IMPROVING THE SEVENTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT BY USING NURSERY RHYMES AT SMP NEGERI 8 JEMBER

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ABSTRACT

This research was intended to describe how the use of nursery rhymes can improve the seventh grade students' vocabulary achievement at SMPN 8 Jember. This research used Classroom Action Research (CAR) as the research design which consisted of planning the action, implementing the action, and reflecting the action. The research subject of this research were 40 students of class viiA at SMPN 8 Jember. The data collection methods that were applied in this research were observation and vocabulary test. It was found that 50% of the students were indicated as active participants and 52.5% of the students got 70 or higher in Vocabulary test in cycle 1. Meanwhile, 77.5% of the students were were indicated as active participants in cycle 2, while the percentage of the students who got 70 or higher was 75%. Therefore, the students' active participation improved from 50% in Cycle 1 to 77.5% in Cycle 2 and the vocabulary score improved from 52.5% in Cycle 1 to 75% in Cycle 2. Based on the result of the research, it was concluded that using nursery rhymes was able to improve the seventh grade students' vocabulary achievement.

Key Words: Nursery Rhymes, Classroom Action Research, Students' Active Participation, Vocabulary Achievement.

INTRODUCTION

English as international language is widely used over the world. It plays an important role in the international relation in every kind of field. It becomes a key to get wider community or society. Through language, they can socialize each other although they come from different countries with different languages. Many aspects, such as economy, business, education, entertainment, health and technology use English as their main language and literature. Considering the importance of it, English has been learnt by students as a foreign language in Indonesian schools. It is a compulsory subject in Indonesia, especially for Junior High School and Senior High School.

According to thornbury (2002:13), without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It is clear that vocabulary is one of important components of the four language skills consisting of writing, reading, listening and speaking.

Based on the preliminary study that the researcher had on 17st September 2013 with the English teacher at SMP Negeri 8 Jember, it was revealed that the students at SMP Negeri 8 had problems with their vocabulary, especially viiA class. It was shown by the students' mean score that was 56.

In this case, it is important to use appropriate and interesting media or material in teaching English to improve the students' vocabulary achievement. Based on the problem above, the teacher collaborated with the researcher to apply an interesting and appropriate teaching media, that was nursery rhymes, According to Ariani (2006:155) in her experimental research, it was seen that the use of nursery rhymes gave significant effect to the students' early communicative competence in English.

The problems of the research were 1) "Can the use of nursery rhymes improve the seventh grade students' active participation during the teaching learning process of vocabulary at SMP Negeri 8 Jember in the 2013/2014 Academic year?", 2) "Can the use of cartoon video improve the seventh grade students' vocabulary achievement at SMP Negeri 8 Jember in the 2013/2014 Academic Year?". The objectives of this research were : 1) to improve the seventh

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grade students' active participation during the teaching learning process of vocabulary at SMP Negeri 8 Jember in the 2013/2014 academic year by using nursery rhymes, and 2) to improve the seventh grade students' vocabulary achievement at SMP Negeri 8 Jember through the use of nursery in the 2013/2014 academic year.

RESEARCH METHOD

The research design was classroom action research (CAR) and focusing on improving the seventh grade students' participation as well as their vocabulary achievement by using nursery rhymes. Nursery Rhymes was used as the teaching media as material. The data collection methods used were observation in the form of checklist and vocabulary test test. Observation was used to get students' active participation in the teaching and learning process. The vocabulary test was conducted to get students' vocabulary achievement after the action were given. The research subjects were 40 students of VIIA class at SMP Negeri 8 Jember in 2013/2014 Academic Year.

The action research was conducted collaboratively with the English teacher. The collaboration focused on observing and investigating English teaching and learning process, and evaluating the action.

The result of students' vocabulary test was counted to find the total number of the students who achieved ≥ 70 or more.the following formula adapted from Ali (1993:186) was used:

$E = n/N \times 100\%$

E = the percentage of the students who achieved ≥ 70
n = the total number of students who achieved ≥ 70
N = the total number of the students

To describe the students' active participation, the result of observation (the total number of students who were active during the teaching learning process) was analyzed by using the following formula adapted from Ali (1993:186):

$E = n/N \times 100\%$

E = the percentage of the students who achieved the aspects of learning atmosphere
n = the total number of students who were categorized as active students.
N = the total number of the students

RESEARCH FINDINGS AND DISCUSSION

This classroom action research was conducted in two cycles. Each cycle consist of three meeting including the writing test in the third meeting. The research findings were based on the observation data and students' writing test.

The observation data was aimed to get main data of students' active participation during the teaching learning vcabulary process in the classroom by using nursery rhymes. Observation checklist was used to observe the students' participation in the following indicators: students answering the teacher question, students making note on what they have heard, the students doing the vocabulary exercise and students singing nursery rhymes together.. The students had to fulfill at least three indicators of four indicators stated in the students' observation checklist. The vocabulary test was done to measure the students' vocabulary achievement after they were taught by using nursery rhymes.

The result of observation showed that the active participation of the students improved from meeting 1 to meeting 2. It was shown by the result of observation in meeting 1 that was 40% and the percentage of the students' participation in meeting 2 had an improvement 10% from the first meeting that was 50%. The average of the results that were active was 68.5%. It means that the students had not achieved the target of 70%. The indicators asking and answering questions had the lowest percentage. The students were not accustomed by the teacher because the teacher was a new teacher. It was not easy for the students to express their questions or answer the questions from the teacher. Another problem that was found during the observation of active participation was the limited strategy applied by the teacher during the teaching learning process of vocabulary.

The students vocabulary test in cycle 1 showed that there were 64% of the students who got score of 70 or more. Based on the result of vocabulary test, it revealed that the students remained confused with the new words tht they have heard on the recording of nursery rhymes.

To overcome these problems, the revisions were as follows: (1) the teacher came to the students' seat and asked them whether or not they had a problem or question related to the materials to make them accustomed. After they were accustomed to the researcher, hopefully they might ask questions to the researcher. (2) The teacher gave the students rewards to make them more enthusiastic. The reward given when they got the closest answer (3). The English teacher and the researcher ask to the students to use dictionary when they have diffculties in new words during teaching learning process. .

The result of observation showed improvement for each indicator in cycle 2. There was 77.5% students were active during the teaching learning writing process by using nursery rhymes for the average percentage. Those results of observation showed that the second cycle had achieved the criteria of success. The improvement of students' learning atmosphere was also followed by the result of students' vocabulary achievement. There were 30 students or 77.5% of 40 students achieved score 70 or more. The criteria of success of this classroom action research had been achieved and the action was stopped.

After conducting two cycles in this classroom action research, the evaluation revealed that the use of nursery rhymes was able to improve the students' active participation in joining the teaching learning process. Based on the observation data, the students' active

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participation during the teaching learning vocabulary process was improved. In Cycle 1, the average was 50% and 75% in Cycle 2. The improvement of students' active participation was also followed by the improvement of students vocabulary achievement. The percentage of the students who achieved 70 were 62% of students in cycle 1 become 75% of students in cycle 2.

RESULT OF	CYCLE 1	CYCLE 2
Students' Active Participation	50.00%	75.00%
Vocabulary Test	62.00%	75.00%

From From the above table, it can be seen that the use of nursery rhymes can improve the students' active participation and their vocabulary achievement.It was relevant with statement of Ariani (2006:155) in her experimental research, it was seen that the use of nursery rhymes gave significant effect to the students' early communicative competence in English. She also suggested using nursery rhymes in the real classroom.It can be concluded that the teaching ofvocabulary by using nursery rhymes was good and helpful for the students to improve their vocabulary achievementand made students more active in the class.

CONCLUSION AND SUGGESTIONS

This research revealed that the use of nursery rhymes could improve the seventh grade students' vocabulary achievement and students'active participation.It was shown by the result of the percentage of the students' active participation in each cycle. The result showed the improvement from 50%of the students' active participation in the first meeting to 77.5% in the second meeting. Then, in cycle two there were also showed the improvement from 62.5% to 75%. Meanwhile, the result of the percentage of the students' writing test in the first cycle was 52.8% (19 students) got score ≥ 70 in vocabulary test , then increased in the second cycle to 77.8% (28 students) who got score ≥ 70.

On the basis of the results of the study, it is suggested that the English teacher use nurser rhymes in teaching vocabulary process. It is due to the fact that the use of nursery rhymes could improve the students' vocabulary achievement and their active participation. For the students, it is suggested to familiarize themselves with the native speakers' voice. This is used to motivate the students to learn English by using cartoon video. For Future researcher, hopefully it can be used as a source of information for the future researchers who want to conduct further reserach that deals with the improvement of other skill by using nursery rhymes as a media or materials.

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