” is our aunt’s/uncle’s child, and so on.

c. Singing the Whole Line at a Time.

At first, the teacher sang the nursery rhyme and then asked the students to sing. After that, the teacher asked the whole class to sing the rhymes together.

d. Checking Students’ Understanding

To check the students’ understanding, the teacher asked the meaning of the difficult words that had been discussed to the students randomly. After that, the teacher gave assignment related to the vocabulary used in the nursery rhyme that had been sung. Then, the teacher asked the students to conclude the lesson.

### 2.3 Previous Researches

Previously, some researchers have conducted researches on the use of nursery rhymes in the teaching learning process. Jarvis (2013) conducted a research on using songs and rhymes for teaching foreign language in the foundation stage. She divided the class into two groups, the experimental and control groups. The experimental group was taught the target language by using songs and rhymes, while the control group was taught by using traditional flashcards. This research found that the implementation of song and rhyme proved

to be favorable in relation to motivate young language learners and foster an enjoyment to learn the target language. Besides, a classroom action research conducted by Hanum (2016) entitled *“Improving VII-F Students’ Vocabulary Achievement by Using Nursery Rhymes at SMP Negeri 5 Jember in the 2016/2017 Academic Year”* found that the result of students’ participation showed an improvement from Cycle I that was 78.12% to 81.08% in Cycle II. It also happened on students’ vocabulary achievement. There was an improvement on students’ vocabulary achievement from Cycle I to Cycle II as many as 5.4%. It means that the use of nursery rhymes could improve students’ active participation and their vocabulary achievement.

### **Action Hypothesis**

Based on the review of related literature and previous studies above, the hypothesis of this experimental research is formulated as follows:

There is a significant effect of nursery rhymes on the students’ vocabulary achievement.

## CHAPTER 3. THE STUDY

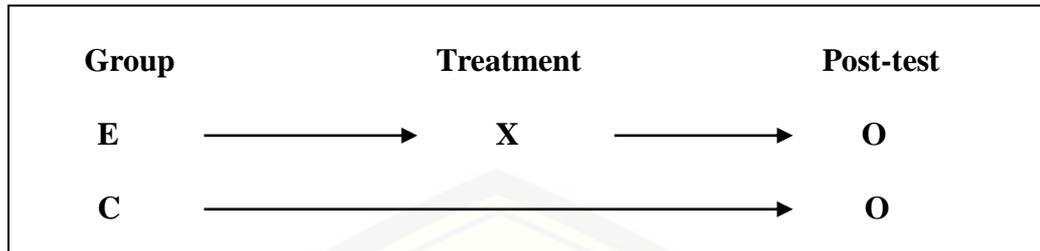
This chapter discusses about the methods that used in this research. They consisted of research design, research context, research participants, data collection methods, and data analysis method. All the topics will be explained in the following parts.

### 3.1 Research Design

This research was conducted to know whether or not the use of nursery rhymes could give a significant effect on students' vocabulary achievement at SMPN 3 Jember in the 2018/2019 academic year. The quasi experimental research with post-test only design was used in this research.

According to Fraenkel and Wallen (2008:283), quasi experimental research design is a research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypothesis about cause – effect relationship. Quasi experimental research design is used when true experiments cannot be done such as in educational research. This research used quasi experimental research design because true experimental research was not possible to be done here. In this quasi experimental research, two classes were selected as the experimental and control groups. Ary *et al* (2009:316) state that in many situations in educational research, it is not possible to randomly assign subjects to treatment groups. Neither the school system nor the parents would want a researcher to decide to which classrooms students are assigned. Therefore, both the experimental and the control groups were selected by considering the results of homogeneity test. The experimental group was given treatment by teaching them vocabulary using nursery rhymes as the media, whereas the control group was taught vocabulary by using text. After both groups were given different treatments, the researcher conducted a vocabulary post-test to know the significant difference of the two groups.

The pattern of the research design is as follows:



Notes:

E : Experimental Group  
 C : Control Group  
 X : Treatment  
 O : Post-test

(Cohen *et al*, 2005:214)

The procedures of the research design were as follows.

1. Administering the homogeneity test to all the seventh grade students in order to know the homogeneity of the population.
2. Analyzing the homogeneity test scores by using ANOVA formula.
3. Determining which group belonged to the experimental and the control groups by analyzing the result of homogeneity test. The result was homogenous, so the group was chosen randomly by using lottery. The experimental group was the students of VII-E while the control group was students of VII-D.
4. Giving treatments to the experimental group by teaching vocabulary using nursery rhymes; while the control group was taught vocabulary by using text.
5. The teaching and learning process was conducted in two meetings and each meeting took 80 minutes.
6. Administering post-test for both the experimental and the control groups to measure the vocabulary achievement after the treatment.
7. Analyzing the deviation of post-test by using t-test formula of 5% significant level in order to know whether the mean difference was significant or not.
8. Drawing conclusion based on the data analysis to answer the research problem.

### **3.2 Research Context**

The purposive method used in this research is to determine the research area based on a certain purpose (Arikunto, 2006:139). This research was conducted at SMPN 3 Jember by considering the following reasons. Firstly, the teacher has never taught vocabulary by using nursery rhymes. Secondly, the school principal had given the researcher permission to conduct an experimental research at this school. And the last, the principal and the English teacher wanted to know the result of teaching vocabulary by using nursery rhymes on students' vocabulary achievement. The curriculum that has been used at SMPN 3 Jember is curriculum 2013. The English teachers of SMPN 3 Jember still use common media in teaching English, such as: textbook and powerpoint presentation.

### **3.3 Research participants**

The population of this research referred to all the seventh-grade students of SMPN 3 Jember in the 2018/2019 academic year consisting of eight classes, they were: VII A, VII B, VII C, VII D, VII E, VII F, VII G, and VII H. Among those classes, the researcher chose two classes after conducting the homogeneity test and analyzing the results by using Analysis of Variance (ANOVA). The homogeneity test was conducted to know whether the population was homogeneous or not. The result of the homogeneity test was homogeneous. So, the experimental and the control groups were determined randomly by using lottery.

### **3.4 Data Collection Method**

There were three kinds of data collection in this research, namely test, interview, and documentation. The vocabulary test administered in this research was a teacher-made-test in the form of multiple choices. The kind of interview conducted in this research was semi-structured interview. The interviewee was the seventh grade English teacher of SMPN 3 Jember in the 2018/2019 academic year. It was conducted to know the English text books, the curriculum, the technique and media used in teaching English vocabulary. The documentation was also done to support the data in this research. The data of documentation

needed were the curriculum used and the students' names (initials) of both the experimental and the control groups.

#### 3.4.1 Vocabulary Test

The researcher administered vocabulary test to collect the data on students' vocabulary achievement. According to Hughes (2003:13), test is directly related to language courses, their purpose is to establish how successful individual students, group of students, or the courses themselves have been in achieving the objectives. He also divides test into four types, namely: proficiency test, achievement test, diagnostic test, and placement test. An achievement test was administered in this research, since the researcher wanted to know the students' vocabulary achievement. The test items constructed focused on testing students' vocabulary achievement.

A good test should have high validity and reliability. In line with this statement, Hughes (2003:2) states that a test is considered to be valid if it measures what is intended to be measured. Besides, Heaton (1990:162) points out that reliability is a necessary characteristic of any good test. The test can be said reliable if it gives consistent result when the test is administered. It means, a test must be reliable as a measuring instrument. To know the reliability of the test, the researcher administered a try-out test taken from the post-test items given for both the experimental and the control groups. It consisted of twenty five questions in the form of multiple choice. The try-out test was given to the class which did not belong to the experimental or the control group. To check the reliability of the test, the results of the try out test were analyzed by using Spearman-Brown formula. The procedures were as follows.

1. Administering the try out of the test items.
2. Splitting the scores into two parts according to odd-even numbers.
3. Giving the sign (X) for the odd numbers and (Y) for the even numbers.
4. Analyzing the correlation between X and Y by using Product Moment formula.

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

Notes:

- $r_{xy}$  : reliability coefficient  
 $\Sigma XY$  : the total number of odd and even items  
 $\Sigma X$  : the total number of odd items  
 $\Sigma Y$  : the total number of even items  
 $N$  : the total numbers of the participants

(Arikunto, 2006:213)

5. Estimating the reliability coefficient of the test by using Spearman-Brown formula.

$$r_{11} = \frac{2r_{xy}}{1 + 2r_{xy}}$$

Notes:

- $r_{11}$  : the reliability coefficient of the whole items  
 $r_{xy}$  : the correlation coefficient of product moment

(Arikunto, 2006:223)

6. Giving the interpretation to the reliability coefficient for the whole test. The interpretation scale of  $r_{xy}$ :

- 0.80 – 1.00 = high  
 0.60 – 0.80 = enough  
 0.40 – 0.60 = quite low  
 0.20 – 0.40 = low  
 0.00 – 0.20 = very low

To analyze the difficulty of the test items, the researcher used the degree of the test item difficulties using the formula as follows:

$$FV = \frac{R}{N}$$

Notes:

- FV : The index of difficulty  
 R : The number of correct answers  
 N : The number of students taking the test

The criteria of difficulty index:

- 0.00 – 0.19 = Difficult  
 0.20 – 0.80 = Fair  
 0.81 – 1.00 = Easy

(Djiwandono, 1996:141)

### 3.4.2 Interview

According to Ary, *et al* (2009:438) interview is the way for obtaining data from interviewee about opinions, beliefs, and feelings about situation in their own words. Furthermore, they divide interview into three types: structured, unstructured, and semi - or partially structured interviews. Structured interview means the interviewer uses formulated or structured questions to get the information from the interviewee. In unstructured interview, the interviewer asks the questions as the opportunity arises and then listens closely and uses the subjects' responses to decide on the next question. Semi - or partially structured interview is an interview in which questions are formulated and the details may be modified or developed to get the information needed during the process.

In this research, the researcher used semi-structured interview to ask a set of questions dealing with the curriculum, technique, media, and the materials used by the teacher of the seventh grade in teaching English vocabulary at SMPN 3 Jember in the 2018/2019 academic year.

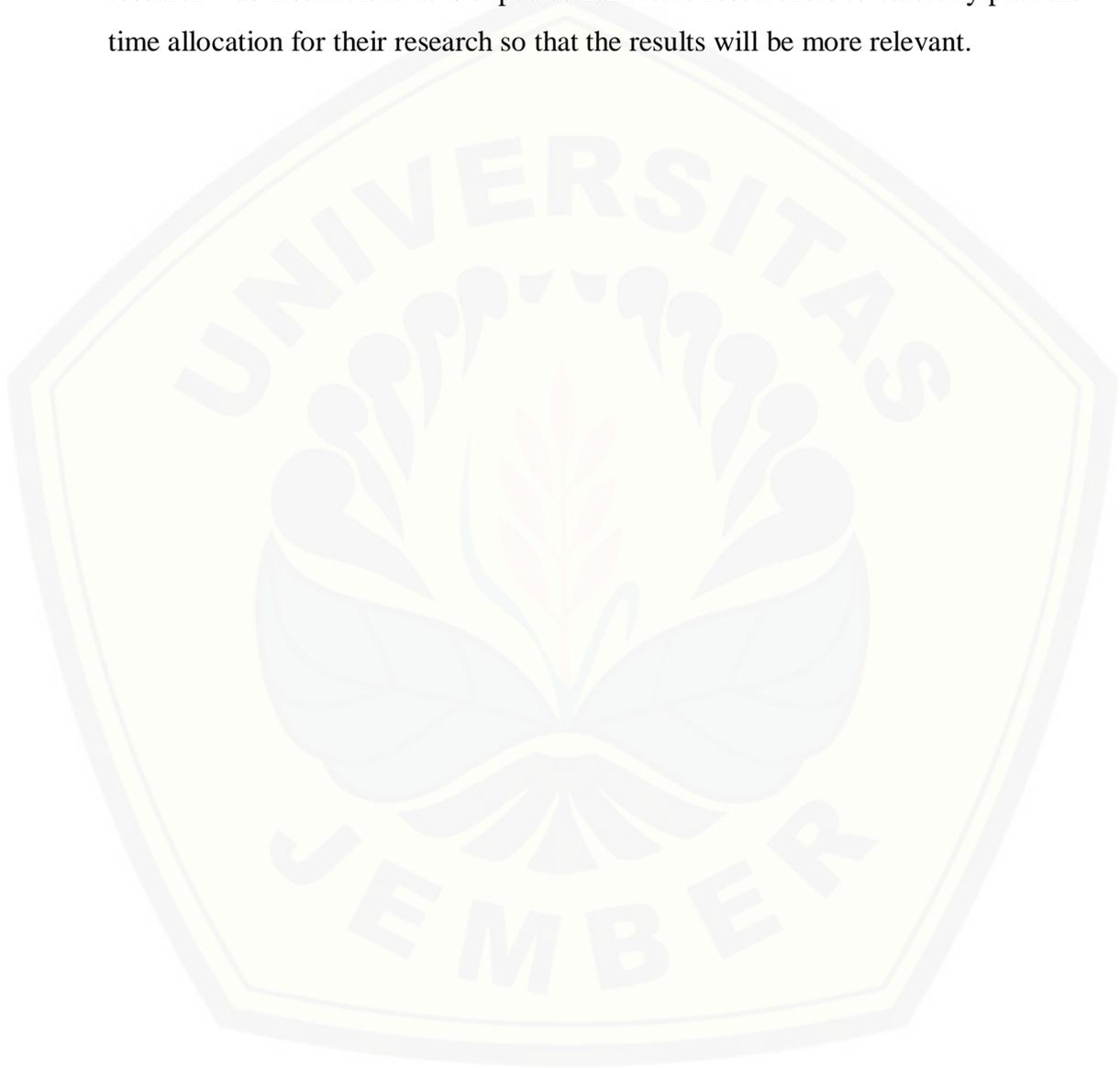
### 3.4.3 Documentation

Arikunto (2006:206) states that documentation is a method of collecting data to support the variables being researched from written sources such as notes, transcripts, books, news, magazines, and agenda. Therefore, in this research, documentation was used to get the data about the total number and the students' names (initials) of the seventh grade students of SMPN 3 Jember in the 2018/2019 academic year (the experimental and the control groups).

## 3.5 Data Analysis Method

After the data had been collected from the vocabulary post-test for both the experimental and the control groups, it was analyzed by using independent sample t-test formula by using SPSS. In order to know whether or not the difference was significant between the experimental and control groups, the researcher applied 5% of significance level.

research area and different research design such as a classroom action research to improve the students' vocabulary achievement by using nursery rhymes at other schools. However, the researcher realized that there is still a deficiency in conducting this research. The researcher felt that the time allocation used for this research was insufficient. It is expected for future researchers to carefully plan the time allocation for their research so that the results will be more relevant.



**REFERENCES**

- Arikunto, S. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Ary, Jacobs & Sorensen. 2009. *Introduction to Research in Education*. 8<sup>th</sup> Edition. Canada: Wadsworth Publishing.
- Cakir, A. 1999. Musical Activities for Young Learners of EFL. *The Internet TESL Journal*. 5(11). <http://iteslj.org/Lessons/Cakir-MusicalActivities.html>. [Date of access: 11 Januari 2018].
- Cohen, Manion & Marrison. 2005. *Research Methods in Education*. 5<sup>th</sup> Edition. London: RoutledgeFalmer.
- Djiwandono, M. S. 1996. *Tes Bahasa Dalam Pengajaran*. Bandung: ITB
- Dryden, Forbes & Mukharji. 2005. *Essential Early Years*. London: Hodder Education.
- Dunst, Meter & Hamby. 2011. Relationship Between Young Children's Nursery Rhyme Experiences and Knowledge and Phonological and Print-Related Abilities. *Center for Early Literacy Learning Journal*. 4(1): 1-12.
- Fisher, C. J. & Terry, C. A. 1977. *Children's Language and The Language Arts*. New York: McGraw-Hill Book Company.
- Fraenkel, J. & Wallen, N. 2008. *How to Design and Evaluate Research in Education*. 7th Edition. San Fransisco: McGraw-Hill Book Company.
- Geyer, V. 2001. "Songs and Rhymes in Teaching English at Primary School". <http://iteslj.org/lessons/cakirmusicalactivities.html>. [Date of access: 14 januari 2018].
- Hanum, S. L. 2016. *Improving VII-F Students' Vocabulary Achievement by Using Nursery Rhymes at Smp Negeri 5 Jember in the 2016/2017 Academic Year*. Unpublished S1 Thesis. Jember: Jember University.
- Hassan, Z. & Abubakr, S. 2015. English Vocabulary Learning Strategies by EFL Learners at University of Sulaimani: A Case Study. *International Journal on Studies in English Language and Literature (IJSELL)*. 3(3): 23-29.
- Hatch, E. & Brown, C. 1995. *Vocabulary, Semantics and Language Education*. Cambridge: Cambridge University Press.
- Heaton, J.B. 1990. *Writing English Language Tests*. New York: Longman, Inc.

- Hughes, A. 2003. *Testing for Language Teachers*. 2<sup>nd</sup> edition. New York: Cambridge University Press.
- Jarvis, S. 2013. How effective is it to teach a foreign language in the Foundation Stage through songs and rhymes? *International Journal of Primary, Elementary and Early Years Education*. 4(1): 47-54.
- Kasihani, S. 2010. *English for Young Learners*. Yogyakarta: Bumi Aksara.
- Lupescu, S. & Day, R. 1993. Reading, Dictionaries, and Vocabulary Learning. *Language Learning Journal*. 43(2): 263-287.
- Mayangsari, Y. 2014. *Improving the Seventh Grade Students' Vocabulary Achievement by Using Nursery Rhymes at SMP Negeri 8 Jember*. Unpublished S1 Thesis. Jember: Jember University.
- Mudawi, G. 2015. Using Rhymes and Songs for Teaching Core Vocabulary to Elementary School Students. *International Journal for Teachers of English*. 5(1): 51-62.
- Murphey, T. 1992. *Music and Song*. Oxford: Oxford University Publisher.
- Nation, P. 1994. *New Ways in Teaching Vocabulary*. Maryland: TESOL Press.
- Pourkalhor, O. & Tavakoli, M. 2017. Nursery Rhymes and Language Learning: Issues and Pedagogical Implications. *International Journal of English Language & Translation Studies*. 5(1): 111-116.
- Rubio, A. D & Conesa, I. R. 2015. The Use of Rhymes and Songs in the Teaching of English in Primary Education. *Docencia e investigación Journal*. 25(2): 83-101.
- Sayakhan, N. I & Bradley, D. H. 2014. Nursery rhymes as a vehicle for teaching English as a foreign language. *International Journal of Literature and Arts*. 2(3): 84-87.
- Shehadeh, I & Farrah, M. 2016. The Effectiveness of Using Children's Songs in Developing Elementary Graders' English Vocabulary and Pronunciation in Jerusalem, Palestine. *Journal of Creative Practices in Language Learning and Teaching (CPLT)*. 4(2): 44-59.
- Shweta, R. 2013. Nursery Rhymes as an Effective Instructional Material for Young Language Learners. *Language in India International Journal*. 13(6): 772-780.

- Stanovich, K. E. 1986. Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*. 21(4): 360-364.
- Sudijono, A. 1996. *Pengantar Evaluasi Pendidikan*. Jakarta: PT. Raja Grafindo.
- Thomson, J.J & Martinet, A.V 1986. *A Practical English Grammar*. Oxford: Oxford University Press.
- Thornbury, S. 2002. *How to Teach Vocabulary*. Person Education Limited: London.
- Wallen & Fraenkle 2008. *How to Design and Evaluate Research in Education*. 7<sup>th</sup> edition. New York: McGraw-Hill Companies.
- Widodo, H. 2004. Pengajaran English for Young Learners (EYL) Melalui Games, Nursery Rhymes, Song, dan Storytelling. *TEKNOBEL*. 5(1): 45-57.
- William, C.B. 1970. *Style and Vocabulary: Numerical Studies*. California: Griffin Publications.
- Wilson, J. 1995. *Phonological Awereness Training: Learning to Read with Nursery Rhymes*. London: University College London. Psychology Publishing.

Appendix 1

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Using Nursey Rhymes on the Students' Vocabulary Achievement	Is there any significant effect of using nursery rhymes on the seventh grade students' vocabulary achievement?	<p><b>1. Independent Variable:</b> The use of nursery rhymes in teaching vocabulary</p> <p><b>2. Dependent Variable:</b> The students' vocabulary achievement</p>	<p>1. Teaching vocabulary by using nursery rhymes: - Monosyllabic words - Repeated words - Provide the context for vocabulary learning (Purcell:1992)</p> <p>2. The students' score on vocabulary test covering: • Nouns • Pronouns</p>	<p><b>1. Participants:</b> The seventh grade students of SMP Negeri 3 Jember</p> <p><b>2. Informant:</b> The English teacher of the seventh grade at SMP Negeri 3 Jember</p> <p><b>3. Documents:</b></p> <ul style="list-style-type: none"> <li>• The initial name of the participants</li> <li>• The name of the English teacher</li> </ul>	<p><b>1. Research Design:</b> Quasi-experimental research with the post-test only design</p> <p><b>2. Area Determination Method:</b> Purposive Method</p> <p><b>3. Participants Determination Method:</b> Cluster Random Sampling</p> <p><b>4. Data Collection Methods:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Test</li> <li>• Interview</li> <li>• Documentation</li> </ul> <p><b>5. Data Analysis</b> The data was analyzed by independent t-test. The calculation of t-test was done by using SPSS (Statistical Package for Social Science)</p>	There is a significant effect of using nursery rhymes on the seventh grade students' vocabulary achievement

**Appendix 2****Instrument of the Preliminary Study****a. Interview Guide**

No	Questions	Source
1.	What curriculum do you use in teaching English at SMP Negeri 3 Jember?	The English Teacher of the Seventh Grade Students at SMP Negeri 3 Jember
2.	How many times do you teach English in a week for each class?	
3.	How do you teach vocabulary to the students?	
4.	What textbook do you use to teach your students?	
5.	Do you use any other source besides textbook? If yes, what are they?	
6.	What kind of test form do you usually administer?	
7.	Have you ever applied nursery rhymes as the media in teach vocabulary?	
8.	Why had you never applied nursery rhymes as the media in teach vocabulary?	

**b. Documentation Guide**

No.	Data Taken	Data resources
1.	The total number of the participants and the names of the participants (Initials)	School Documents

### Instrument of the Preliminary Study

#### a. Interview Guide

No	Questions	Answers
1.	What curriculum do you use in teaching English at SMP Negeri 3 Jember?	In this school, I use 2013 curriculum for teaching English.
2.	How many times do you teach English in a week for each class?	I teach my students twice a week. Each meeting consists of 2 x 40 minutes.
3.	How do you teach vocabulary to the students?	I usually use the students' workbook. I ask the students to find the difficult words and then find the meaning of the words. If there are no one knows, I will ask them to find the meaning from the dictionary.
4.	What textbook do you use to teach your students?	I usually use the book "When English Rings the Bell."
5.	Do you use any other source besides textbook? If yes, what are they?	No, I don't. I think the materials in the book are already complete for the students.
6.	What kind of test form do you usually administer?	I usually use multiple choice type test, because it is easy to check even though it is a little bit hard to construct.
7.	Have you ever applied nursery rhymes as the media in teach vocabulary?	No, I haven't.
8.	Why had you never applied nursery rhymes as the media in teach vocabulary?	Because, I think the material taken from the book is interesting enough for the students.

#### b. Documentation Guide

No.	Data Taken	Data resources
1.	The total number of the participants and the names of the participants (Initials)	School Documents

**Appendix 3****HOMOGENEITY TEST****School : SMPN 3 Jember****Subject : English****Level/semester : VII/1****Language Focus : Vocabulary****Time : 30'****TASK I**

**Match the following words with the appropriate phrases provided in the box by writing the alphabets. Do it on your answer sheet individually!**

a. your teeth	b. the money	c. to the music	d. your wet hair
e. the floor	f. the shoe laces	g. the toast	h. the ball
i. the dirty clothes	j. the paper	k. the air conditioner	

1. Wash .....
2. Kick .....
3. Burn .....
4. Fold .....
5. Listen .....
6. Turn on .....
7. Brush .....
8. Dry .....
9. Sweep .....
10. Tie .....

**TASK II**

**Choose the correct answer by crossing a, b, c, or d on the answer sheet!**

1. I am looking for my .... I need to take a picture.
 

a. calculator	c. camera
b. dictionary	d. walkman



**ANSWER KEY****TASK I**

- 1.) i
- 2.) h
- 3.) g
- 4.) j
- 5.) c
- 6.) k
- 7.) a
- 8.) d
- 9.) e
- 10.) f

**TASK II**

- 1.) c
- 2.) a
- 3.) d
- 4.) a
- 5.) b
- 6.) a
- 7.) b
- 8.) b
- 9.) d
- 10.) c

**SCORING**

The student's score =  $\frac{\text{the number of the correct answers}}{\text{the number of the test items}} \times 100$

**Appendix 4. The Result of Homogeneity Test**

NO.	The result of homogeneity test							
	VII A	VII B	VII C	VII D	VII E	VII F	VII G	VII H
1.	80	85	75	80	90	70	85	80
2.	80	80	90	80	80	80	85	70
3.	85	85	90	85	80	80	80	75
4.	75	80	80	95	85	85	80	80
5.	80	60	85	80	75	85	80	80
6.	95	75	70	90	70	65	70	75
7.	75	70	75	95	85	75	75	85
8.	70	80	75	75	80	70	85	90
9.	85	85	80	80	80	95	80	95
10.	85	100	85	70	90	85	90	85
11.	90	80	80	85	75	90	80	85
12.	70	80	75	85	85	80	70	80
13.	80	85	85	75	85	80	65	80
14.	80	75	85	80	80	85	90	90
15.	80	80	85	95	90	70	70	75
16.	75	70	80	80	95	80	85	80
17.	90	90	75	80	80	75	85	75
18.	85	80	90	75	75	90	70	65
19.	75	85	80	85	70	60	80	80
20.	90	85	95	100	100	80	80	80
21.	85	80	65	85	85	80	75	60
22.	80	65	80	70	80	85	85	75
23.	85	80	85	100	70	85	70	80
24.	95	85	75	80	90	70	80	85
25.	100	75	75	65	95	90	85	80
26.	85	60	80	80	80	80	85	90
27.	90	85	85	95	95	70	85	85
28.	90	85	85	70	80	70	70	90
29.	70	80	90	85	80	80	80	80
30.	75	90	80	75	85	90	80	85
31.	75	70	80	75	85	95	90	85
32.	80	90	85	90	85	85	75	80
$\Sigma$	2635	2555	2600	2640	2660	2560	2545	2580
Mean	82,3438	79,8438	81,25	82,5	83,125	80	79,5313	80,625

**Appendix 5. The Names of the Participants (Initials)**

No.	VII-D (Control Group)
1.	AYH
2.	AF
3.	ASM
4.	ARR
5.	AMR
6.	BRPG
7.	BNRI
8.	BRN
9.	DAAS
10.	DSP
11.	DD
12.	DAP
13.	FACM
14.	GR
15.	GRM
16.	IVDW
17.	IDS
18.	KRM
19.	KKH
20.	MYBSFR
21.	NIM
22.	NRA
23.	NFP
24.	NBAP
25.	NFNA
26.	RMFY
27.	SOM
28.	SPR
29.	SMPS
30.	SPW
31.	TRA
32.	YPA

No.	VII-E (Experimental Group)
1.	APW
2.	AGMPW
3.	AMM
4.	ASZ
5.	ASA
6.	AAM
7.	BDCF
8.	BM
9.	CPS
10.	CNRP
11.	DRH
12.	DBP
13.	DAD
14.	DEDP
15.	DADP
16.	FRW
17.	FBP
18.	GCW
19.	KDRPK
20.	KGAY
21.	LL
22.	LYNA
23.	MRA
24.	NN
25.	NDA
26.	PMYR
27.	QAR
28.	RDW
29.	RBS
30.	TCK
31.	ZKMI
32.	ZAA

**Appendix 6. The Result of the Try Out Test**

No.	Students' Names (Initials)	Scores
1.	ANT	64
2.	ATI	72
3.	ATSR	76
4.	ANA	64
5.	ANM	60
6.	AZCN	72
7.	AAFTS	68
8.	CNPL	72
9.	DYD	72
10.	FBM	80
11.	FNF	64
12.	FAMA	64
13.	FMR	60
14.	GMW	72
15.	HNSK	76
16.	IFI	68
17.	KPMK	72
18.	LZDD	68
19.	MAT	76
20.	MGRH	68
21.	MRB	84
22.	MBKW	68
23.	NFH	72
24.	NMFF	60
25.	RSAI	60
26.	RMIM	72
27.	RSC	72
28.	SAM	68
29.	SMP	84
30.	TP	72
31.	TRA	76
32.	TNP	72

## Appendix 7. The Distribution of Odd and Even Numbers

Try Out Result of Odd Numbers (X)														
No.	1	3	5	7	9	11	13	15	17	19	21	23	25	Total
1	1	1	1	0	1	1	0	0	1	0	1	0	0	7
2	1	0	1	1	1	1	0	1	1	1	1	1	0	10
3	1	0	1	1	1	1	0	1	1	1	1	1	1	11
4	1	1	0	0	1	1	0	0	1	1	0	1	0	7
5	1	1	0	0	1	1	0	0	1	1	0	1	0	7
6	1	1	1	1	1	1	0	0	1	0	1	1	0	9
7	1	1	1	0	1	1	0	0	1	0	0	1	1	9
8	1	1	1	0	0	1	0	1	1	1	1	1	1	10
9	1	1	1	1	0	1	0	0	1	1	1	0	1	9
10	1	0	1	1	1	1	1	1	1	1	1	1	1	12
11	0	1	1	1	0	1	0	1	1	0	1	0	0	7
12	1	1	1	1	1	1	0	0	1	1	1	0	0	9
13	1	1	0	0	0	1	0	0	1	1	0	1	0	6
14	1	1	0	1	1	0	0	1	1	0	1	1	1	9
15	0	1	0	1	1	1	1	1	1	1	1	1	1	11
16	1	1	1	1	0	0	0	1	0	1	0	1	1	9
17	0	1	1	1	1	0	1	0	1	1	0	1	1	9
18	0	1	1	1	1	1	0	1	1	1	0	0	1	9
19	1	1	0	1	1	1	0	1	1	1	1	1	1	11
20	1	1	1	0	1	1	0	0	1	0	1	0	1	8
21	1	0	1	1	0	1	1	1	1	1	1	1	1	11
22	1	1	0	0	0	1	0	0	1	1	1	1	1	8
23	1	1	1	1	0	1	0	0	1	1	1	0	1	9
24	0	1	1	1	0	1	0	0	1	0	1	1	0	7
25	0	1	1	1	1	1	0	0	1	0	1	0	0	7
26	1	0	1	1	1	1	0	0	1	1	1	1	1	11
27	1	0	1	1	0	1	1	1	1	1	0	1	1	10
28	1	0	1	1	0	1	0	1	1	1	1	1	1	10
29	0	1	1	1	1	1	1	1	1	1	1	1	1	12
30	0	1	1	1	1	1	0	1	1	0	1	1	0	10
31	1	0	1	1	1	1	0	1	1	1	1	1	1	11
32	1	1	0	1	1	1	0	1	1	1	1	0	0	9
<b>Total</b>	24	24	24	24	21	29	6	17	31	23	24	22	20	294

Try Out Results of Even Numbers (Y)													
No.	2	4	6	8	10	12	14	16	18	20	22	24	Total
1	1	1	1	1	1	1	0	1	0	0	1	1	9
2	1	0	1	1	1	0	1	1	0	1	1	1	9
3	1	1	1	0	1	0	1	1	1	1	1	1	10
4	0	1	1	1	1	1	0	1	0	1	1	1	9
5	1	0	1	0	1	1	1	1	0	1	0	1	8
6	1	1	1	1	1	1	1	0	0	0	1	1	9
7	0	1	1	1	1	1	0	1	0	0	1	1	8
8	1	0	1	1	1	1	1	1	1	1	1	1	11
9	1	0	1	1	0	0	1	1	1	1	1	1	9
10	1	0	1	1	1	1	1	1	0	1	1	1	10
11	1	1	1	1	0	1	1	1	0	0	1	1	9
12	1	1	1	1	1	1	0	0	0	1	0	0	7
13	1	1	1	0	1	1	0	0	0	1	1	1	8
14	0	1	1	1	0	1	1	1	0	1	1	1	10
15	1	0	1	1	1	0	1	1	0	1	1	1	9
16	1	1	1	0	1	1	1	0	0	0	1	1	8
17	1	0	1	1	1	1	1	1	0	1	1	0	9
18	0	1	1	1	1	1	1	0	1	1	0	0	8
19	0	1	1	0	1	1	1	1	0	1	0	1	8
20	0	1	1	1	1	1	1	0	0	0	1	1	9
21	1	1	1	1	0	0	1	1	0	1	1	1	10
22	0	1	1	1	0	1	1	1	1	0	1	0	9
23	1	1	1	0	1	1	0	1	0	1	1	1	9
24	0	1	1	1	1	1	1	1	1	0	0	0	8
25	1	1	1	0	1	1	1	1	0	1	0	0	8
26	0	1	1	1	0	1	1	1	0	1	1	1	10
27	1	0	1	1	1	0	1	1	1	1	1	1	10
28	1	1	1	1	1	1	0	0	0	1	1	0	8
29	1	0	1	1	1	1	1	1	0	1	1	1	10
30	1	1	1	1	1	0	0	1	0	1	1	0	8
31	1	1	1	1	0	0	1	1	1	0	1	1	9
32	1	1	1	1	1	1	0	1	0	1	1	0	9
<b>Total</b>	23	23	31	23	24	24	18	24	6	23	25	24	285

**Appendix 8. Division of Odd and Even Numbers**

No.	Test Items		X <sup>2</sup>	Y <sup>2</sup>	XY
	Odd (X)	Even (Y)			
1	7	9	49	81	63
2	9	9	81	81	81
3	10	9	100	81	90
4	7	9	49	81	63
5	7	8	49	64	56
6	9	9	81	81	81
7	9	8	81	64	72
8	9	9	81	81	81
9	9	9	81	81	81
10	10	10	100	100	100
11	7	9	49	81	63
12	9	7	81	49	63
13	6	8	36	64	48
14	9	9	81	81	81
15	10	9	100	81	90
16	9	8	81	64	72
17	9	9	81	81	81
18	9	8	81	64	72
19	11	8	121	64	88
20	8	9	64	81	72
21	11	10	121	100	110
22	8	9	64	81	72
23	9	9	81	81	81
24	7	8	49	64	56
25	7	8	49	64	56
26	10	8	100	64	80
27	10	8	100	64	80
28	9	8	81	64	72
29	11	10	121	100	110
30	10	8	100	64	80
31	11	8	121	64	88
32	9	9	81	81	81
Total	285	276	2701	2482	2558

**Appendix 9. The Difficulty Index**

<b>No.</b>	<b>N</b>	<b>R</b>	<b>FV</b>	<b>Criteria</b>
1	24	32	0,774193548	Fair
2	23	32	0,741935484	Easy (deleted)
3	24	32	0,774193548	Fair
4	23	32	0,741935484	Fair
5	24	32	0,774193548	Fair
6	32	32	1	Easy (deleted)
7	24	32	0,774193548	Fair
8	24	32	0,774193548	Fair
9	21	32	0,677419355	Fair
10	24	32	0,774193548	Fair
11	29	32	0,935483871	Easy
12	24	32	0,774193548	Fair
13	6	32	0,193548387	Difficult (deleted)
14	24	32	0,774193548	Fair
15	17	32	0,548387097	Fair
16	24	32	0,774193548	Fair
17	32	32	1	Easy (deleted)
18	6	32	0,193548387	Difficult (deleted)
19	23	32	0,741935484	Fair
20	23	32	0,741935484	Fair
21	24	32	0,774193548	Fair
22	25	32	0,806451613	Fair
23	23	32	0,741935484	Fair
24	24	32	0,774193548	Fair
25	21	32	0,677419355	Fair

**Appendix 10****LESSON PLAN 1**

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior High School</b>
<b>Class</b>	<b>: VII</b>
<b>Language Focus</b>	<b>: Vocabulary integrated with Reading</b>
<b>Topic</b>	<b>: Family</b>
<b>Time</b>	<b>: 2 x 40 minutes</b>

**I. Core Competences**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**II. Basic Competences**

- 3.2 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk perkenalan diri, dengan sangat pendek dan sederhana. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive).

- 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **III. Indicators**

1. Singing the nursery rhyme (for the experimental group) and reading the text (for the control group).
2. Finding the unfamiliar words.
3. Giving the meanings of the unfamiliar words.
4. Answering tasks I and II given in the forms of short answer and multiple choice formats individually.

### **IV. Learning Objectives**

Students are expected to be able to:

1. Sing the nursery rhyme (for the experimental group) and reading the text (for the control group).
2. Find the unfamiliar words.
3. Give the meanings of the unfamiliar words.
4. Answer tasks I and II given in the forms of short answer and multiple choice formats individually.

### **V. Teaching and Learning Materials**

The teaching and learning materials are enclosed

### **VI. Teaching Approach / Model**

- The experimental group = Scientific approach (using nursery rhymes)
- The control group = Scientific approach (using text)

## VII. Teaching and Learning Activities

The Experimental Group	Time	The Control Group	Time
1. Greeting the students and asking them to pray together.	2'	1. Greeting the students and asking them to pray together.	2'
2. Checking the attendance list.	1'	2. Checking the attendance list.	1'
3. Giving leading questions about the topic that they are going to learn.	3'	3. Giving leading questions about the topic that they are going to learn.	3'
4. Stating the topic and the learning objectives.	2'	4. Stating the topic and the learning objectives.	2'
<i>Observing</i>		<i>Observing</i>	
1. Distributing the lyrics of the nursery rhyme to the students and asking them to read it silently.	2'	1. Distributing the text to the students and asking them to read it silently.	2'
2. Playing the nursery rhyme using speaker and asking the students to pay attention on it.	3'	2. Reading the text in front of the students and asking them to pay attention on it.	3'
<i>Questioning</i>		<i>Questioning</i>	
1. Guiding the students to ask some questions in relation to the content of the nursery rhyme (including the use of subject pronoun, object pronoun, and possessive adjective).	4'	1. Guiding the students to ask some questions in relation to the content of the text (including the use of subject pronoun, object pronoun, and possessive adjective).	4'
<i>Collecting Information</i>		<i>Collecting Information</i>	
1. Asking the students to find	5'	1. Asking the students to find	5'

the unfamiliar words by writing them down on their book.		the unfamiliar words by writing them down on their book.	
2. Guiding the students to find the meaning of the unfamiliar words. If no one knows, the teacher will give some additional explanation about the unfamiliar words. Example: aunt is our mother's sister.	7'	2. Guiding the students to find the meaning of the unfamiliar words. If no one knows, the teacher will give some additional explanation about the unfamiliar words. Example: aunt is our mother's sister.	7'
3. Guiding the students to guess the use of pronoun contained in the nursery rhyme. Example: From the lyric " <i>I also have an uncle, his name is Aamir</i> " the use of "I" is as subject pronoun, and "his" indicates if the name belongs to his uncle (possessive adjective).	7'	3. Guiding the students to guess the use of pronoun contained in the text. Example: From the lyric " <i>I also have an uncle, his name is Aamir</i> " the use of "I" is as subject pronoun, and "his" indicates if the name belongs to his uncle (possessive adjective).	7'
<i>Associating</i>		<i>Associating</i>	
1. Singing the nursery rhyme line by line and asking them to repeat it. Then, asking the students to sing the whole line together.	5'	1. Reading the text line by line and asking them to repeat it. Then, asking the	5'

2. Asking the students to do task I and II individually.	20'	2. Asking the students to do task I and II individually.	20'
<i>Communicating</i>		<i>Communicating</i>	
1. Discussing the tasks that the students have done with the whole class.	15'	1. Discussing the tasks that the students have done with the whole class.	15'
<i>Closing</i>		<i>Closing</i>	
1. Guiding the students to draw a conclusion of what they have learned and discussed.	3'	1. Guiding the students to draw a conclusion of what they have learned and discussed.	3'
2. Parting the students.	1'	2. Parting the students.	1'

### VIII. Media, and Teaching Sources

1. Media : - Nursery Rhymes (for the experimental group)
  - Text (for the control group)
  - Whiteboard
  - Boardmarkers
  - Students' worksheet
  - A mini active speaker

2. Teaching sources :

- <https://www.youtube.com/watch?v=NVEzzzia8Yo&t=145s>

### IX. Learning Assessment

Giving exercises to both the experimental and the control groups in the forms of short answers and multiple choice formats.

Jember, .....  
 Researcher,

Restuningdyah Meitasari  
 NIM. 140210401080

**Learning materials for both the experimental and control groups**

## Leading questions

1. What do you think about the picture?



2. What is the relationship that the people in the picture have?
  - Family is a group of people who are related to each other. Some
    - 1. Nuclear family is a family group consisting of two parents and their children (one or more).
    - 2. Extended family is a family group which includes relatives such as uncles, aunts, and grandparents, as well as parents, children, and brothers and sisters.
  - Pronoun is a word that replaces a noun in a sentence.
    - 1. Subject pronoun is a pronoun that takes the place of a noun as the subject of a sentence. A sentence's subject is the person or thing that performs the action of a verb.  
Examples: I, You, He, She, It, We, They.
    - 2. Object pronoun is a type of personal pronoun that is normally used as a grammatical object. Object pronoun takes the place of a noun that receives the action.  
Examples: Me, You, Him, Her, It, Us, Her.

3. Possessive adjective is an adjective that is used to show ownership. It comes before a noun in the sentence and lets us know to whom the noun belongs.

Examples: My, Your, His, Her, Its, Our, Their.



**Material for the Experimental Group**

*Please listen to the nursery rhyme carefully while paying attention to the lyrics!*

**My Family**

Hello everyone, **my** name is Mohan

**I** am a boy and **I** am ten years old

This is **my** sister, **she** is a girl

**Her** name is Sheema and **she** is eight years old

**She** is **my** mother, **her** name is Preeti

**He** is **my** father, **his** name is Ravi

**I** also have an uncle, **his** name is Aamir

**He** is taller than **me**, and **I** am shorter

**She** is **my** grandmother, **she** is very old

**She** loves embroidery and hates the cold

**I** live in a house with **my** family

**I** love **them** a lot, and **they** love me

<https://www.youtube.com/watch?v=sEODv4Zy18g>

**Material for the Control Group**

*Please listen to your teacher carefully while paying attention to the text!*

**My Family**

Hello everyone, **my** name is Mohan. **I** am a boy and **I** am ten years old. Let me introduce my family. **I** have a sister, **she** is a girl. **Her** name is Sheema and **she** is eight years old. **She** is **my** mother, **her** name is Preeti. **He** is **my** father, **his** name is Ravi. I also have an uncle, his name is Aamir. He is taller than me, and I am shorter. **She** is **my** grandmother, **she** is very old **She** loves embroidery and hates the cold. **I** live in a house with **my** family. **I** love **them** a lot and **they** love me too.

(Adapted from: <https://loebd.wordpress.com/tag/a-short-paragraph-on-my-family/>)

**WORKSHEET**

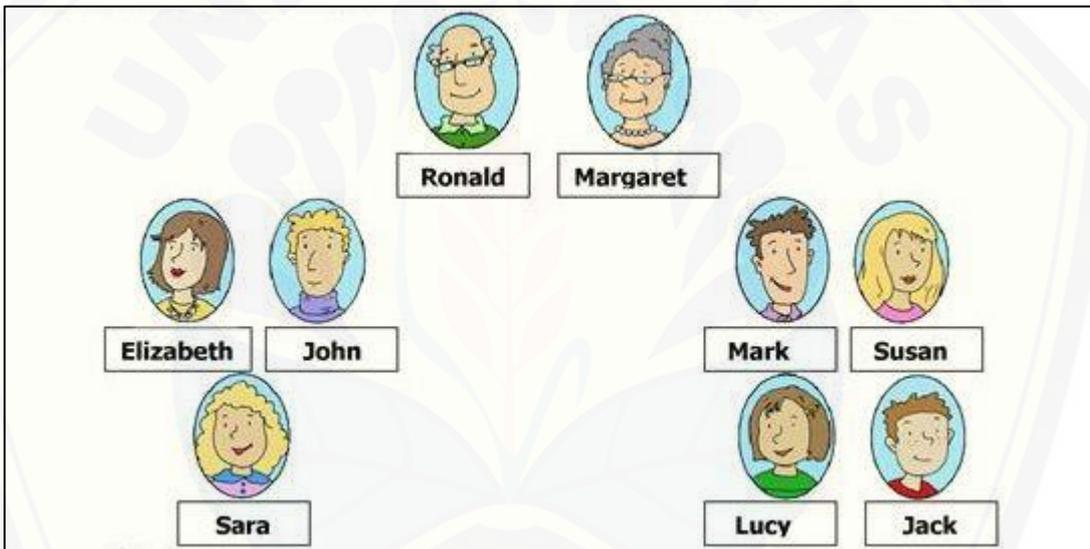
Name : .....

Class : .....

Student's Number: .....

**Task I.**

Please look at the family tree and fill in the blanks with the right family relation. Do it individually on your worksheet!



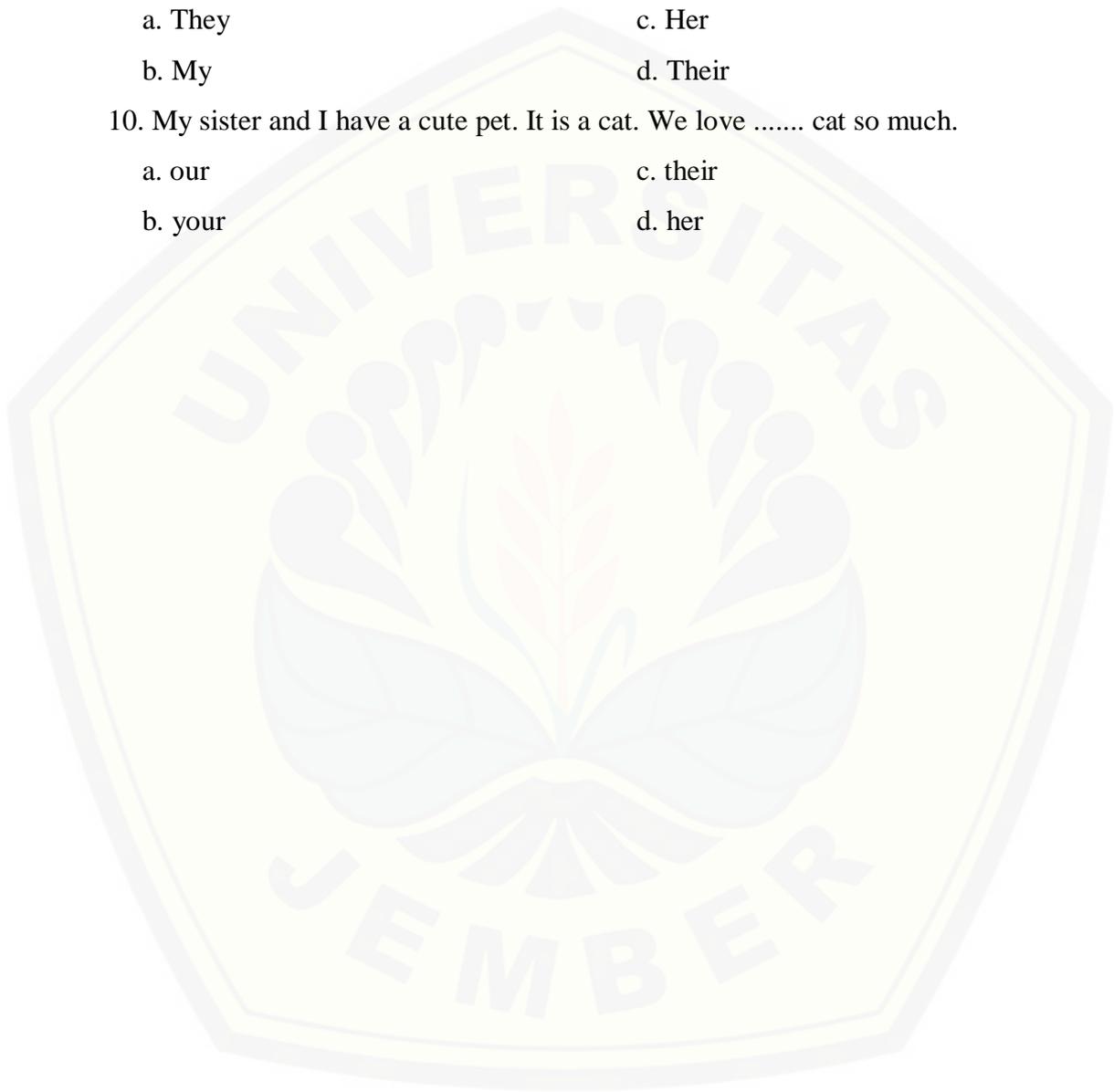
1. Ronald is Lucy's .....
2. Mark is Jack's .....
3. Margaret is Sara's .....
4. Susan is Jack's .....
5. John is Sara's .....
6. Mark is Sara's .....
7. Elizabeth is Lucy's .....
8. Lucy is Jack's .....
9. Jack is Lucy's .....
10. Sara is Jack's .....

**Task II.**

**Answer the following questions by giving a cross (X) on either a,b,c or d for the correct answer provided on your answer sheet!**

1. My father is a teacher. .... teaches at elementary school
  - a. His
  - b. He
  - c. Her
  - d. Him
2. Hello, my name is Rico. .... hobby is playing tennis.
  - a. My
  - b. His
  - c. Your
  - d. I
3. Dina : Hello Dino! What are you doing?  
Dina : Oh, hello Dina! ..... am drawing a car.
  - a. you
  - b. we
  - c. me
  - d. I
4. Randy and Zena have the same hooby. .... like playing football together.
  - a. You
  - b. He
  - c. I
  - d. They
5. My brother is a senior high school student. .... goes to school by riding a motorcycle.
  - a. She
  - b. He
  - c. His
  - d. Her
6. I have a brother and a sister. We always help each other when we need a help. I love ..... a lot.
  - a. them
  - b. they
  - c. her
  - d. his
7. I have a beautiful mother. .... name is Shinta. She likes singing and dancing.
  - a. She
  - b. His
  - c. Her
  - d. My
8. Let me introduce myself. My name is Andy. .... am a student of elementary school.

- a. You  
b. I
- c. They  
d. Me
9. Zacky and Zihan are siblings. They have the same hobby. .... hobbies are painting and swimming.
- a. They  
b. My
- c. Her  
d. Their
10. My sister and I have a cute pet. It is a cat. We love ..... cat so much.
- a. our  
b. your
- c. their  
d. her



**ANSWER KEY**

<b>Task I</b>	<b>Task II</b>
1. Grandfather	1. b
2. Father	2. a
3. Grandmother	3. d
4. Mother	4. d
5. Father	5. b
6. Uncle	6. a
7. Aunt	7. c
8. sister	8. b
9. Brother	9. d
10. Cousin	10. a

**Distribution of the Test Items**

<b>Classification</b>	<b>Numbers</b>	<b>Total</b>
Nouns	I (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	10
Pronouns	II (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	10
<b>Total</b>		<b>20</b>

**SCORING**

The student's score =  $\frac{\text{the number of the correct answers}}{\text{the number of the test items}} \times 100$

**Appendix 11****LESSON PLAN 2**

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior High School</b>
<b>Class</b>	<b>: VII</b>
<b>Language Focus</b>	<b>: Vocabulary integrated with Reading</b>
<b>Topic</b>	<b>: Family</b>
<b>Time</b>	<b>: 2 x 40 minutes</b>

**I. Core Competences**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**II. Basic Competences**

- 3.2 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk perkenalan diri, dengan sangat pendek dan sederhana.

4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **III. Indicators**

1. Singing the nursery rhyme (for the experimental group) and reading the text (for the control group).
2. Finding the unfamiliar words.
3. Giving the meaning of the unfamiliar words.
4. Answering tasks I and II given in the forms of short answer and multiple choice formats individually.

### **IV. Learning Objectives**

Students are expected to be able to:

1. Sing the nursery rhyme (for the experimental group) and reading the text (for the control group).
2. Find the unfamiliar words.
3. Give the meaning of the unfamiliar words.
4. Answer tasks I and II given in the forms of short answer and multiple choice formats individually.

### **V. Teaching and Learning Materials**

The teaching and learning materials are enclosed

### **VI. Teaching Approach / Model**

- The experimental group = Scientific approach (using nursery rhymes)
- The control group = Scientific approach (using text)

## VII. Teaching and Learning Activities

The Experimental Group	Time	The Control Group	Time
1. Greeting the students and asking them to pray together.	2'	1. Greeting the students and asking them to pray together.	2'
2. Checking the attendance list.	1'	2. Checking the attendance list.	1'
3. Giving leading questions about the topic that they are going to learn.	3'	3. Giving leading questions about the topic that they are going to learn.	3'
4. Stating the topic and the learning objectives.	2'	4. Stating the topic and the learning objectives.	2'
<i>Observing</i>		<i>Observing</i>	
1. Distributing the lyrics of the nursery rhyme to the students and asking them to read it silently.	2'	1. Distributing the text to the students and asking them to read it silently.	2'
2. Playing the nursery rhyme using speaker and asking the students to pay attention on it.	3'	2. Reading the text in front of the students and asking them to pay attention on it.	3'
<i>Questioning</i>		<i>Questioning</i>	
1. Guiding the students to ask some questions in relation to the content of the nursery rhyme (including the use of subject pronoun, object	4'	1. Guiding the students to ask some questions in relation to the content of the text (including the use of subject pronoun, object	4'

pronoun, and possessive pronoun contained in the nursery rhyme).		pronoun, and possessive pronoun contained in the text).	
<i>Collecting Information</i>		<i>Collecting Information</i>	
1. Asking the students to find the unfamiliar words by writing them down on their book.	5'	1. Asking the students to find the unfamiliar words by writing them down on their book.	5'
2. Guiding the students to find the meaning of the unfamiliar words. If no one knows, the teacher will gives some additional explanation about the unfamiliar words. Example: aunt is our mother's sister.	7'	2. Guiding the students to find the meaning of the unfamiliar words. If no one knows, the teacher will gives some additional explanation about the unfamiliar words. Example: aunt is our mother's sister.	7'
3. Guiding the students to guess the use of pronoun contained in the nursery rhyme.	7'	3. Guiding the students to guess the use of pronoun contained in the text.	7'
<i>Associating</i>		<i>Associating</i>	
1. Singing the nursery rhymes line by line and asking them to repeat it. Then, asking the students to sing the whole	5'	1. Reading the text line by line and asking them to repeat it. Then, asking them to read the whole line together.	5'

line together			
2. Asking the students to do task I and II individually.	20'	3. Asking the students to do task I and II individually.	20'
<i>Communicating</i>		<i>Communicating</i>	
1. Discussing the tasks that the students have done with the whole class.	15'	1. Discussing the tasks that the students have done with the whole class.	15'
<i>Closing</i>		<i>Closing</i>	
1. Guiding the students to draw a conclusion of what they have learned and discussed.	3'	1. Asking the students to draw a conclusion of what they have learned and discussed.	3'
2. Parting the students.	1'	2. Parting the students.	1'

### VIII. Media, and Teaching Sources

1. Media : - Nursery Rhymes (for the experimental group)

- Text (for the control group)

- Whiteboard

- Boardmarkers

- Students' worksheet

- A mini active speaker

2. Teaching sources :

- <https://www.youtube.com/watch?v=sEODv4Zy18g>

**IX. Learning Assessment**

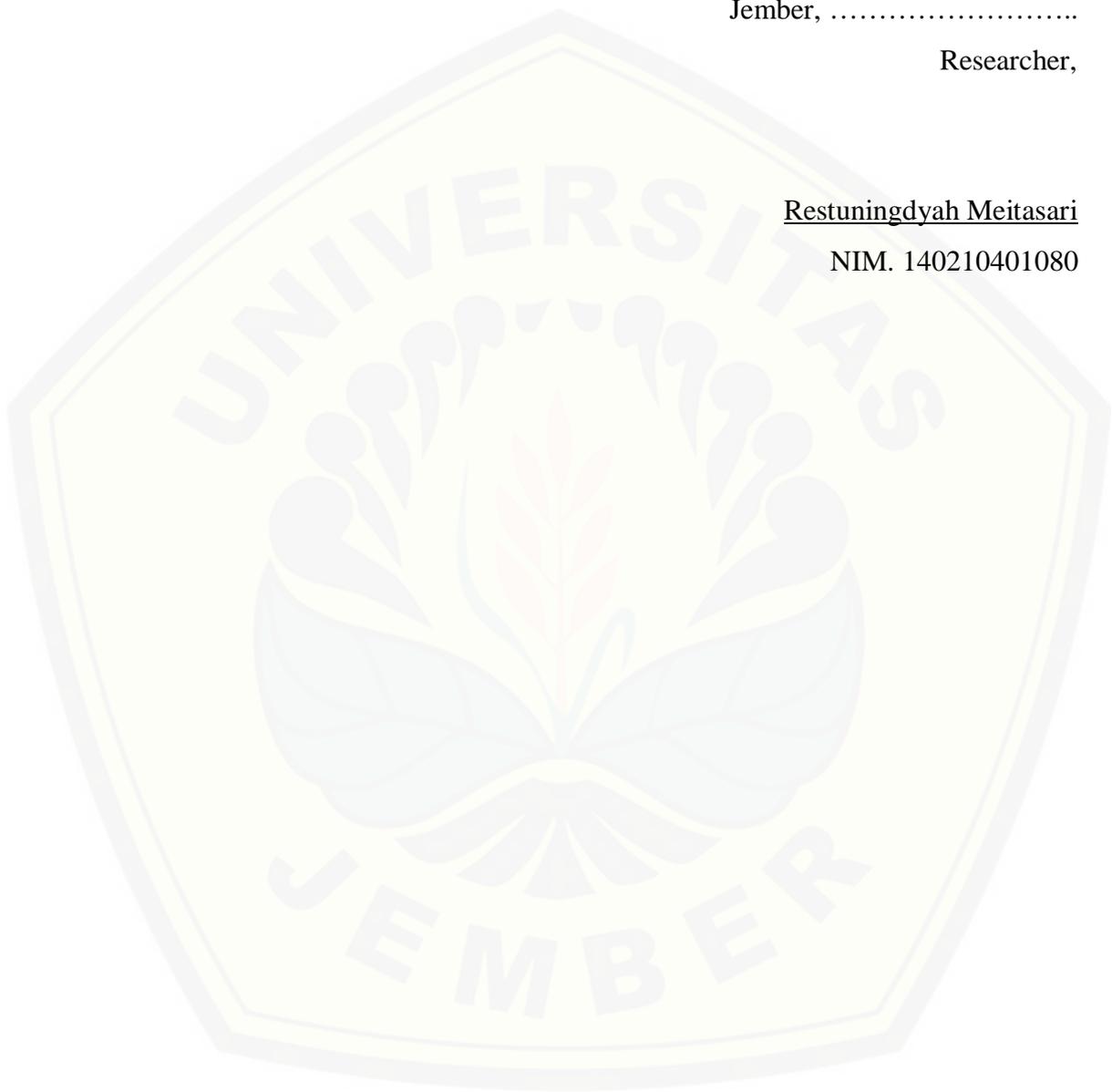
Giving exercises to both the experimental and the control groups in the forms of short answer and multiple choice formats.

Jember, .....

Researcher,

Restuningdyah Meitasari

NIM. 140210401080



**Learning materials for both the experimental and control groups**

Leading questions

1. What do you think about the picture?



2. Refreshing students' memories about the learning materials that have been taught at the previous meeting.
  - Do you still remember what family is?
  - Can you mention the differences between nuclear family and extended family?
  - Do you know what pronoun is?
  - Can you give the examples of subject pronoun, object pronoun, and possessive adjective?

## Material for the Experimental Group

*Please listen to the nursery rhyme carefully while paying attention to the lyrics!*

### **The Family Members**

This is **my** great family

Mother, father, me

This is **my** great family

Mother, father, me

This is **my** sister

This is **my** brother

Grandmother, grandfather, aunt, uncle, cousin

This is **my** great family

Mother, father, me

<https://www.youtube.com/watch?v=sEODv4Zy18g>

**Material for the Control Group**

*Please listen to your teacher carefully while paying attention to the text!*

**The Family Members**

I have a big family. It consists of my grandfather and my grandmother and also my father and my mother too. My father and my mother have three children, they are: my brother, my sister, and I. I also have an uncle, an aunt, and a cousin.

(Adapted from: <http://www.preservearticles.com/2011081510761/short-paragraph-for-kids-on-my-family.html>)

**Task I.**

**Answer the following questions by giving a cross (X) on either a,b,c or d for the correct answer provided on your worksheet!**

1. My mother's brother is my.....
  - a. grandfather
  - b. nephew
  - c. brother
  - d. uncle
2. My mother's mother is my...
  - a. grandmother
  - b. aunt
  - c. cousin
  - d. sister
3. Uncle Ben has a daughter. Her name is Rara. So, Rara is my...
  - a. niece
  - b. aunt
  - c. cousin
  - d. sister
4. I have two uncle, their names are uncle Didi and uncle Sam. So, uncle Didi is Uncle Sam's...
  - a. son
  - b. father
  - c. nephew
  - d. brother
5. My brother's daughter is my...
  - a. daughter
  - b. nephew
  - c. niece
  - d. sister
6. My grandfather has 3 sons, they are uncle Didi, uncle sam, and my father. So, my grandfather is uncle Didi's...
  - a. uncle
  - b. father
  - c. nephew
  - d. brother
7. What should I call my mother's sister?
  - a. daughter
  - b. sister
  - c. niece
  - d. aunt
8. What should I call my father's father?
  - a. uncle
  - b. grandfather
  - c. grandmother
  - d. brother
9. If uncle Didi is my uncle, his child will be my...
  - a. sister
  - c. cousin

- b. father  
10. My mother is my grandmother's...  
a. daughter  
b. sister
- d. brother  
c. niece  
d. aunt

**Task II.**

**Complete the following text with the appropriate pronoun. Do it individually on your worksheet.**

Hello friends! (1) ..... name is Bima. I am twelve years old. (2) ..... have a sister, (3) ..... name is Sarah. (4) ..... is seven years old. (5) ..... hobby is painting and swimming. I also have a brother, (6) ..... name is Reza. (7) ..... is seventeen years old. (8) ..... hobby is playing football. (9) ..... are a happy family, and I love (10) ..... so much.

**ANSWER KEY****Task I**

1. d
2. a
3. c
4. d
5. c
6. b
7. d
8. b
9. c
10. a

**Task II**

1. my
2. I
3. her
4. She
5. Her
6. his
7. He
8. His
9. We
10. them

**Distribution of the Test Items**

<b>Classification</b>	<b>Numbers</b>	<b>Total</b>
Nouns	I (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	10
Pronouns	II (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	10
<b>Total</b>		<b>20</b>

**SCORING**

The student's score =  $\frac{\text{the number of the correct answers}}{\text{the number of the test items}} \times 100$

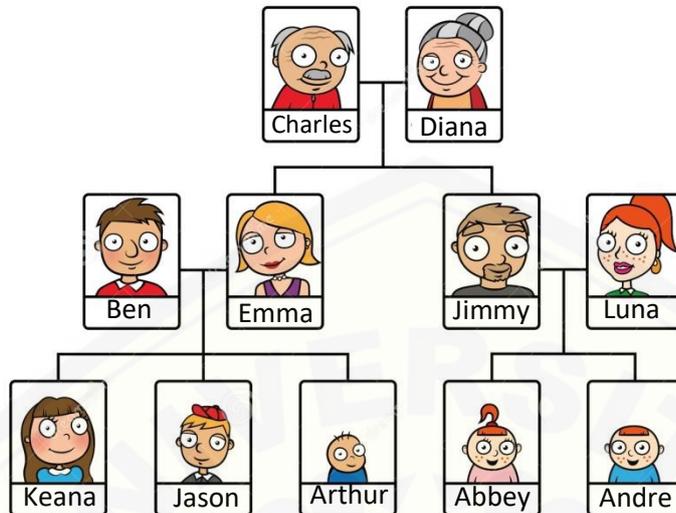
**Appendix 12****POST TEST**

School : SMPN 3 Jember  
Subject : English  
English Component : Vocabulary integrated with reading  
Level/semester : VII/1  
Time : 30'

**Answer the following questions by giving a cross (X) on either a,b,c or d for the correct answer provided on your answersheet!**

1. My father's brother is my.....
  - a. son
  - b. uncle
  - c. nephew
  - d. brother
2. My sister's son is my.....
  - a. brother
  - b. uncle
  - c. father
  - d. nephew
3. If Andy is my parents' grandchild, he is my.....
  - a. son
  - b. uncle
  - c. cousin
  - d. brother
4. My father's father is my.....
  - a. grandparents
  - b. grandfather
  - c. uncle
  - d. brother
5. Randy is my father's son. So, Randy is my.....
  - a. son
  - b. uncle
  - c. brother
  - d. sister
6. My sister's daughter is my.....
  - a. cousin
  - b. niece
  - c. nephew
  - d. aunt

The family tree below is for questions number 7 - 10



7. Jason is Emma's.....
- |           |           |
|-----------|-----------|
| a. father | c. nephew |
| b. son    | d. cousin |
8. Keana is Luna's.....
- |           |           |
|-----------|-----------|
| a. cousin | c. nephew |
| b. niece  | d. aunt   |
9. Abbey and Andre are Diana's.....
- |                  |                  |
|------------------|------------------|
| a. grandchildren | c. granddaughter |
| b. grandson      | d. daughter      |
10. Jimmy is Emma's.....
- |           |            |
|-----------|------------|
| a. uncle  | c. nephew  |
| b. cousin | d. brother |
11. Dira is my sister, ..... hobby is reading novels.
- |        |        |
|--------|--------|
| a. his | c. she |
| b. her | d. him |
12. Shinta and Rani are bestfriends, ..... always go to school together.
- |          |        |
|----------|--------|
| a. they  | c. her |
| b. their | d. she |

13. I have two younger brothers. They are very cute and I love ..... so much.

- |         |         |
|---------|---------|
| a. they | c. her  |
| b. me   | d. them |

**Complete the following text with appropriate pronoun by giving a cross (X) on either a,b,c or d for the correct answer provided on your worksheet!**

Hello! my name is Joe. I am eleven years old. I want to introduce my family. My mother's name is Emily. (14) ..... is thirty-five years old. She is very pretty. (15) ..... hobbies are singing and dancing. My father's name is Ronald. (16) ..... is forty years old. (17) ..... hobby is playing tennis. My sister's name is Judith. She is thirteen years old. We also have a dog. (18) ..... is very cute and loyal. We always feed (19) ..... dog every day. We have a happy family. I love (20) ..... so much.

- |              |          |
|--------------|----------|
| 14. a. her   | c. his   |
| b. she       | d. it    |
| 15. a. her   | c. their |
| b. your      | d. my    |
| 16. a. it    | c. he    |
| b. we        | d. his   |
| 17. a. his   | c. their |
| b. her       | d. our   |
| 18. a. me    | c. us    |
| b. it        | d. her   |
| 19. a. our   | c. my    |
| b. your      | d. her   |
| 20. a. their | c. them  |
| b. you       | d. his   |

**ANSWER KEY****Task I**

1. b	11. b
2. d	12. a
3. a	13. d
4. b	14. b
5. c	15. a
6. b	16. c
7. b	17. b
8. b	18. d
9. a	19. a
10. d	20. c

**Distribution of the Test Items**

<b>Classification</b>	<b>Numbers</b>	<b>Total</b>
Nouns	(1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	10
Pronouns	(11, 12, 13, 14, 15, 16, 17, 18, 19, 20)	10
<b>Total</b>		<b>20</b>

**Scoring**

The student's score =  $\frac{\text{the number of the correct answers}}{\text{the number of the test items}} \times 100$

**Appendix 1. The Result of the Post Test**

<b>No.</b>	<b>VII-D (Control Group)</b>	<b>No.</b>	<b>VII-E (Experimental Group)</b>
1	80	1	85
2	75	2	75
3	80	3	85
4	80	4	80
5	80	5	80
6	85	6	85
7	70	7	80
8	80	8	90
9	75	9	80
10	70	10	80
11	85	11	85
12	75	12	90
13	70	13	80
14	80	14	85
15	70	15	80
16	80	16	75
17	70	17	85
18	75	18	80
19	80	19	80
20	80	20	85
21	80	21	90
22	75	22	90
23	70	23	80
24	80	24	85
25	85	25	85
26	80	26	90
27	80	27	85
28	75	28	80
29	70	29	90
30	80	30	85
31	80	31	85
32	75	32	80

## Appendix 14. Permission Letter of Conducting Research



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
**UNIVERSITAS JEMBER**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
 Telepon: 0331-334 988, Faks: 0331-334 988  
 Laman: [www.fkip.unej.ac.id](http://www.fkip.unej.ac.id)

Nomor : 5085 /UN25.1.5./LT/2018  
 Lampiran : -  
 Perihal : Permohonan Izin Penelitian

18 JUL 2018

Yth. Kepala SMP Negeri 3 Jember  
 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Restuningdyah Meitasari  
 NIM : 140210401080  
 Jurusan : Pendidikan Bahasa dan Seni  
 Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMP Negeri 3 Jember dengan judul penelitian "The Effect of Using Nursery Rhymes on Students' Vocabulary Achievement".

Sehubungan dengan hal tersebut, diharapkan pihak sekolah berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian pemberitahuan dari kami. Atas izin dan kerjasamanya kami sampaikan terima kasih.



a.n. Dekan  
 Dekan I,  
 Suratno, M.Si.

NIP. 19670625 199203 1 003

Appendix 15. Statement Letter for Accomplishing the Research From SMPN 3 Jember



**PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
SMPN 3 JEMBER**

Alamat : Jalan Jawa No. 8 ( 0331 – 334335, 334509, 337757 Jember – 68121  
NSS : 201052402002 - NPSN : 20523891 - e-mail: info@smpn3jember.sch.id



**SURAT KETERANGAN PENELITIAN**

Nomor : 421.3/2804/413.03.20523891/2018

Yang bertanda tangan di bawah ini :

Nama : KHOIRUL HIDAYAH , S.Pd, M.Pd  
NIP : 19640418 198412 2 005  
Pangkat/Golongan : Pembina Tk I, IV/B  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 3 Jember

Menyatakan bahwa telah melakukan penelitian di SMP Negeri 3 Jember yang dilaksanakan pada 20 Agustus 2018 sampai dengan 4 September 2018 oleh :

Nama : Restuningdyah Meitasari  
NIM : 140210401080  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Using Nursery Rhymes on Students' Vocabulary Achievement

Demikian surat ini di buat dengan sebenarnya untuk dapat digunakan untuk penyusunan Skripsi.

Jember, 4 September 2018  
Kepala Sekolah  
  
  
KHOIRUL HIDAYAH, S.Pd, M.Pd  
NIP. 19640418 198412 2 005