



**THE USE OF NURSERY RHYMES TO IMPROVE THE EIGHTH GRADE  
STUDENTS' VOCABULARY ACHIEVEMENT AND ACTIVE  
PARTICIPATION**

**THESIS**

By

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**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2019**



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

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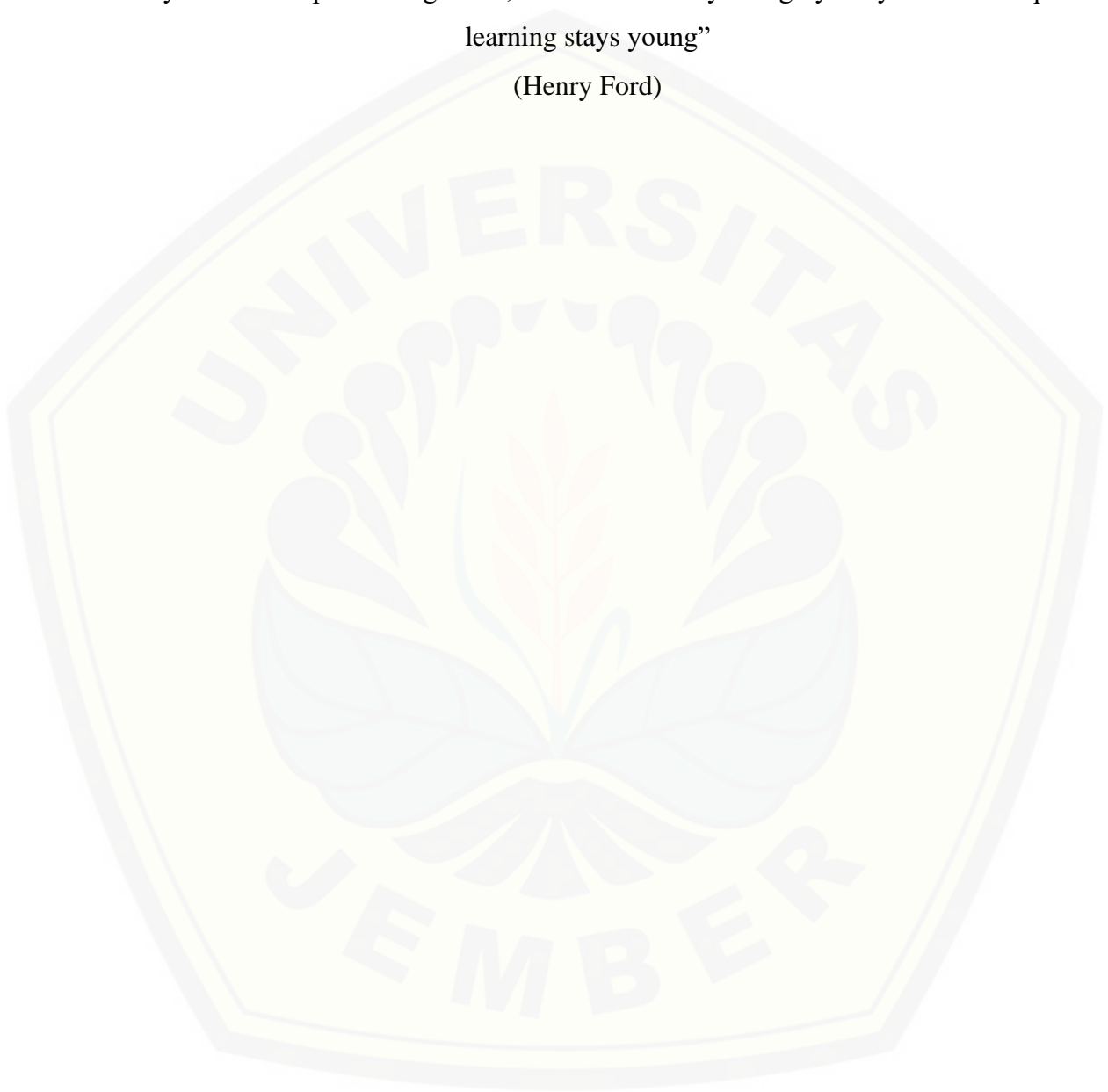
**ENGLISH EDUCATION STUDY PROGRAM  
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JEMBER UNIVERSITY**

**2019**

**MOTTO**

“Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young”

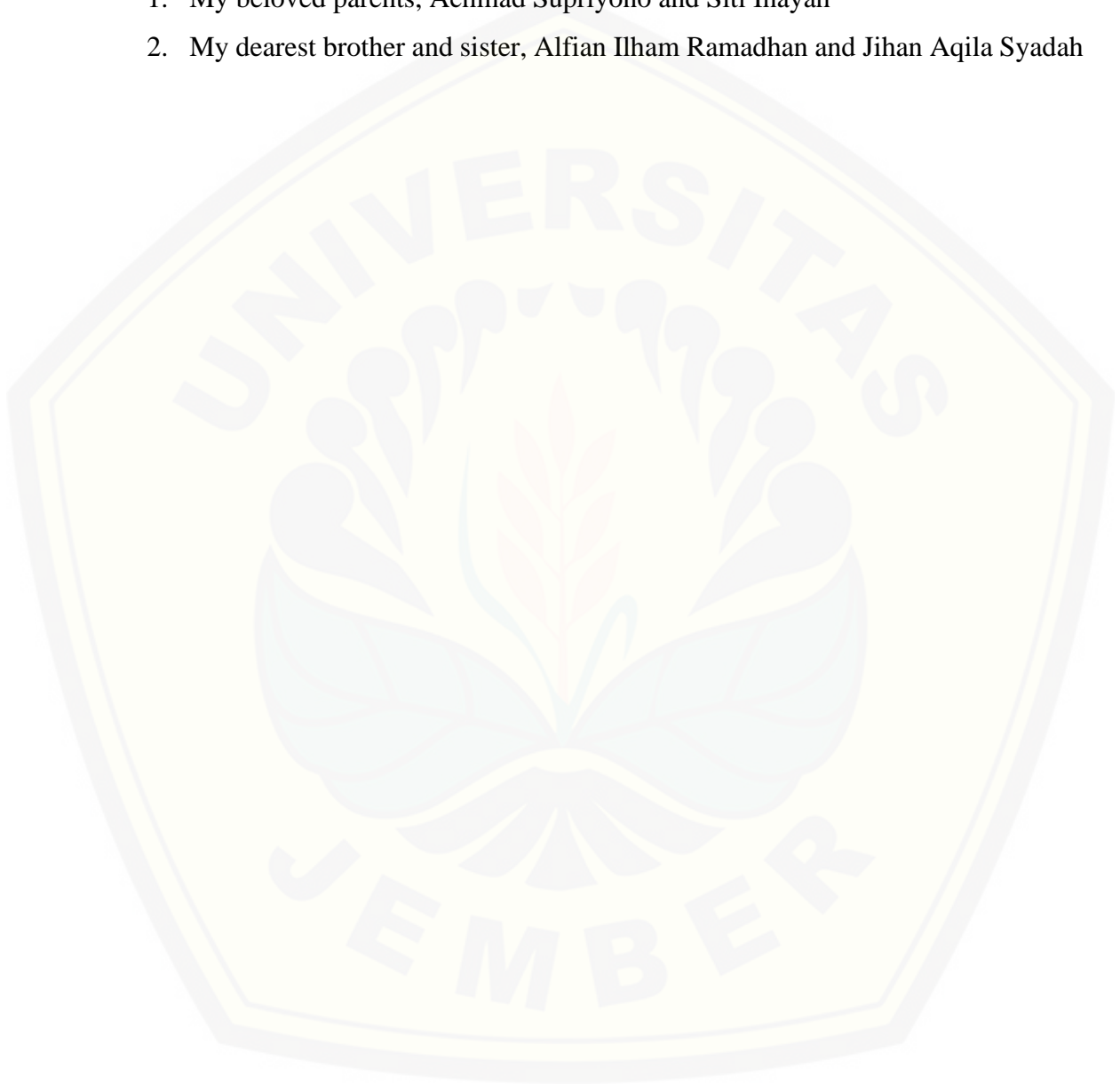
(Henry Ford)



**DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents, Achmad Supriyono and Siti Inayah
2. My dearest brother and sister, Alfian Ilham Ramadhan and Jihan Aqila Syadah



### **STATEMENT OF THESIS AUTHENTICITY**

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 acknowledge 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.

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**CONSULTANT APPROVAL**

**THE USE OF NURSERY RHYMES TO IMPROVE THE EIGHTH GRADE  
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**THESIS**

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

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Secondly I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Study Program;
4. The Consultants Dra. Wiwiek Eko Bindarti, M. Pd and Mutiara Bilqis S. Pd., M.Pd for the time, knowledge, guidance, advice and motivation in accomplishing this thesis.
5. All my examination committees, Dra. Siti Sundari, M. A and Drs. I Putu Sukmaantara, M. Ed;
6. The Principal of SMPN 8 Jember, the English Teacher, The Administration Staff, and The Students of VIII-F and VIII-D who were involved in this research;

Lastly, I hope this thesis will be useful for the reader. Any constructive suggestions and criticism would be appreciated.

Jember, December 02, 2019

The Writer



## SUMMARY

**The Use of Nursery Rhymes to Improve the Eighth Grade Students' Vocabulary Achievement and Active Participation;** Meirizka Nuril Aulia; 150210401061; 2015; 83 pages; English Language Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

This research was a classroom action research. The objectives of this study were to improve the eighth grade students' vocabulary achievement and active participation by using nursery rhymes at SMPN 8 Jember. Based on the preliminary study conducted by the researcher in the form of informal interview with the English teacher, it was known that the students still had lack of vocabulary. The English teacher claimed when she gave the students a text and ask them to find the unfamiliar words, most of the students almost found 90% unfamiliar words. After doing the informal interview, the researcher did a vocabulary test and observation. From the results of the vocabulary test to know the students' ability, it was found that the VIII-F students could not reach the minimum standard requirement score for the English subject that was 75. There were only 4 students who got  $\geq 75$  and 26 students who got  $\leq 75$ . Besides, from the observation, it was known that during the English class when the English teacher asked them to memorize new words most of the students could not memorize it, most of them often forgot the meaning of the words that they had learnt before. Due to the problems above, the researcher decided to use nursery rhymes to improve the students' vocabulary achievement and their active participation.

This research was done collaboratively with the English teacher in one cycle. The data of this research were obtained from the vocabulary test and the observation in the form of checklist. The results of the vocabulary test in Cycle 1 had achieved the criteria of success in this research was that 80% of the students got score  $\geq 75$ . The percentage of the criteria success was taken from the standard minimum score of the school. Therefore, the results of the vocabulary test showed that the percentage of the

students who achieved the target minimum score was 90%. The mean score of vocabulary test increased from 68.23 to 81.83. The results of observation showed that there was an improvement from meeting 1 to meeting 2 in Cycle 1. In Meeting 1, the students who were categorized as active students were 76.6% or 23 students and in Meeting 2, the students who were categorized as active students were 86.6% or 26 students. The average results of the students active participation in Meeting 1 and Meeting 2 were 81.65%. The percentage of the students' active participation in Cycle 1 had achieved the target score of the research that was 80%.

From both of the results of the students' vocabulary achievement and the students' active participation, it can be concluded that the use of nursery rhyme helped the students' to improve their vocabulary achievement and active participation.

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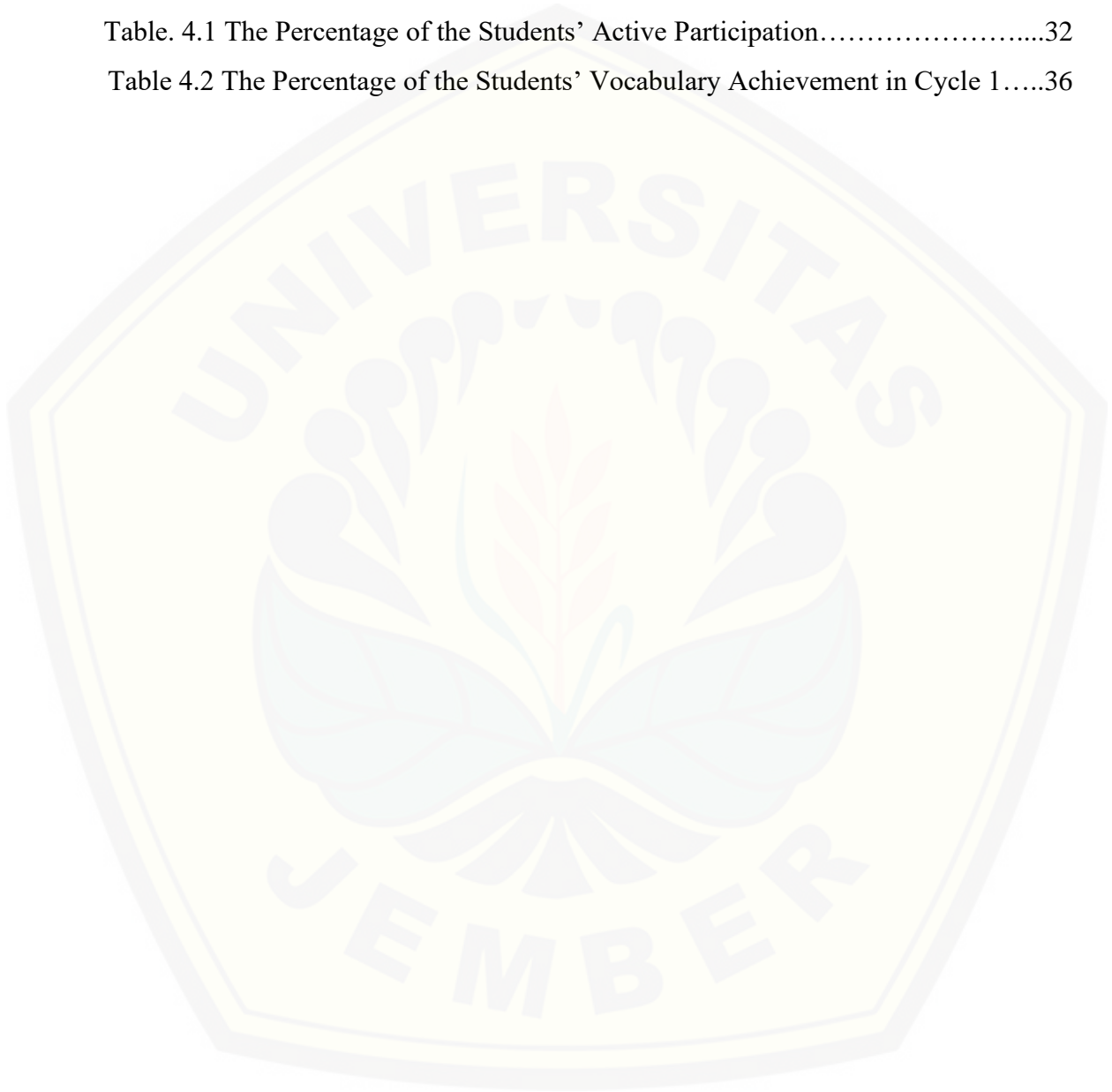
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## CHAPTER I. INTRODUCTION

The first chapter presents background of the research, problems of the research, objectives of the research, and the contribution of the research.

### 1.1 Research Background

English has become an international language that is learnt in some countries as a second language or a foreign language. English as a second language is learnt in some countries such as Malaysia and Singapore. While in Indonesia, English is learned as a foreign language. It is because English in Indonesia is not used as a daily communication in society. As Moeller and Catalano (2015) argue that a language is considered foreign if it is learned largely in the classroom and is not spoken in the society.

According to Heaton (1990:8), there are four language skills that should be learned by the students, those are: listening, speaking, reading, and writing. Besides, there are also three language components that support those language skills, i.e. are vocabulary, structure (grammar), and pronunciation. Vocabulary is one of the language components that becomes the most important aspect to master because vocabulary is the basic language aspect that human beings need to develop at the first time they learn a language. As (Cameron, 2001; as cited in Alqahtani, 2015) states vocabulary is one of the knowledge areas in a language that plays a great role for learners in acquiring a language.

According to Thornbury (2002:13), without grammar very little can be conveyed; without vocabulary nothing can be conveyed. People can say very little with grammar, but people can say almost nothing without words. Vocabulary becomes a bridge to learn language; that is why, the students should master vocabulary first before they learn a language. To produce a sentence, students should have words or vocabularies in their mind. If they do not have any vocabularies, then they cannot produce a sentence and they cannot share their ideas in their mind. It is supported by Tarigan (1993:2) who

says that it is important for students to learn vocabulary in order to make them able to communicate in spoken or written language effectively.

Thornbury (2002:23) says to achieve the outcomes, the learners need not only to learn a lot of words, but also to remember them. As foreign language learners, Indonesian students still have many difficulties in learning new vocabularies. It is because as a foreign language, English is not spoken in daily life and the time allocation of English learning in some schools are still limited. So, it is difficult for Indonesian students to learn vocabulary effectively, and it is also difficult for them to memorize new words.

Before conducting the research, a preliminary study in the form of informal interview was conducted on December 17, 2018 with the eighth grade English teacher of SMP Negeri 8 Jember. Based on the results of preliminary study, it was known that the students had lack of vocabulary. The English teacher claimed when she gave the students a text and asked them to find the unfamiliar words from the text, the students found almost 90 % unfamiliar words from the text given by the teacher. Then, she asked the students to write the unfamiliar words on their books and found the meanings of those words in the dictionary. Then, she asked them to memorize the unfamiliar words that they had written in their book. After the researcher conducted a vocabulary test to know the students' vocabulary achievement, it showed that most of VIII-F students' could not reach the minimum standard requirement score for the English subject that is 75. There were only 4 students who got score  $\geq 75$  and 26 students who got score  $\leq 75$  in the vocabulary test.

To know the problem in the classroom, the researcher did the observation in the VIII-F class on 19<sup>th</sup> of December, 2018. From the observation, the researcher knew that in teaching vocabulary, the teacher usually integrated it with the reading skill. Then, the teacher gave the students a text, and then asked them to find the unfamiliar words and gave the meanings based on the content of the text from their dictionaries. After that, the teacher asked them to memorize those words. It seemed that, the students had a problem to memorize the new words because the activities were boring. It was proven



when they were asked to memorize the new words that they had learnt, most of the students forgot about the meanings of the words. It was because there was not any fun activities in the classroom.

Nursery rhymes can be a fun activity that can attract the students' interest and motivation in learning vocabulary, because the characteristics of nursery rhymes are interesting and delightful to remember (Bodden, 2011; as cited in Sayakhan and Bradley, 2014). Therefore, nursery rhymes can be good teaching materials to teach students vocabulary in the classroom.

A research done by Hanum (2016) entitled "Improving VII-F Students' Vocabulary Achievement by Using Nursery Rhymes at SMPN 5 Jember in the 2016/1017 Academic Year" found out that the use of nursery rhymes could improve the students' active participation and their vocabulary achievement at SMPN 5 Jember. Besides, another classroom action research done by Mayangsari (2014) entitled "Improving the Seventh Grade Students' Vocabulary Achievement by Using Nursery Rhymes at SMP Negeri 8 Jember" showed that the use of nursery rhymes could improve the seventh grade students' vocabulary achievement and their active participation.

Based on the explanation above, the researcher was interested in conducting a classroom action research entitled "The Use of Nursery Rhymes to Improve the Eight Grade Students' Vocabulary Achievement and Active Participation".

## 1.2 Research Problems

Based on the research background, the problems of the research are formulated as follows.

1. How can the use of nursery rhymes improve the eighth grade students' vocabulary achievement at SMPN 8 Jember?
2. How can the use of nursery rhymes improve the eighth grade students' active participation in the teaching and learning process of vocabulary at SMPN 8 Jember?

### **1.3 Research Objectives**

Based on the research background and the problems above, the objectives of the research are formulated as follows.

1. To improve the eighth grade students' vocabulary achievement by using nursery rhymes at SMPN 8 Jember.
2. To improve the eighth grade students' active participation in the teaching and learning process of vocabulary by using nursery rhymes at SMPN 8 Jember.

### **1.4 Scope and Limitation of the Research**

The scope of the research is limited to the following aspects:

1. This classroom action research was limited to the VIII-F students' at SMPN 8 Jember in the 2019/2020 academic year as the subjects of the research. The number of the participants were 30 students. The reason of choosing VIII-F class as the subject because they had the lowest mean score of the vocabulary test compared to that of the other classes.
2. This research focused on the use of nursery rhymes with the theme about animals to improve the VIII-F students' vocabulary achievement and active participation at SMPN 8 Jember.
3. The teaching materials of vocabulary are limited to the use of large vocabulary that contains of nouns, verbs, adjectives, and adverbs.

### **1.5 Research Contribution**

The results of this research are expected to be useful for the students, the English teacher, and future researchers.

### **1.1.1 For the Students**

This classroom action research is expected to give an experience to the students in learning vocabulary through nursery rhymes. Hopefully, they will be able to improve their vocabulary achievement.

### **1.1.2 For English Teachers**

This classroom action research is expected to help the English teachers to find an effective way in teaching vocabulary. The teacher can also use the result of this research as a consideration to use nursery rhymes to improve the students' active participation in the vocabulary teaching and learning process and to improve the students' vocabulary achievement.

### **1.1.3 For Future Researchers**

This classroom action research is expected to be useful for future researchers as their information or a reference to conduct a further research with a similar topic and different language skills, for example the use of nursery rhymes to improve students' listening skill, in different schools. Then, the future researchers are suggested to give more attention to the students' while singing the nursery rhyme together, because there were some students who were not singing the rhyme together with the class. In other words, some students did not do what they should have do.

## CHAPTER II. REVIEW OF LITERATURE

This chapter presents the theories related with the theoretical framework, conceptual review, previous studies, and research hypothesis.

### 2.1 Theoretical Reviews

#### 2.1.1 Vocabulary

Vocabulary is the basic language aspect that human beings need to develop at the first time they learn a language. According to Cameron (2001; as cited in Alqahtani, 2015), vocabulary is one of the knowledge areas in a language that plays a great role for learners in acquiring a language. Vocabulary becomes a bridge to learn a language; that is why, the students should master vocabulary first before they learn a language. As Utomo (2008) states that to enable the students to communicate accurately and fluently, students need to learn language practically, which means primarily learning to use the words of the language, that is vocabulary.

Tarigan (1993:2) claims that the quality of someone's language skills depends on his quality and quantity of vocabulary items they have. That is why, having a lot of vocabulary is needed. It is supported by Tarigan (1993:3) who says that it is important for the students to learn vocabulary in order to make them able to communicate in spoken and written forms of language effectively. Based on the explanation, before learning a language, it is important for the students to master vocabulary first because when they make sentences or utterances the students need to combine some words.

#### 2.1.2 Classification of Vocabulary

According to William (1970:41), there are two classes of vocabulary, those are: large vocabulary and small vocabulary. The large vocabulary consists of nouns, verbs, adjectives, and adverbs. Then, small vocabulary consists of prepositions, pronouns, conjunctions, articles, auxiliary verbs, and interjections.

This research only focused on the large vocabulary which includes nouns, verbs, adjectives, and adverbs. The kinds of large vocabulary will be explained as follows.

#### A. Nouns

According to Hatch and Brown (1995:219), a noun refers to a person, a place, or a thing. They also divide nouns into some subclasses, they are: proper nouns (examples: *Betsy, Ohio, Moslem, New Year, Indonesian, etc.*), common nouns (examples: *woman, state, choir, etc.*), abstract nouns (examples: *hope, understanding happiness, etc.*), count nouns (examples: *books, birds, pianos, pens, etc.*), mass nouns (examples: *rice, sand, water, oil, etc.*), group nouns (examples: *bank, class, government, etc.*).

This research focused on count nouns like *dogs, rats, ducks, cats* in the nursery rhymes entitled “*Three Young Rats*”.

#### B. Verbs

Hatch and Brown (1995:222) state that verbs are words that denote actions. It means verbs refer to the action of doing something. They divide verbs into two kinds that is, action verbs and linking verbs. Action verbs are verbs that express physical action (examples: *go, jump, run, hug, bite, etc.*). Meanwhile, linking verbs are verbs that connect the subject and predicate. The most common linking verbs are (*is, are, was, were, shall be, should be, have been, has been, would be, can be, could be*).

From the two, the researcher focused on the action verbs such as *begin, find, lose, wash* in the nursery rhymes entitled “*Three Little Kittens*”.

#### C. Adjectives

Adjectives are words that describe a noun or clarify a noun. According to Hatch and Brown (1995:228) adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For the examples: *light, dark,*

*beautiful, small, etc.* Thomson and Martinet (1986:22) classify kinds of adjectives as follows: demonstrative (*examples: this, that, these, those*), distributive (*examples: each, every, either, neither*), quantitative (*examples: some, any, little, few, many, much*), qualitative (*examples: clever, dry, white, golden, good*), interrogative (*which, what, whose*), and possessive (*examples: my, your, his, her, its, our, your, their*).

This research focused on quantitative adjectives such as *three young rats* and qualitative adjectives such as *black, white, young* in the nursery rhymes entitled "*Three Young Rats*".

#### D. Adverbs

According to Hatch and Brown (1995:230), adverbs are similar to adjectives and adverbs are typically used to modify verbs and clause. Thomson and Martinet (1986:32) classify kinds of adverbs as follows: manner (*examples: fast, happily, hard, quickly, well, etc*), place (*examples: by, down, here, near, there, up, etc*), time (*examples: now, soon, then, today, yet*), frequency (*examples: always, never, often, etc*), sentence (*examples: surely, certainly, definitely, etc*), degree (*examples: fairly, hardly, rather, etc*).

This research focused on adverbs of time such as *soon* and adverb of manner such as *greatly* from the nursery rhymes entitled "*Three Little Kittens*".

#### 2.1.3 Nursery Rhymes

According to Widodo (2014), nursery rhymes refer to a series of words or phrases with memorable rhythm which has the same sound as the end of lines. Furthermore, Shweta (2013) states that nursery rhymes are often defined as short, rhymed poem or tale for children, and she also states that nursery rhymes are compositions of fantastic and charming stories, vibrant language, and colorful characters. Besides, based on Wikipedia, nursery rhymes refer to traditional poems or songs for children. Thus, it can be concluded that nursery rhymes are traditional poems or songs that consist of

fantastic and memorable rhythm suitable for young learners. In this research, using nursery rhymes mean songs.

#### **2.1.4 Kinds of Nursery Rhymes**

According to Geyer (2001) there are several kinds of nursery rhymes, i.e. finger play rhymes, counting rhymes, action rhymes, choosing rhymes, jump rope rhymes, rhymes for special occasions, clapping rhymes, and topic rhymes. Those types of nursery rhymes explained as follows.

##### **a. Finger Play Rhymes**

The content of finger play rhymes can be illustrated by the students' finger movement. They also support the acquisition of gesture and the use of nonverbal expressions. For the example, the rhyme entitled "Incy Wincy Spider". This rhyme is regarded as a finger rhyme because students can do certain finger movement while they sing this rhyme.

##### **b. Counting Rhymes**

Counting rhymes support the learning of numbers and are often connected using fingers. Most of them train the numbers from one to ten. For the example, the rhymes entitled "Ten Little Indians". This rhyme is regarded as a counting rhyme because this rhyme provides opportunities for the students to count.

##### **c. Choosing Rhymes (counting out rhymes)**

Choosing rhymes refer to rhymes that can be used when teachers need to choose one of the students without causing noise in the classroom. For example, the rhyme entitled "Peaches, Apples and Pears". This rhyme is regarded as a choosing rhyme because this rhyme can be used by the teacher to choose the students.

d. Action Rhymes

Action rhymes aim at associating words with movement of the body. For example, the rhyme entitled “If You’re Happy and You Know It”. This rhyme is regarded as an action rhyme because students can do body movements according to the lyrics while they sing the rhyme.

e. Jump Rope Rhymes

Jump rope rhymes support the acquisition of numbers or simple sentence structures. This rhyme can be used when the students play a jumping rope. For example, the rhyme entitled “Jump Rope, Jump Rope”. This rhyme is regarded as a jump rope because students usually sing this rhyme while doing a skipping rope.

f. Rhymes for Special Occasion

Rhymes for special occasions are suitable for deepening the special vocabulary and for celebrating these occasions. Besides, they also emphasize the cultural aspects of songs. For example, the rhyme entitled “Knock, Knock, Trick or Treat”. This rhyme is regarded as rhyme for special occasion because this rhyme is usually used to celebrate a special occasion. Furthermore, this rhyme is usually used to celebrate a Halloween Day.

g. Clapping Rhymes

A clapping rhyme is supported by hand clapping. Each clapping rhyme has its own pattern how to clap hands with a partner standing opposite. For example, the rhyme entitled “People Work”. This rhyme is regarded as a clapping rhyme because this rhyme is usually played by clapping hands.

h. Topic Rhymes

Topic rhymes support the acquisition of vocabulary according to a special topic such as “the days of the week”, “the weather”, or “the family”. For example, the rhyme



entitled “Look Outside”. This rhyme is regarded as a topic rhyme because the lyrics fit the topic about the weather.

In this research, the researcher used topic rhymes as teaching media and instructional materials because those rhymes are appropriate for the students’ level as stated in Curriculum 2013 syllabus. The topic of the rhymes used in this research was about animals that were suitable with the nursery rhymes entitled “Three Young Rats” and “Three Little Kittens”.

### **2.1.5 The Characteristics of Nursery Rhymes**

Bodden (2011; as cited in Sayakhan and Bradley, 2014) there are some characteristics of nursery rhymes. They take no consistent form. Some are short with four lines or fewer lines while others are long and contain many verses. Most of nursery rhymes are musical with strong rhyme and rhythm. Then, those characteristics make nursery rhymes easy and delightful to remember. Besides, York (2011; as cited in Pour and Tavakoli, 2017) states that nursery rhymes are simple poetry with a specific language that children can learn and enjoy. Furthermore, nursery rhymes refer to sentence set to music (Dodson, 1981; as cited in Pour and Tavakoli, 2017). As we know children are interested in singing a song. For the teacher, it seems that using songs in the classroom can be a nice break which can be used to accommodate something stated in the curriculum (Blondel and Miller, 2011; as cited in Pour and Tavakoli, 2017). In this research, the nursery rhymes used were nursery rhyme that were musical which make the students enjoy the classroom.

### **2.1.6 The Advantages of Using Nursery Rhymes**

Nursery rhymes can be good ways for teachers to teach English especially in teaching vocabulary because nursery rhymes have some characteristics that can help students in learning English. According to (Scott and Ytreberg, 1997:27, Dodson 1981; as cited in Pour and Tavakoli, 2017, Murphey, 1992; as cited in Pour and Tavakoli,

2017), there are some advantages of nursery rhymes. First, nursery rhymes are fun that can make students enjoy the teaching and learning process. Second, nursery rhymes have short and easy to remember lyrics that can make the students easy in remembering and learning a language. Third, nursery rhymes can keep students' attention. Therefore, it can be concluded that nursery rhymes are a useful tool to help the students to learn a language.

### **2.1.7 The Disadvantages of Using Nursery Rhymes**

According to Rubio and Conesa (2015), there are some disadvantages of using nursery rhymes and songs in education. First, the sound of nursery rhymes might disturb other classes. Then, in this research the researcher anticipated this by using a language laboratory. Because it is located far from other classes so that it will reduce the possibility of disturbing other classes. Second, the classroom needs additional media such as: mini speakers for playing the rhymes. To overcome this problem, the researcher prepared the tools needed, that is, mini speakers to play the rhymes.

## **2.2 Conceptual Review**

### **2.2.1 The Students' Vocabulary Achievement**

Achievement test is a test that directly relates to language courses. Its purpose is to establish how successful individual students, groups of students, or courses themselves have been achieving objectives (Hughes 2003:13). Fisher and Terry (1977:92) argue that vocabulary plays an important role in the four language skills (listening, reading, speaking, and writing). It means that vocabulary is important for improving students' language achievement.

The students' vocabulary achievement in this research refers to the result of vocabulary tests in each cycle after the students' have been taught by using nursery

rhymes. The students' vocabulary achievement was indicated from their vocabulary test. The vocabulary materials in this research were as follows: nouns, verbs, adjectives, and adverbs. The vocabulary scores from the vocabulary test were considered as their vocabulary achievement.

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

Curtain and Dahlberg (2004, as cited in Rubio and Conesa, 2015) suggest the following procedures of teaching vocabulary by using nursery rhymes in the classroom:

**Step 1:** *prepare the students*

Tell them what the rhymes are about, make heavy use of visuals and gestures so they can get to know the song; play the recording or the entire rhymes so that the students know what they are going to do.

**Step 2:** *go through the words*

Make sure the students understand the words or, at least, they understand the key words. Then, they will enjoy singing the rhymes.

**Step 3:** *speak the song line by line*

Say the song line by line at the time and have the students repeat the words. If the song is written on the board, track the words with a pointer or a ruler.

**Step 4:** *sing a line at a time*

Sing the first line of the song to the students then have them sing it back. Practice the first line several times until the student can sing it independently. Then, practice the first line following with the second line and practice it several times until the students can sing independently. Practice it until the last line. Finally put the entire song together.

**Step 5:** *add rhythmic accompaniments*

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

In this research, the researcher adapted the teaching procedures from Curtain and Dahlberg (2004) as mentioned above. However, there were some adjustments because the researcher used the 2013 curriculum by implementing a scientific approach. The procedures were as follows.

a. Preparing the students

The teacher gave the students 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 rhyme and asked the students to pay attention on it.

b. Going through the words

The teacher asked the students to classify the words on the lyric of the nursery rhyme into nouns, verbs, adjectives or adverbs. After that, asking them to find out the unfamiliar words that they had not known the meaning and asked the students to write them in their book. After that, the teacher asked the whole class about the meanings of the unfamiliar words and asked them to find the words in the dictionary if students didn't know the meaning of those difficult words.

c. Singing the whole line

At first, the teacher sang the nursery rhymes 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 meanings of the difficult words that had been discussed to the students randomly. After that, the teacher gave the students an 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 Studies

Some researchers have conducted some researches on the use of nursery rhymes on teaching and learning process. A research conducted by Hanum (2016) entitled *“Improving VII-F Students' Vocabulary Achievement by Using Nursery Rhymes at SMPN 5 Jember in the 2016/2017 Academic Year”* found that the result of the percentage of the students' active participation improved from Cycle 1 to Cycle 2. It increased from 78.12 % in Cycle 1 to 81.08% in Cycle 2. Dealing with the vocabulary achievement, there was improvement of the percentage of the students' vocabulary achievement in Cycle 1 to Cycle 2. It increased from 78.38% in Cycle 1 to 83.78% in Cycle 2. Another classroom action research was conducted by Mayangsari (2014) entitled *“Improving the VII-A Students' Vocabulary Achievement by Using Nursery Rhymes at SMP Negeri 8 Jember”*. The results of this research showed that there was improvement on the percentage of the students' active participation from 50.00% in Cycle 1 to 75.00% in Cycle 2. Then it was found that the percentage of the vocabulary achievement improved from 62.00% in Cycle 1 and 75.00 % in Cycle 2. Thus, it can be concluded that the use of nursery rhymes could improve the students' active participation and their vocabulary achievement.

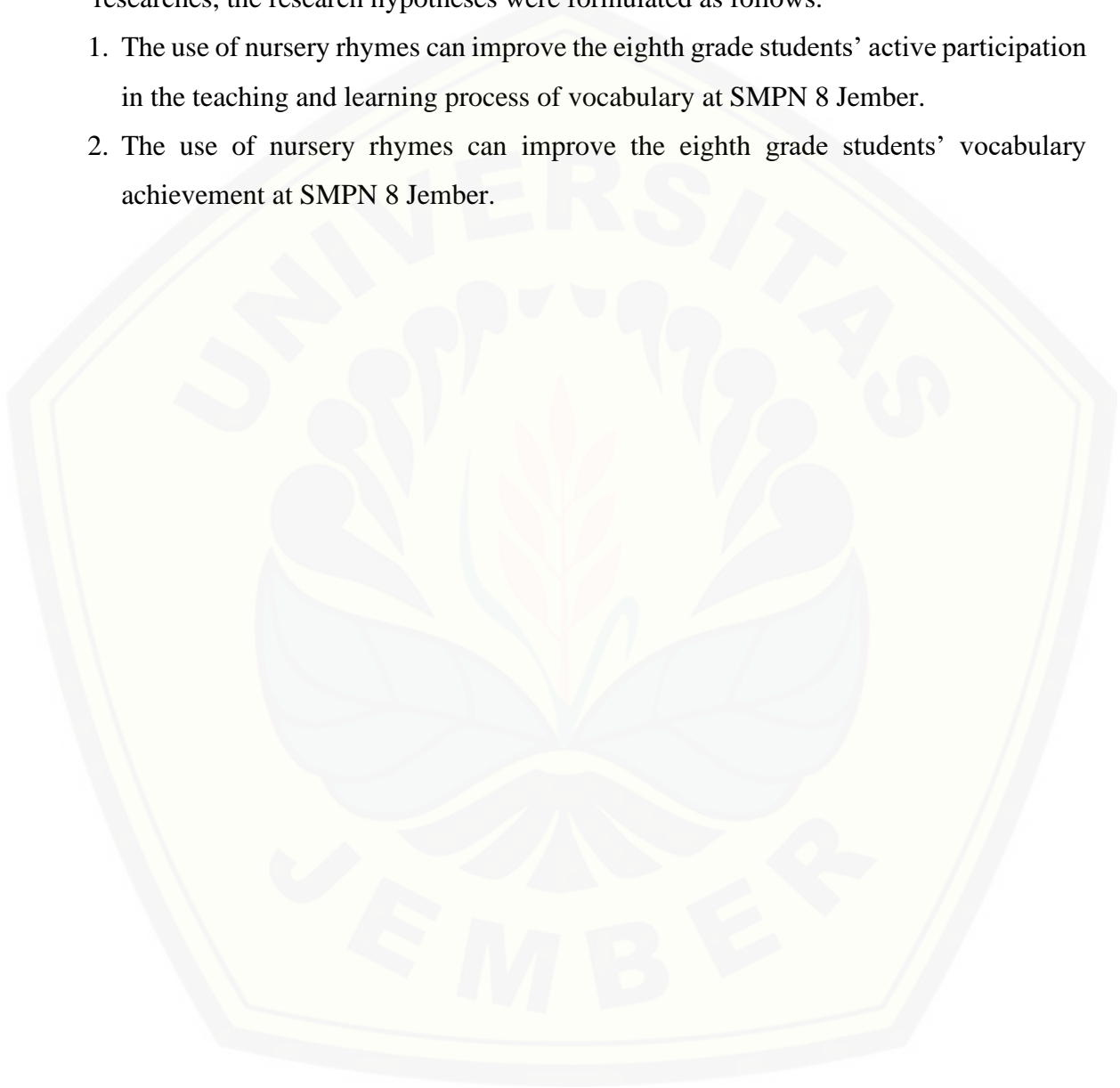
According on the previous researches mentioned above, nursery rhymes can be used as an effective strategy to improve students' vocabulary achievement and active participation and give an underpinning basis for the researcher to use nursery rhymes to improve the eighth grade students, vocabulary achievement and active participation.

There were differences between the previous researches and this research. It was about the participants of the research and the kinds of the nursery rhyme. The previous researches involved the VII F students at SMPN 5 and The VII A students at SMPN 8. Then, this research involved the VIII-F students at SMPN 8 Jember. Besides, the kinds of the nursery rhymes used in the previous researches focused on clapping rhyme and number rhyme, but this research focused on the topic rhyme.

## 2.4 Research Hypothesis

Based on the theories and the problems above as well as the results of the previous researches, the research hypotheses were formulated as follows.

1. The use of nursery rhymes can improve the eighth grade students' active participation in the teaching and learning process of vocabulary at SMPN 8 Jember.
2. The use of nursery rhymes can improve the eighth grade students' vocabulary achievement at SMPN 8 Jember.



## CHAPTER III. RESEARCH METHODS

This chapter presents the research methods applied in this research. It consists of research design, research context, research participants, data collection methods and data analysis methods. Each topic will be explained in the following parts as follows.

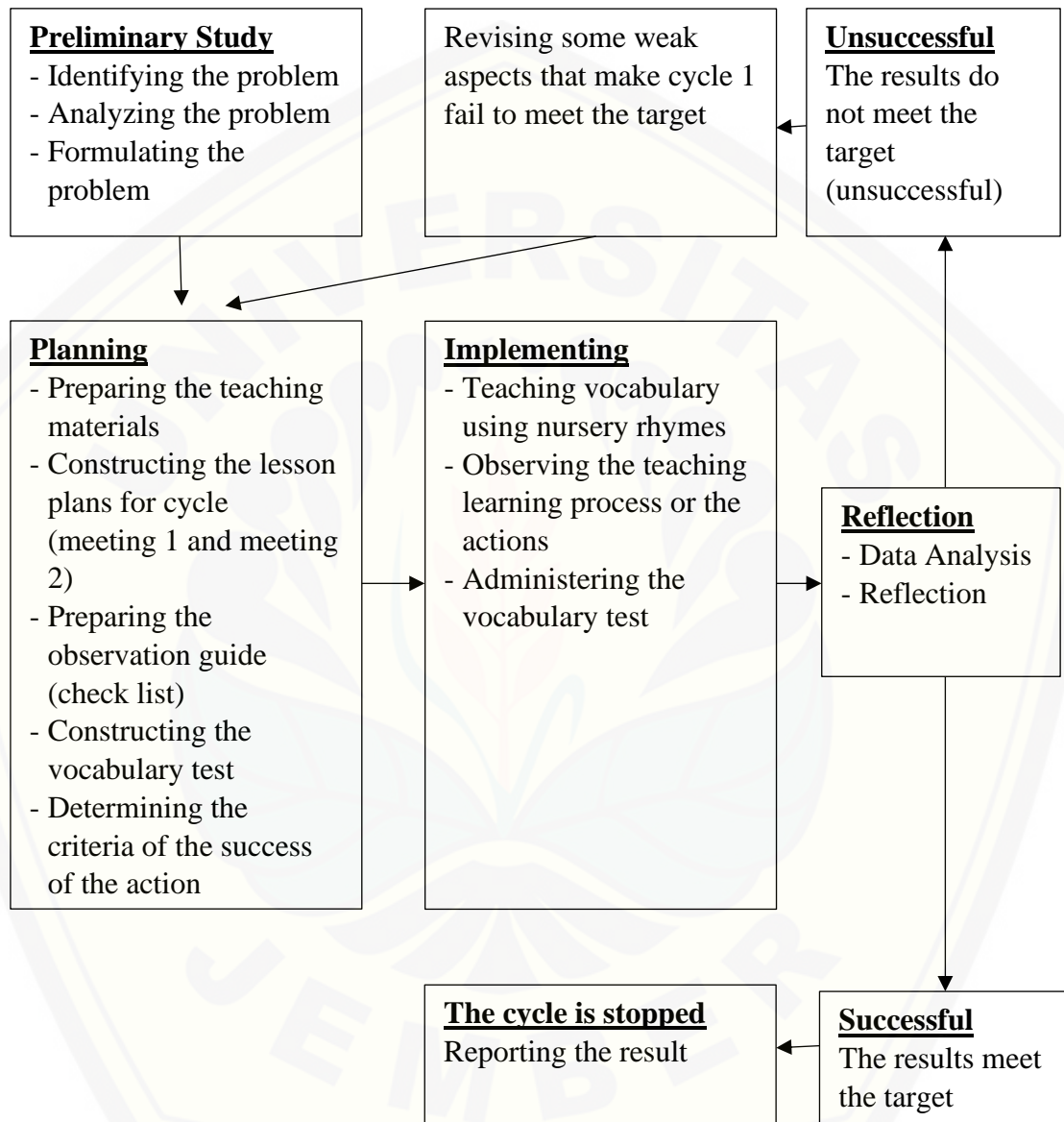
### 3.1 Research Design

The design of this research was a Classroom Action Research (CAR). According to Arikunto (2006:91) a classroom action research is a research which is done in the classroom by doing intentional activities. She also states that in conducting the classroom action research, the researcher needs to collaborate with another researcher or team. Then, the researcher decided to do a collaboration with the English teacher of VIII- F class at SMPN 8 Jember.

In this research, the researcher and the English teacher of VIII-F class conducted the research collaboratively. The collaboration focused on identifying the problem faced by the students in learning vocabulary, finding the appropriate technique to overcome the problem, constructing the design of the classroom action research, carrying out the action in teaching vocabulary, and doing the class observation and reflection. The actions given to the students in this research were in the forms of teaching vocabulary through nursery rhymes.

The cycle model covered four activities in each cycle, those were: 1) the planning of the action; 2) implementation of the action; 3) observation and evaluation; 4) data analysis and reflection of the action. In this research, there were three meetings. The actions were given in the first and the second meetings, then in the third meeting, the researcher gave the students a vocabulary test to measure the students' vocabulary achievement after the action given.

The research design is illustrated in the following diagram:



(Elliot, 1991: 70)

Based on the research diagram above, the activities are explained as follows.

### Stage 1: Preliminary Study

1. Interviewing the eighth grade English teacher to identify and analyzing the students' problems in learning English.



2. Finding out some documents as the basis of information.
3. Finding out the class (as the research participants) having difficulties and the lowest mean score based on the results of the vocabulary test.

#### **Stage 2: Planning the Action**

4. Planning the action by preparing and constructing lesson plans for the first cycle and observation checklist by both the teacher and the researcher.

#### **Stage 2: The Implementation of the Action**

5. Implementing the actions in the first cycle by using nursery rhymes. In this step, the researcher did the teaching and learning process collaboratively with the English teacher. In the first meeting, the researcher taught the students while the English teacher observed the teaching and learning process.
6. Administering vocabulary test covering nouns, verbs, adjectives, and adverbs to the research participants after giving the action in the first cycle.

#### **Stage 3: Evaluating of the Action**

7. Evaluating the data obtained from the observations and vocabulary test results.

#### **Stage 4: Reflecting of the Action**

8. Analyzing the vocabulary test and computing the result of the observation and drawing the conclusion to answer the research problems. Since, the result of this research achieved the target score, the action was stopped. In other words, the second cycle was not conducted because the result of cycle 1 achieved the target.

### **3.2 Research Context**

This research focused on the use of nursery rhymes to improve the students' vocabulary achievement and active participation. Meanwhile, the researcher conducted this research at SMP Negeri 8 Jember by using Curriculum 2013. There were some reasons of conducting this research at this Junior High School. First, based on the preliminary study and informal interview with the English Teacher, the class still had

difficulty in learning vocabulary. Second, the teacher has never taught vocabulary by using nursery rhymes. Third, the head-master and the English teacher had given permission to the researcher to conduct this research at the school. In addition, the English teacher collaborated with the researcher in conducting this classroom action research to improve the students' vocabulary achievement and active participation by using nursery rhymes.

### **3.3 Research Participants**

The research participants of this research were the students of the VIII- F class at SMPN 8 Jember in the 2019/2020 academic year. There were 30 students in this class. This class was chosen because it had the lowest vocabulary mean score than that of the other classes. It was proven that most of the students in the class could not reach the minimum standard requirement score for vocabulary test, that is 75. There were only 4 students who got  $\geq 75$  and 26 students who got  $\leq 75$  in the vocabulary test. (See Appendix B)

### **3.4 Data Collection Methods**

In this classroom action research, the data were collected from vocabulary test and observation. Further information about the data collection methods in this research is explained in the following parts.

#### **3.4.1 Vocabulary Test**

The vocabulary test was given to the participants of this research to get the data of the eight grade students' vocabulary achievement by using nursery rhymes. The researcher used multiple choice test consisting of 20 items. Each correct answer got score 5 while the wrong answer got score 0. The test was administered at the end of each cycle. Before conducting the vocabulary test, the researcher administered the try-

out test to know the validity, reliability, the difficulty level, and the time allocation of the vocabulary test.

### 3.4.2 Try-Out

Try-out test was conducted to know the validity, the reliability and the level of difficulty of test items, whether or not the time allocation for the students to finish the test was sufficient. The researcher administered the try-out test taken from the vocabulary test items. It consisted of twenty five questions in the form of multiple choices. The try-out test was given to the class which did not belong to class of the participants of this research.

#### 1. The Validity of the Test

A test is considered to be valid if it measures what is intended to be measured (Hughes, 2003:26). Considering the validity of the test, the researcher established content validity as the test based on the material included in the Curriculum 2013 used by the English teacher as shown in the following table.

**Table 3.4 Basic Competence**

Basic Competence	
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang sesuai dengan konteks penggunaannya.	4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang dengan memperhatikan fungsi sosial, struktur teks, dan

	<i>unsur kebahasaan yang benar dan sesuai konteks.</i>
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## 2. The Reliability of the Test

Hughes (1996:29) explains that a test is reliable if it has the same result even when it is administered in different time. In this research, the reliability test was measured by administering the try-out test. 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.

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

Notes:

- $r_{xy}$  : reliability coefficient  
 $\sum XY$  : the total number of odd and even items  
 $\sum X$  : the total number of odd items  
 $\sum Y$  : 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.

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

Notes:

$r_{II}$  : 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  $r_{xy}$  is as follows.

0.81 – 1.00 = high

0.61 – 0.80 = enough

0.41 – 0.60 = quite low

0.21 – 0.40 = low

0.00 – 0.20 = very low

### 3. The Difficulty Index of the Test

Good test items should neither be too easy nor too difficult (Arikunto, 2006:207). If the test items are too easy, the students will not put much effort in answering the test. However, if the test is too difficult, the students will feel discouraged to answer the test. Thus, this research administered the try-out test to check the difficulty index of the test. The result of the try out test was analyzed by using difficulty index using the following formula:

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

Notes:

FV : Facility Value (the difficulty index)

R : The number of the correct answer

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)

After the try-out test had been done and there were some items which were valid, reliable, and too difficult or too easy then the researcher did not use those items

as the vocabulary test items. Meanwhile, the researcher provided 25 items in the try-out test, although test items needed were 20 items. So that, there were 5 items deleted after done the try out test.

### 3.4.3 Observation

In this research, observation was used to observe the students' participation in the vocabulary teaching learning process by using nursery rhymes. Furthermore, the researcher prepared the observation guide for the students' participation to know the students' participation during the teaching and learning process. Meanwhile, the observer of the students' participation in the classroom was the English Teacher.

Here is the observation guide for the students' participation

NO	The Students' Initial	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.													
2.													
3.													
4.													
5.													
Total		Meeting 1						Meeting 2					

The indicators of participation were as follows:

1. Reading the nursery rhymes together.
2. Singing the nursery rhymes together.
3. Doing the vocabulary exercises individually.
4. Answering the teacher's oral questions.

Notes: the students who fulfilled at least 3 indicators were categorized as active and the students who fulfilled less than 3 indicators were categorized as passive.

### 3.5 Data Analysis Methods

To find the percentage of the students' active participation the following formula was used:

$$P = \frac{n}{N} \times 100\%$$

Notes:

P = the percentage of students' active participants.

n = the number of the students who are active in the vocabulary teaching and learning process by using nursery rhymes.

N = the number of the research participants.

(Ali, 1993:186)

To find the percentage of the students getting  $\geq 75$  in the vocabulary test, their vocabulary scores were analyzed by using the following formula:

$$P = \frac{n}{N} \times 100\%$$

Notes:

P = the percentage of the students who get  $\geq 75$  (minimum scores) in the vocabulary test.

n = the number of the students who get  $\geq 75$  (minimum scores) in the vocabulary test.

N = the number of the research participants.

(Ali, 1993:186)

## CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this research. The conclusions are gained from the result of the research. Then, the suggestions are proposed to the English teacher, the researcher and also future researchers.

### 6.1 Conclusion

Based on the results of the data analysis and discussion, it could be concluded as follows.

1. The use of nursery rhymes could improve the students' active participation in teaching vocabulary. The improvement was proven by the percentage of the students who participated actively in the first meeting (76.6%) and (86.6%) in second meeting. Thus, the percentage of students' active participation in Cycle 1 was 81.65%. It had achieved the criteria of success that was  $\geq 80\%$ .
2. The use of nursery rhymes could improve the students' vocabulary achievement. There were 27 out of 30 students or 90% of students who successfully achieved the standard score 75, while the other 3 students or 10% of students could not achieve the target. Before conducting the action, the mean score of vocabulary test was (68.23) and after using nursery rhymes in teaching vocabulary, the mean score of vocabulary test was (81,83).

### 6.2 Suggestions

In relation to the research findings, the use of nursery rhymes could improve the students' active participation and their vocabulary achievement. Therefore, some suggestions are proposed to the English teacher, the students and future researchers.



1. The English Teacher

The English teacher is suggested to use nursery rhymes as an alternative technique to improve the students' participation during the teaching and learning process especially in vocabulary class.

2. The Students

The students are actively involved in teaching and learning process of vocabulary by using nursery rhymes. Moreover, it is suggested to use nursery rhyme to make the students easier in remembering the vocabulary that they have learned.

3. The Future Researchers

Future researchers are recommended to conduct a research with similar teaching material by using different research area, research design and language skills. It is also suggested to the future researchers that they had to give more attention to the students while singing the nursery rhyme because there were some students did not sing the nursery rhyme together.

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Appendix A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Methods	Hypothesis
The Use of Nursery Rhymes to Improve the Eighth Grade Students' Vocabulary Achievement and Active Participation.	<p>1. How can the use of nursery rhymes improve the eighth grade students' vocabulary achievement at SMPN 8 Jember?</p> <p>2. How can the use of nursery rhymes improve the eighth grade Students' active participation in the teaching and learning process of vocabulary at SPMN 8 Jember?</p>	<p><u>Independent</u> The use of nursery rhymes in teaching vocabulary</p> <p><u>Dependent</u> a. The eighth grade students' vocabulary achievement at Junior High School. b. The eighth grade students' active participation at Junior High School.</p>	<p>1. The students' scores of vocabulary test. Covering :</p> <p>a. Nouns b. Verbs c. Adjectives d. Adverbs (William, 1970:41)</p> <p>2. The students' active participation: A. Reading the nursery rhymes together. B. Singing the nursery rhymes together.</p>	<p><u>Participants</u> The eighth grade students at Junior High School in Jember.</p> <p><u>Informants</u> The English teacher of the eighth grade students at SMPN 8 Jember.</p> <p><u>Document</u> The list of the names of the participants</p>	<p>1. <u>Research Method</u> CAR with the cycle model. Each cycle consists of: a. Planning of the action (activity). b. The implementation of the action. c. Observation d. Data analysis and reflection of the action.</p> <p>2. <u>The Area Determination Method</u> Purposive Method.</p> <p>3. <u>Participant Determination Method</u> Purposive Method.</p> <p>4. <u>Data Collection Method</u> a. Vocabulary Test b. Observation</p> <p>5. <u>Data Analysis Method</u> a. The data collected from observation in each cycle will be analyzed by using the following formula <b>P= n/N × 100%</b></p> <p><i>Notes:</i> P: The percentage of the students' active participants.</p>	<p>1. The use of nursery rhymes can improve the eighth grade students' vocabulary achievement SMPN 8 Jember.</p> <p>2. The use of nursery rhymes can improve the eighth grade students' active participation in the teaching and learning process of vocabulary SMPN 8 Jember.</p>

			<p>C. Doing the vocabulary exercises individually.                  D. Answering the teacher's oral questions</p>		<p>n: The number of the students who are active in the vocabulary teaching and learning process by using nursery rhymes.                  N: The number of the research participants.  <i>(Adapted from: Ali, 1993:186)</i></p> <p>b. The data collected from vocabulary test in each cycle will be analyzed by using the formula below  <b><math>P = \frac{n}{N} \times 100\%</math></b></p> <p><i>Notes:</i>                  P: The percentage of the students who get <math>\geq 75</math> (minimum scores) in the vocabulary test.                  n: The number of the students who get <math>\geq 75</math> (minimum scores) in the vocabulary test.                  N: The number of the research participants.  <i>(Adapted from Ali, 1993:186)</i></p>	
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**Appendix B****The Initials Names and The Result of VII F Scores of Vocabulary Test****MALE: 16****FEMALE: 14**

No	NAMES	M/F	SCORE
1.	AFZ	M	66
2.	AKBP	M	65
3.	AGNZ	F	67
4.	AM	F	74
5.	APZ	M	66
6.	AM	F	63
7.	AJD	M	68
8.	BRH	M	66
9.	DKW	M	69
10.	DTS	F	60
11.	DSH	M	71
12.	FWA	F	62
13.	GJPD	M	65
14.	IFN	F	67
15.	MAS	M	65
16.	MIR	M	37
17.	MDAP	F	77
18.	MFI	M	72
19.	MNA	M	71
20.	NAP	F	68
21.	NHH	F	68
22.	RIS	M	71
23.	RAT	F	72
24.	RIG	F	73
25.	R	M	77
26.	REM	F	69
27.	SMRP	M	78
28.	SDU	M	70
29.	S	F	70
30.	WPY	F	80
	<b>TOTAL</b>		2047
	<b>MEAN</b>		68.23

*Source: Document from the vocabulary test*

**Appendix C****LESSON PLAN 1**  
**(Cycle 1 Meeting 1)**

<b>Level</b>	<b>: Junior High School</b>
<b>Subject</b>	<b>: English</b>
<b>Grade</b>	<b>: VIII</b>
<b>Language Focus</b>	<b>: Vocabulary</b>
<b>Theme</b>	<b>: Animal</b>
<b>Time Allocation</b>	<b>: 2 × 40 minutes</b>

**A. Core Competences**

1. Menghargai dan menghayati ajaran yang dianutinya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahun tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut panjang/teori.

**B. Basic Competences**

- 3.6 Menerapkan fungsi sosial, struktur text, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang sesuai dengan konteks penggunaannya.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indicators**

1. Classifying verbs, nouns, adjectives, and adverbs from a nursery rhyme entitled “Three Young Rats”.
2. Finding the unfamiliar words.
3. Giving the meanings of the unfamiliar words.
4. Singing the nursery rhyme together with the teacher
5. Answering tasks given in the forms of short answer and multiple choice individually.

### **D. Learning Objectives**

1. The students are able to show cooperation and responsibility while doing the task given.
2. The students are able to classify verbs, nouns, adjectives, and adverbs from a nursery rhyme entitled “Three Young Rats”.
3. The students are able to find the unfamiliar words from the nursery rhymes.
4. The students are able give the meanings of the unfamiliar words.
5. The students are able to sing the nursery rhyme together with the teacher.
6. The students are able to answer tasks I, II, III given in the forms of short answer and multiple choice individually.

### **E. Learning Materials**

The learning materials are enclosed



**F. Teaching and Learning Strategy**

1. Approach : Scientific Approach
2. Method : Observing, questioning, collecting information, associating, and communicating.

**G. Media and Teaching Sources**

1. Media : Laptop, mini active speakers, LCD, PPT, lyric of the nursery rhyme.
2. Source : <https://www.youtube.com/watch?v=4-4HneXdmaU>

**H. Teaching and Learning Activities**

Activities	Description	Time Allocation
<b>Pre- Activities</b>	1. Greeting the students.	1'
	2. Asking the students to pray together.	1'
	3. Checking the students' attendance list.	2'
	4. Giving leading questions about the topic that they are going to learn.	3'
	5. Stating the topic and the learning objectives.	2'
<b>Main Activities</b>	<b>Observing</b>	
	1. Distributing the lyrics and ask the students to read the lyrics of the nursery rhymes silently.	3'
	2. Asking the students to pay attention on the nursery rhyme while playing the nursery rhyme.	3'
	<b>Questioning</b>	
	1. Guiding the students to ask some questions related to the contents of the nursery rhyme.	3'

	<p><b>Collecting Information</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to classify verbs, nouns, adjectives, and adverbs from the nursery rhyme entitled “Three Young Rats”.</li> <li>2. Asking the students to find the unfamiliar words from the lyric of the nursery rhyme and writing those words on their book.</li> <li>3. Asking the students to find the meanings of the unfamiliar words from the dictionary.</li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>1. Singing the nursery rhyme the whole line and ask the students to repeat it.</li> <li>2. Asking the students to sing the whole line together.</li> <li>3. Asking the students to do the tasks individually.</li> </ol> <p><b>Communicating</b></p> <ol style="list-style-type: none"> <li>1. Discussing the tasks that the students have done.</li> <li>2. Giving the students feedback</li> </ol>	<p>4’</p> <p>4’</p> <p>4’</p> <p>5’</p> <p>5’</p> <p>20’</p> <p>15’</p> <p>4’</p>
<b>Post Activities</b>	<ol style="list-style-type: none"> <li>1. Guiding the students to draw a conclusion.</li> <li>2. Parting the students.</li> </ol>	<p>2’</p> <p>1’</p>

## I. Evaluation

- The students' participation were observed by using the observation checklist as follows.

No	The Students' Initial Names	Indicators				Categories	
		1	2	3	4	Active	Passive
1.							
2.							
3.							

The indicators of participation are as follows.

- Reading the nursery rhyme together.
- Singing the nursery rhyme together.
- Doing the vocabulary exercises individually.
- Answering the teacher's oral questions.

Notes: the students who fulfill at least 3 indicators will be categorized as active and the students who fulfill less than 3 indicators will be categorized as passive.

- The score of vocabulary exercises were calculated by using the following formula:

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

Jember, 25 September 2019

Researcher

**MEIRIZKA NURIL AULIA**

NIM 150210401061

**MATERIAL****1. Pre-Activities****Leading Question**

- a. Showing three pens to the students, and asking them how many.
- b. What is the opposite of “Old”?
- c. What do you call mice which are really big? (it begins with the letter R)



- d. Can you guess what the title of the nursery rhyme is?

**2. Teaching Material****Three Young Rats**

Three young rats with black felt hats,  
Three young ducks with white straw flats,  
Three young dogs with curling tails,  
Three young cats with demi-veils,  
Go out to walk with two young pigs  
In satin vests and sorrel wigs,  
But suddenly it chances to rain  
And so they all went home again.

<https://www.youtube.com/watch?v=4-4HneXdmaU>

### **3. Main Material**

#### **a. Noun**

A noun is a word that refers to a person, a place, or a thing.

Examples: a mouse, a table, water, etc.

#### **b. Verb**

A verb is a word that refers to the action of doing something.

Examples: jump, go, run, walk, etc.

#### **c. Adjective**

An adjective is a word that describes a noun or clarify a noun.

Examples: black, golden, some, little, etc.

#### **d. Adverb**

An adverb is a word that adds more information about a place, a time, a circumstance, a manner, etc.

Examples: last, never, then, etc.

**WORKSHEETS**

**Name :**  
**Class :**  
**Students' Number:**

**TASK I**

**Classify the following underlined words into nouns, verbs, adjectives, or adverbs in the columns provided.**

1. Young is classified as a/n .....
2. Felt is classified as a/n .....
3. Duck is classified as a/n .....
4. Go is classified as a/n .....
5. White is classified as a/n .....
6. Suddenly is classified as a/n .....
7. Walk is classified as a/n .....
8. Again is classified as a/n .....
9. Home is classified as a/n .....
10. Black is classified as a/n .....

No	Nouns	Verbs	Adjectives	Adverbs

**TASK II**


Answer the following questions by giving a cross (x) on either a, b, c, or d for the correct answer on the problem.

1. How many kinds of animal mentioned in the nursery rhyme entitled “Three Young Rats”?
  - a. Five
  - b. Four
  - c. Three
  - d. Two
2. What animals are wearing straw flats?
  - a. Dogs
  - b. Rats
  - c. Ducks
  - d. Pigs
3. What is the color of the straw flat?
  - a. Blue
  - b. Green
  - c. Black
  - d. White
4. What is the meaning of the word “curling” in the sentence “three young dogs with curling tails”?
  - a. Tegak
  - b. Melengkung
  - c. Lurus
  - d. Panjang
5. What animals are wearing demi-veils?
  - a. Cats
  - b. Dogs
  - c. Pigs
  - d. Rats
6. The word “go out” is categorized into .....
  - a. A noun
  - b. A verb
  - c. An adjective
  - d. An adverb
7. What is the meaning of “vests” in the sentence “in satin vests and sorrel wigs”?
  - a. Baju
  - b. Topi
  - c. Rompi
  - d. Tudung
8. “But suddenly it chances to rain”.  
The synonym of the underline word is...
  - a. Leaves
  - b. Departs
  - c. Comes
  - d. Plans
9. The word “suddenly” is categorized as ...
  - a. A noun
  - b. A verb
  - c. An adjective
  - d. An adverb
10. When it is raining, where do all the animals go?
  - a. Home
  - b. Hospital
  - c. Park
  - d. Zoo

**TASK III**

Please Write 5 Vocabularies that you have learned based on the nursery rhyme.

**VOCABULARY EXERCISES**

 <b>WORD</b>	<div style="border: 1px solid black; padding: 10px; min-height: 100px;"><b>MEANING</b></div>
<div style="border: 1px solid black; padding: 10px; min-height: 50px;"><b>SENTENCE</b></div>	
<div style="border: 1px solid black; padding: 10px; min-height: 80px;"><b>SYNONYM</b></div>	<div style="border: 1px dashed black; padding: 10px;"><b>CLASSIFICATION OF VOCABULARY</b> [ NOUN <input type="checkbox"/> VERB <input type="checkbox"/> ADJECTIVE <input type="checkbox"/> ADVERB <input type="checkbox"/></div>
<div style="border: 1px solid black; padding: 10px; min-height: 80px;"><b>ANTONYM</b></div>	



**Answer Key**

<b>TASK I</b>
1. Adjective
2. Noun
3. Noun
4. Verb
5. Adjective
6. Adverb
7. Verb
8. Adverb
9. Noun
10. Adjective

<b>TASK II</b>
1. A
2. C
3. D
4. B
5. A
6. B
7. C
8. C
9. D
10. A

**Distribution of the Test Items**

<b>TASK I</b>		<b>TASK II</b>		<b>Total</b>
<b>Classification</b>	<b>Numbers of Item</b>	<b>Classification</b>	<b>Numbers of Item</b>	
Nouns	2, 3, 9	Nouns	1, 2, 5, 7, 10	8
Verbs	4, 7	Verbs	6, 8	4
Adjectives	1, 5, 10	Adjectives	3, 4	5
Adverbs	6, 8	Adverbs	9	3
<b>TOTAL</b>	<b>10 items</b>	<b>TOTAL</b>	<b>10 items</b>	<b>20 items</b>

**Appendix D****LESSON PLAN 2**  
**(Cycle 1 Meeting 2)**

<b>Level</b>	<b>: Junior High School</b>
<b>Subject</b>	<b>: English</b>
<b>Grade</b>	<b>: VIII</b>
<b>Language Focus</b>	<b>: Vocabulary</b>
<b>Theme</b>	<b>: Animal</b>
<b>Time Allocation</b>	<b>: 2 × 40 minutes</b>

**A. Core Competences**

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

**B. Basic Competences**

- 3.6 Menerapkan fungsi sosial, struktur text, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta

informasi terkait keberadaan orang, benda, binatang sesuai dengan konteks penggunaannya.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indicators**

1. Classifying verbs, nouns, adjectives, and adverbs from a nursery rhyme entitled “Three Little Kittens”.
2. Finding the unfamiliar words.
3. Giving the meanings of the unfamiliar words.
4. Singing the nursery rhyme together with the teacher
5. Answering tasks given in the forms of short answer and multiple choice individually.

### **D. Learning Objectives**

1. The students are able to show cooperation and responsibility while doing the task given.
2. The students are able to classify verbs, nouns, adjectives, and adverbs taken from a nursery rhyme entitled “Three Little Kittens”.
3. The students are able to find the unfamiliar words from the nursery rhymes.
4. The students are able give the meanings of the unfamiliar words.
5. The students are able to sing the nursery rhyme together with the teacher.
6. The students are able to answer tasks I, II, III given in the forms of short answer and multiple choice individually.

**E. Learning Materials**

The learning materials are enclosed

**F. Teaching and Learning Strategy**

1. Approach : Scientific Approach
2. Methods : Observing, questioning, collecting information, associating, and communicating.

**G. Media and Teaching Sources**

1. Media : Laptop, mini active speakers, LCD, PPT, lyric of the nursery rhyme.
2. Source : <https://www.youtube.com/watch?v=m0VW5f8iezs>

**H. Teaching and Learning Activities**

Activities	Description	Time Allocation
<b>Pre- Activities</b>	1. Greeting the students.	1'
	2. Asking the students to pray together.	1'
	3. Checking the students' attendance list.	2'
	4. Giving leading questions about the topic that they are going to learn.	3'
	5. Stating the topic and the learning objectives.	2'
<b>Main Activities</b>	<b>Observing</b>	
	1. Distributing the lyrics and ask the students to read the lyrics of the nursery rhymes silently.	3'
	2. Asking the students to pay attention on the nursery rhyme while playing the nursery rhyme.	3'

	<p><b>Questioning</b></p> <p>1. Guiding the students to ask some questions related to the contents of the nursery rhyme. 3'</p> <p><b>Collecting Information</b></p> <p>1. Asking the students to classify verbs, nouns, adjectives, and adverbs from the nursery rhyme entitled "Three Little Kittens". 4'</p> <p>2. Asking the students to find the unfamiliar words from the lyric of the nursery rhyme and write those words on their book. 4'</p> <p>4. Asking the students to find the meanings of the unfamiliar words from the dictionary. 4'</p> <p><b>Associating</b></p> <p>1. Singing the nursery rhyme the whole line and ask the students to repeat it. 5'</p> <p>2. Asking the students to sing the whole line together. 5'</p> <p>3. Asking the students to do the tasks individually. 20'</p> <p><b>Communicating</b></p> <p>1. Discussing the tasks that the students have done. 15'</p> <p>2. Giving the students feedback 4'</p>	
<b>Post Activities</b>	<p>1. Guiding the students to draw a conclusion. 2'</p> <p>2. Parting the students. 1'</p>	

## I. Evaluation

1. The students' participation were observed by using the observation checklist as follows.

No	The Students' Initial Names	Indicators				Categories	
		1	2	3	4	Active	Passive
1.							
2.							
3.							

The indicators of participation are as follows.

1. Reading the nursery rhymes together.
2. Singing the nursery rhymes together.
3. Doing the vocabulary exercises individually.
4. Answering the teacher's oral questions.

Notes: the students who fulfill at least 3 indicators will be categorized as active and the students who fulfill less than 3 indicators will be categorized as passive.

2. The score of vocabulary exercise were calculated by using the following formula:

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

Jember, 26 September 2019

Researcher

**MEIRIZKA NURIL AULIA**

NIM 150210401061

## MATERIAL

### 1. Pre-Activities

#### Leading Question

- a. Showing three fingers to the students, and asking them how many.
- b. What is the opposite of “Big”? what is the synonym of small?
- c. What animals can you see on the picture?



- d. Can you guess what the title of the nursery rhyme is?

### 2. Teaching Material

#### Three Little Kittens

The three little kittens, they lost their mittens,  
And they began to cry.  
“Oh Mother dear, we sadly fear,  
Our mittens we have lost.”  
“What? Lost your mittens? You naughty kittens,  
Then you shall have no pie.”  
“Meow, meow, meow, meow,  
Then we shall have no pie.”

The three little kittens, they found their mittens,  
And they began to cry,  
“Oh Mother dear, see here, see here,  
Our mittens we have found!”  
“Put on your mittens, you silly kittens,  
And you shall have some pie.”  
“Meow, meow, meow, meow,

Then we shall have some pie.”

The three little kittens put on their mittens  
And soon ate up the pie.

“Oh Mother dear, we greatly fear,  
Our mittens we have soiled.”

“What? Soiled your mittens? You naughty kittens!”

Then they began to sigh.

“Meow, meow, meow, meow,  
Then they began to sigh.

The three little kittens, they washed their mittens  
And hung them out to dry.

“Oh Mother dear, see here, see here,  
Our mittens we have washed.”

“What? Washed your mittens? Such good little kittens,  
I smell a wolf close by.”

“Meow, meow, meow, meow,  
We smell a wolf close by.

<https://www.youtube.com/watch?v=m0VW5f8iezs>

### 3. Main Material

#### a. Noun

A noun is a word that refers to a person, a place, or a thing.

Examples: a mouse, a table, water, etc.

#### b. Verb

A verb is a word that refers to the action of doing something.

Examples: jump, go, run, walk, etc.

#### c. Adjective

An adjective is a word that describes a noun or clarify a noun.

Examples: black, golden, some, little, etc.

#### d. Adverb

An adverb is a word that adds more information about a place, a time, a circumstance, a manner, etc.

Examples: last, never, then, etc.



**WORKSHEETS**

**Name :**  
**Class :**  
**Student's Number:**

**TASK I**

**Classify the following underlined words into nouns, verbs, adjectives, or adverbs in the columns provided.**

1. Little is classified as a/n .....
2. Kitten is classified as a/n .....
3. Lose is classified as a/n .....
4. Mitten is classified as a/n .....
5. Sadly is classified as a/n .....
6. Naughty is classified as a/n .....
7. Put is classified as a/n.....
8. Silly is classified as a/n .....
9. Greatly is classified as a/n .....
10. Pie is classified as a/n .....

No	Nouns	Verbs	Adjectives	Adverbs

**TASK II**

Answer the following questions by giving a cross (x) on either a, b, c, or d for the correct answer on the problem.

1. What is the meaning of the word “kitten” in the nursery rhymes entitled “three little kittens”?
  - a. Anak tikus
  - b. Anak anjing
  - c. Anak kelinci
  - d. Anak kucing
2. From the nursery rhyme, we know that the three little kittens have lost their .....
  - a. mittens
  - b. pie
  - c. socks
  - d. shoes
3. “You naughty kittens”  
What is the antonyms of the underlined word above?
  - a. Rude
  - b. Bad
  - c. Good
  - d. Impolite
4. When the three little kittens have lost their mittens, then they ..... to cry
  - a. began
  - b. finished
  - c. tried
  - d. stopped
5. “oh mother dear, we greatly fear”.  
The underline word only is categorized as .....
  - a. A noun
  - b. A verb
  - c. An adjective
  - d. An adverb
6. What is the meaning of the word “washed” in the sentence “they washed their mittens”?
  - a. Menjemur
  - b. Mencuci
  - c. Mengambil
  - d. Menyiram
7. Based on the nursery rhyme entitled “*Three Little Kittens*”. The word “soon” is categorized as ....
  - a. A noun
  - b. A verb
  - c. An adjective
  - d. An adverb
8. “There little kittens, they lost they mittens”  
The underlined word above is categorized as....
  - a. A noun
  - b. A verb
  - c. An adjective
  - d. An adverb
9. After they have washed their mittens, the mother said that they are such of a ..... little kittens.
  - a. bad
  - b. good

c. naughty

d. silly

10. The word “wolf” in the sentence “I smell a wolf close by” is categorized as .....
- a. A noun
  - b. A verb
  - c. An adjective
  - d. An adverb

**TASK III**

**Please Write 5 Vocabularies that you have learned based on the nursery rhyme.**

**VOCABULARY EXERCISES**

<div style="border: 1px solid black; padding: 10px; width: 80%; margin: auto;"> <p style="text-align: center;">WORD</p> </div>	<div style="border: 1px solid black; padding: 10px; width: 90%; margin: auto;"> <p style="text-align: center;">MEANING</p> </div>								
<div style="border: 1px solid black; padding: 10px; width: 90%; margin: auto;"> <p style="text-align: center;">SENTENCE</p> </div>									
<div style="border: 1px solid black; padding: 10px; width: 80%; margin: auto;"> <p style="text-align: center;">SYNONYM</p> </div>	<div style="border: 1px dashed black; padding: 10px; width: 90%; margin: auto;"> <p style="text-align: center;">CLASSIFICATION OF VOCABULARY</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">NOUN</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">VERB</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">ADJECTIVE</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">ADVERB</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> </table> </div>	NOUN	<input type="checkbox"/>	VERB	<input type="checkbox"/>	ADJECTIVE	<input type="checkbox"/>	ADVERB	<input type="checkbox"/>
NOUN	<input type="checkbox"/>								
VERB	<input type="checkbox"/>								
ADJECTIVE	<input type="checkbox"/>								
ADVERB	<input type="checkbox"/>								
<div style="border: 1px solid black; padding: 10px; width: 80%; margin: auto;"> <p style="text-align: center;">ANTONYM</p> </div>									

**Answer Key**

<b>TASK I</b>	<b>TASK II</b>
1. Adjective	1. D
2. Noun	2. A
3. Verb	3. B
4. Noun	4. A
5. Adverb	5. D
6. Adjective	6. B
7. Verb	7. C
8. Adjective	8. B
9. Adverb	9. B
10. Noun	10. A

**Distribution of the Test Items**

<b>TASK I</b>		<b>TASK II</b>		<b>Total</b>
<b>Classification</b>	<b>Numbers of Item</b>	<b>Classification</b>	<b>Numbers of Item</b>	
Nouns	2, 4, 10	Nouns	1, 2	5
Verbs	3, 7	Verbs	4, 6, 8	5
Adjectives	1, 6, 8	Adjectives	9, 10	5
Adverbs	5, 9	Adverbs	3, 5, 7	5
<b>TOTAL</b>	<b>10 items</b>	<b>TOTAL</b>	<b>10 items</b>	<b>20 items</b>

## Appendix E

**The result of try-out test**

No	Students' Names (Initials)	Scores
1	AYW	68
2	AFS	76
3	ARPPW	72
4	AR	68
5	AAL	68
6	BBB	72
7	DT	68
8	DN	76
9	DND	72
10	FBH	68
11	FA	68
12	HDSM	76
13	IF	72
14	IS	76
15	KDP	72
16	KPJD	68
17	MRS	64
18	MDIH	68
19	MDG	68
20	MEF	68
21	MRAR	72
22	NSR	72
23	NAM	68
24	NIZ	68
25	NW	72
26	RGA	72
27	RCDR	84
28	VDP	64
29	VNH	80
30	WSB	72

## Appendix F

**The Distribution of Odd and Even Numbers**

<b>The Results of Try Out test for Odd Numbers (X)</b>														
<b>No.</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>9</b>	<b>11</b>	<b>13</b>	<b>15</b>	<b>17</b>	<b>19</b>	<b>21</b>	<b>23</b>	<b>25</b>	<b>Total</b>
<b>1</b>	1	0	1	1	0	0	1	1	1	0	1	1	1	9
<b>2</b>	1	1	1	0	1	1	1	1	1	0	1	1	0	10
<b>3</b>	1	1	1	1	0	1	1	1	1	1	0	0	1	10
<b>4</b>	1	1	0	1	1	1	0	1	0	1	0	1	1	9
<b>5</b>	1	0	1	0	1	1	1	0	0	1	1	1	1	9
<b>6</b>	1	1	1	1	0	0	1	1	1	0	1	1	1	10
<b>7</b>	0	1	1	1	0	1	1	1	1	1	0	1	0	9
<b>8</b>	1	0	0	0	1	1	1	1	1	1	1	1	1	10
<b>9</b>	1	1	1	0	1	1	1	0	1	0	1	1	1	10
<b>10</b>	1	1	0	1	1	0	1	1	0	1	1	0	1	9
<b>11</b>	0	1	1	1	1	1	0	1	0	1	0	1	1	9
<b>12</b>	0	1	1	0	1	1	1	0	1	1	1	1	0	9
<b>13</b>	1	0	1	1	0	0	1	1	1	0	1	1	1	9
<b>14</b>	1	1	1	1	1	0	1	1	1	1	0	0	1	10
<b>15</b>	1	1	1	1	1	1	1	1	0	0	1	1	0	10
<b>16</b>	0	1	1	1	0	1	1	1	0	1	1	0	1	9
<b>17</b>	1	0	0	1	1	0	1	0	1	1	1	1	0	8
<b>18</b>	1	1	1	0	1	0	1	0	1	1	1	1	0	9
<b>19</b>	0	1	1	0	1	1	1	1	1	0	1	0	0	8
<b>20</b>	0	1	1	1	1	1	1	1	0	1	0	0	1	9
<b>21</b>	1	0	1	1	1	1	1	0	1	0	1	1	1	10
<b>22</b>	1	1	1	1	0	1	0	1	1	0	1	1	1	10
<b>23</b>	1	1	0	1	1	1	1	1	0	1	1	0	0	9
<b>24</b>	1	0	1	1	1	1	1	1	1	0	0	1	0	9
<b>25</b>	1	1	1	0	1	0	1	1	1	1	1	0	1	10
<b>26</b>	0	1	0	1	1	1	1	0	1	0	1	1	1	9
<b>27</b>	1	1	1	1	0	1	1	1	1	1	1	1	1	12
<b>28</b>	0	1	1	1	0	1	1	1	0	1	0	0	1	8
<b>29</b>	1	1	0	1	1	1	1	0	1	1	1	1	1	11
<b>30</b>	1	0	1	1	1	0	1	1	1	1	0	1	0	9
<b>Total</b>	22	22	23	22	21	21	27	22	21	19	21	21	20	282

The Results of Try Out test for Even Numbers (Y)													
No.	2	4	6	8	10	12	14	16	18	20	22	24	Total
1	1	0	1	1	0	1	1	1	0	1	0	1	8
2	1	1	1	1	1	0	1	0	1	1	0	1	9
3	1	1	1	1	0	0	1	1	0	0	1	1	8
4	1	0	1	1	0	1	1	1	0	1	1	0	8
5	1	1	1	0	0	1	1	1	0	1	0	1	8
6	1	1	1	0	0	1	0	1	1	0	1	1	8
7	1	1	0	1	0	1	1	1	0	1	0	1	8
8	0	1	1	1	0	1	1	1	0	1	1	1	9
9	1	0	1	1	0	1	1	1	0	1	1	0	8
10	1	1	1	0	1	0	1	1	0	0	1	1	8
11	1	1	1	0	0	1	0	0	1	1	1	1	8
12	1	1	1	1	0	1	1	1	0	1	1	1	10
13	1	1	1	1	0	1	1	1	0	0	1	1	9
14	1	0	1	1	1	0	1	1	0	1	1	1	9
15	0	1	1	1	0	1	1	1	0	1	0	1	8
16	1	1	1	1	0	1	0	1	0	1	0	1	8
17	1	0	1	1	0	1	1	1	0	0	1	1	8
18	1	1	1	0	0	1	1	1	0	1	1	0	8
19	1	1	0	1	1	1	1	0	0	1	1	1	9
20	1	1	1	1	0	0	1	1	1	0	1	0	8
21	1	1	1	1	0	1	0	0	0	1	1	1	8
22	1	1	1	1	0	1	0	1	0	1	0	1	8
23	1	0	1	1	0	1	1	1	0	1	1	0	8
24	1	1	1	0	1	1	1	0	0	1	1	0	8
25	1	1	1	1	0	1	0	0	0	1	1	1	8
26	1	0	1	1	0	1	1	1	0	1	1	1	9
27	1	1	1	0	0	1	1	1	0	1	1	1	9
28	1	1	1	1	0	0	1	1	0	0	1	1	8
29	1	1	1	1	0	1	1	0	0	1	1	1	9
30	1	1	1	1	0	1	1	1	0	1	1	0	9
<b>Total</b>	28	23	28	23	5	24	24	23	4	23	23	23	248

## Appendix G

**Division of Odd and Even Numbers**

No	Test Items		X <sup>2</sup>	Y <sup>2</sup>	XY
	Odd (X)	Even (Y)			
1	9	8	81	64	72
2	10	9	100	81	90
3	10	8	100	64	80
4	9	8	81	64	72
5	9	8	81	64	72
6	10	8	100	64	80
7	9	8	81	64	72
8	10	9	100	81	90
9	10	8	100	64	80
10	9	8	81	64	72
11	9	8	81	64	72
12	9	10	81	100	90
13	9	9	81	81	81
14	10	9	100	81	90
15	10	8	100	64	80
16	9	8	81	64	72
17	8	8	64	64	64
18	9	8	81	64	72
19	8	9	64	81	72
20	9	8	81	64	72
21	10	8	100	64	80
22	10	8	100	64	80
23	9	8	81	64	72
24	9	8	81	64	72
25	10	8	100	64	80
26	9	9	81	81	81
27	12	9	144	81	108
28	8	8	64	64	64
29	11	9	121	81	99
30	9	9	81	81	81
<b>Total</b>	<b>282</b>	<b>248</b>	<b>2672</b>	<b>2109</b>	<b>2362</b>



## Appendix H

The Difficulty Index

No	R	N	FV	Criteria
1	22	30	0.733333	Fair
2	28	30	0.933333	Easy
3	22	30	0.733333	Fair
4	23	30	0.766667	Fair
5	23	30	0.766667	Fair
6	28	30	0.933333	Easy
7	22	30	0.733333	Fair
8	23	30	0.766667	Fair
9	21	30	0.7	Fair
10	5	30	0.166667	Difficult
11	21	30	0.7	Fair
12	24	30	0.8	Fair
13	27	30	0.9	Easy
14	24	30	0.8	Fair
15	22	30	0.733333	Fair
16	23	30	0.766667	Fair
17	21	30	0.7	Fair
18	4	30	0.133333	Difficult
19	19	30	0.633333	Fair
20	23	30	0.766667	Fair
21	21	30	0.7	Fair
22	23	30	0.766667	Fair
23	21	30	0.7	Fair
24	23	30	0.766667	Fair
25	20	30	0.666667	Fair

**Appendix I****VOCABULARY TEST (CYCLE 1)**

<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII/1</b>
<b>Language Focus</b>	<b>: Vocabulary</b>
<b>Time</b>	<b>: 40 Minutes</b>

---

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

- What is the color of the three young rats' hats?
  - White
  - Black
  - Blue
  - Brown
- The word "young" is categorized as .....
  - A noun
  - A verb
  - An adjective
  - An adverb
- What is the meaning of the word "straw" in the sentence "three young ducks with white straw flats"?
  - Topi jerami
  - Kerudung
  - Topi bulu
  - Topi koboi
- What animals are wearing demi-veils?
  - Rats
  - Ducks
  - Dogs
  - Cats
- The three young rats went out to ..... with two young pigs.
  - eat
  - sleep
  - walk
  - play
- How was the dog's tail?
  - Curly
  - Straight
  - Unbending
  - Uncurving
- The word "chances" in the sentence "but suddenly it chances to rain" is categorized as .....
  - A noun
  - A verb
  - An adjective
  - An adverb
- "In satin vests and sorrel wigs"  
What is the meaning of the underline word?

- a. Kuning kunyit  
b. Merah jambu  
c. Merah bata  
d. Hijau daun
9. Because of the rain, then they ..... home  
a. went  
b. walked  
c. stayed  
d. played
10. The word “again” in the sentence “and so they went home again” is categorized as .....
- a. A noun  
b. A verb  
c. An adjective  
d. An adverb
11. I have four legs, a tail, I really like eating fish and I always say “meow, meow, meow”. Who am I?  
a. Dog  
b. Cow  
c. Rabbit  
d. Cat
12. The word “naughty” in the nursery rhyme entitled “Three Little Kittens” is categorized as ....
- a. A noun  
b. A verb  
c. An adjective  
d. An adverb
13. “oh mother dear, ..... here, ..... here. Our mittens we have found”.  
Based on the nursery rhyme entitled “*Three Little Kittens*” What is the suitable words to fill in the lyrics above ?  
a. see, see  
b. see, put  
c. see, wash  
d. put, put
14. What is the meaning of the word “soon”?  
a. Jangan  
b. Segera  
c. Tidak boleh  
d. Perlahan
15. Because of the three little kittens have soiled the mittens, then they ..... fear their mother.  
a. Are not  
b. Not really  
c. Slightly  
d. Greatly
16. The word “good” is categorized as .....
- a. A noun  
b. A verb  
c. An adjective  
d. An adverb
17. When the three little kittens have lost their mittens, how did they feel?  
a. Happy  
b. Sad  
c. Great  
d. Well
18. There are three ..... kittens on the nursery rhyme.  
a. Little  
b. Big  
c. Tin  
d. Tall
19. What does the mother kittens say when the little kittens lost and spoiled their mittens?  
a. They are kind.  
b. They are cute.  
c. They are cute.  
d. They are naughty.

20. "I ..... a wolf close by".

Based on the nursery rhyme entitled "*Three Little Kittens*" What is the suitable words to fill in the lyrics above ?

- a. See  
b. Touch  
c. Smell  
d. Hear

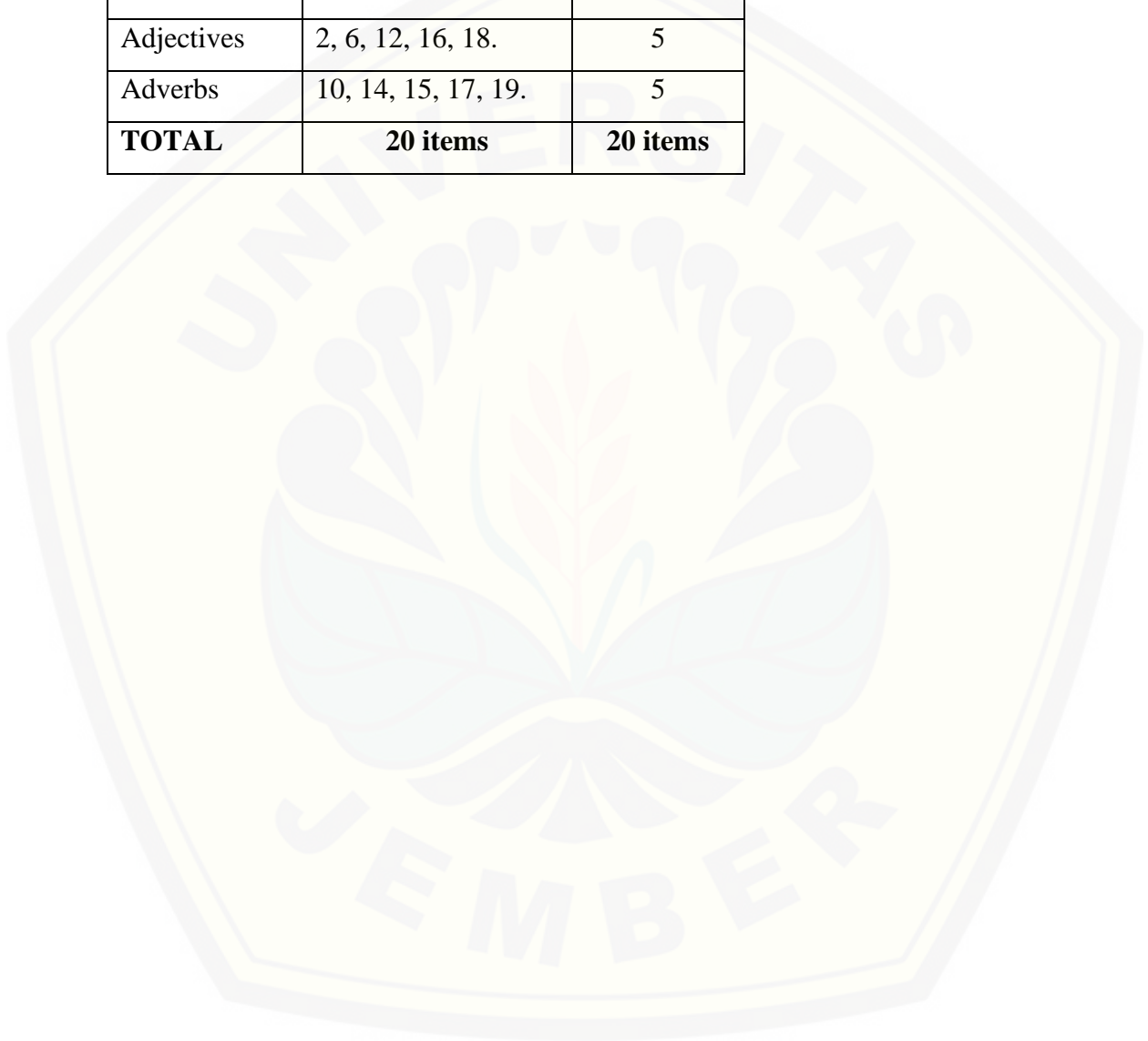
**Answer Key**

1.	B
2.	C
3.	A
4.	D
5.	C
6.	A
7.	B
8.	C
9.	A
10.	D

11.	D
12.	C
13.	A
14.	B
15.	D
16.	C
17.	B
18.	A
19.	D
20.	C

**Distribution of the Test Items**

<b>Classification</b>	<b>Numbers of Item</b>	<b>Total</b>
Nouns	1, 3, 4, 8, 11.	5
Verbs	5, 7, 9, 13, 20.	5
Adjectives	2, 6, 12, 16, 18.	5
Adverbs	10, 14, 15, 17, 19.	5
<b>TOTAL</b>	<b>20 items</b>	<b>20 items</b>



## Appendix J

## The Results of the Students' Vocabulary Achievement Test

No	The Students' Initial Name	Scores	Achieved	Did not achieved
1.	AFZ	75	√	
2.	AKBP	85	√	
3.	AGNZ	85	√	
4.	AM	80	√	
5.	APZ	75	√	
6.	AM	80	√	
7.	AJD	70		√
8.	BRH	70		√
9.	DKW	85	√	
10.	DTS	85	√	
11.	DSH	90	√	
12.	FWA	85	√	
13.	GJPD	80	√	
14.	IFN	90	√	
15.	MAS	85	√	
16.	MIR	85	√	
17.	MDAP	80	√	
18.	MFI	85	√	
19.	MNA	85	√	
20.	NAP	85	√	
21.	NHH	80	√	
22.	RIS	90	√	
23.	RAT	90	√	
24.	RIG	85	√	
25.	R	45		√
26.	REM	95	√	
27.	SMRP	80	√	
28.	SDU	85	√	
29.	S	80	√	
30.	WPY	85	√	
	<b>TOTAL</b>	<b>2455</b>	<b>27</b>	<b>3</b>
	<b>MEAN</b>	<b>81.83333</b>		

## Appendix K

## The Observation Results

Meetings : 1 and 2

Topic : Animal

NO	The Students' Initial names	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.	AFZ	√	√	√	–	√		√	√	–	–		√
2.	AKBP	√	–	√	√	√		–	√	√	√	√	
3.	AGNZ	√	√	√	√	√		√	√	√	–	√	
4.	AM	√	√	√	–	√		–	√	√	√	√	
5.	APZ	√	–	–	√		√	√	√	–	√	√	
6.	AM	√	√	√	–	√		√	√	√	–	√	
7.	AJD	–	√	√	√	√		–	√	√	√	√	
8.	BRH	√	–	√	–		√	–	√	–	√		√
9.	DKW	√	–	√	–		√	√	√	√	–	√	
10.	DTS	√	√	√	√	√		√	√	√	√	√	
11.	DSH	–	√	√	√	√		√	√	√	√	√	
12.	FWA	√	√	√	–	√		√	√	√	–	√	
13.	GJPD	√	–	–	√		√	–	√	√	√	√	
14.	IFN	√	√	√	–	√		√	√	√	√	√	
15.	MAS	–	–	√	√		√	√	–	√	√	√	
16.	MIR	√	√	√	–	√		√	–	√	√	√	
17.	MDAP	√	√	√	–	√		√	√	√	–	√	
18.	MFI	–	√	√	√	√		–	√	√	√	√	
19.	MNA	√	√	√	–	√		√	√	√	–	√	
20.	NAP	√	√	√	–	√		√	√	√	√	√	
21.	NHH	√	√	√	√	√		√	√	√	√	√	
22.	RIS	–	√	√	√	√		√	–	√	√	√	
23.	RAT	√	√	√	–	√		√	√	√	–	√	
24.	RIG	√	√	√	–	√		√	√	√	√	√	
25.	R	√	–	–	–		√	–	√	–	–		√
26.	REM	√	√	√	√	√		√	√	√	√	√	
27.	SMRP	–	√	–	–		√	–	√	–	–		√
28.	SDU	–	√	√	√	√		√	√	√	√	√	
29.	S	√	√	√	–	√		√	√	√	–	√	
30.	WPY	√	√	√	√	√		√	√	√	–	√	
Total		Meeting 1				23	7	Meeting 2				26	4

The indicators of participation are as follows:

1. Reading the nursery rhymes together.
2. Singing the nursery rhymes together.
3. Doing the vocabulary exercises individually.
4. Answering the teacher's oral questions.

Notes: the students who fulfill at least 3 indicators will be categorized as active and the students who fulfill less than 3 indicators will be categorized as passive.

***Notes:***

**First Meeting**

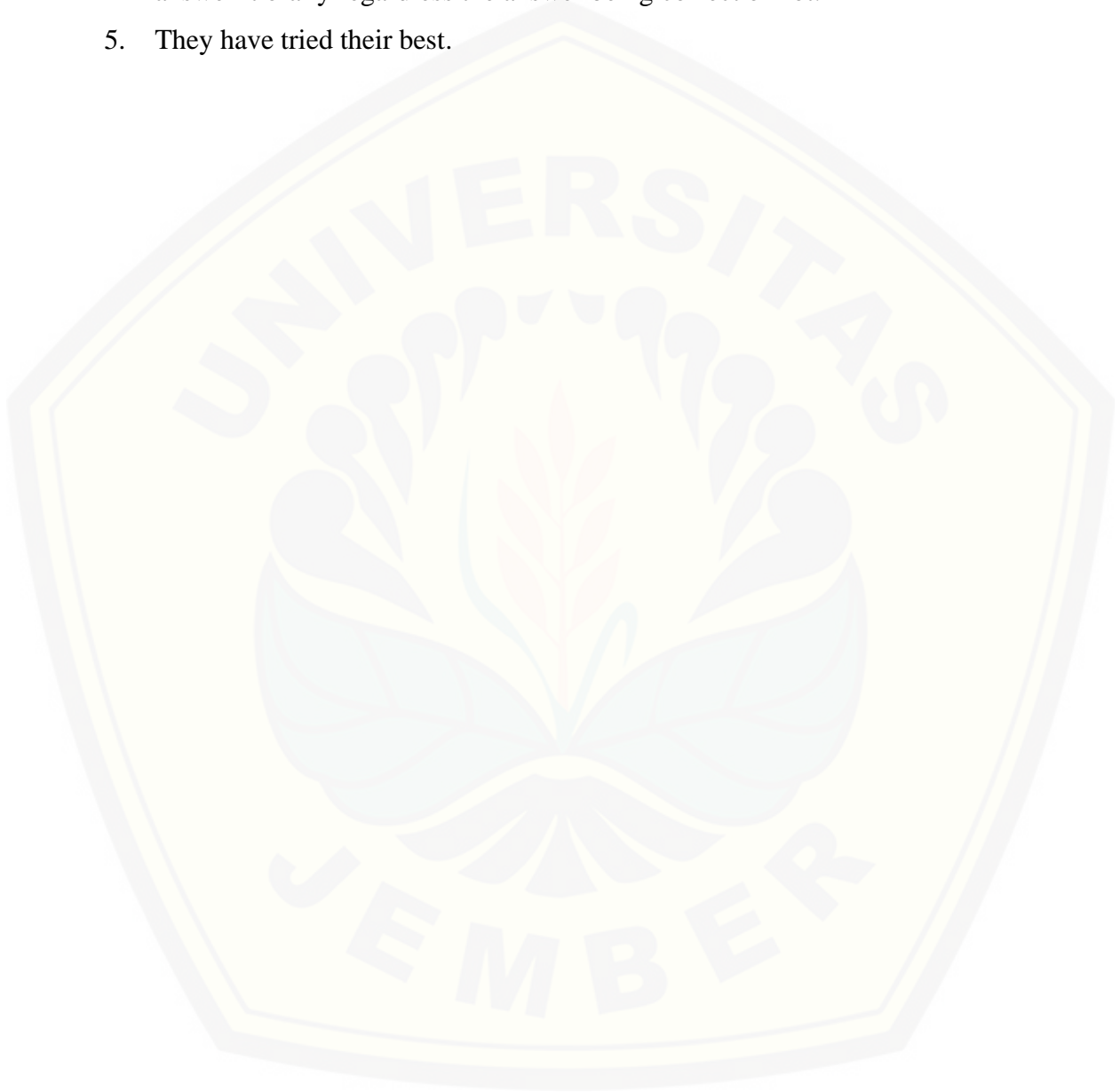
1. Most of the students were reading and singing the rhyme together.
2. There were also some students who did not read and sing the rhyme, but they were chatting with their friends next to them or they just kept silent. Particularly, the students who sat in the back rows.
3. In doing the vocabulary exercises, some students still had any difficulties and they preferred to ask to their friends even though the researcher had informed her not to ask everything to their friends.
4. While the researcher asked the students to answer the oral questions, most of them were still shy to speak up, they were not confident enough with their answer even though they had the correct answer

**Second Meeting**

1. Almost every student in the class of the students wanted to read and sing the rhyme.
2. They were more motivated.
3. They could do the exercises individually even though one or two students could not do it individually.



4. Still there were some students who were shy to speak up and answer the researcher's oral questions but the rest of the students were confident enough to answer it orally regardless the answer being correct or not.
5. They have tried their best.



## Appendix L

## The Letter of Research Permissions



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: (0331)- 330224, 334267, 337422, 333147 \* Faximile: 0331-339029  
Laman: [www.fkip.unej.ac.id](http://www.fkip.unej.ac.id)

Nomor **7 16 2/UN25.1.5/LT/2019**  
Lampiran : -  
Hal : Permohonan Izin Penelitian

10 SEP 2019

Yth. Kepala  
SMP Negeri 8 Jember

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

Nama : Meirizka Nuril Aulia  
NIM : 150210401061  
Jurusan : PBS/ Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris  
Jadwal Penelitian : Bulan September

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMP Negeri 8 Jember dengan judul "THE USE OF NURSERY RHYMES TO IMPROVE THE EIGHTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT AND ACTIVE PARTICIPATION". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan  
Wakil Dekan I,  
  
Dr. Suratno, M.Si.  
NIP. 196706251992031003

## Appendix M

## Statement Letter for Accomplishing Research



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMP NEGERI 8 JEMBER**



Jl. Basuki Rahmat No. 25 Jember, Telp. 0331-337868, Email. smpn8jember@yahoo.co.id

**SURAT KETERANGAN PENELITIAN**

Nomor: 422/085/310.01.20523896/2019

Yang bertanda tangan dibawah ini

Nama : H. Akhmad Muhajir S.Pd., M.Si  
NIP : 19620626 198412 1 005  
Pangkat/Golongan : Pembina Tk.1, IV/b  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 8 Jember

Dengan ini menerangkan bahwa:

Nama : Meirizka Nuril Aulia  
NIM : 150210401061  
Fakultas/Jurusan : FKIP/Pendidikan Bahasa Inggris Universitas Jember

Benar-benar telah selesai melaksanakan penelitian di SMP Negeri 8 Jember dengan judul "*The Use of Nursery Rhymes to Improve the Eighth Grade Students' Vocabulary Achievement and Active Participation*" sejak tanggal 25 September 2019 sampai dengan 28 September 2019.

Demikian surat keterangan ini dibuat dengan sebenar benarnya untuk dipergunakan sebagaimana mestinya.

Jember, 28 Oktober 2019

Kepala SMP Negeri 8 Jember



H. Akhmad Muhajir S.Pd., M.Si  
NIP. 19620626 198412 1 005

