



**THE USE OF NURSERY RHYMES**

**TO IMPROVE STUDENTS' VOCABULARY**

**(The Case of the 5<sup>th</sup> Graders of SD Negeri Gunungpati 03 in Academic year  
2005 / 2006)**

a Final Project

submitted in partial fulfillment of the requirements for the degree  
of Sarjana Pendidikan in English

by

Henny Oktiviani

2201402581

**ENGLISH DEPARTMENT**

**ARTS AND LANGUAGE FACULTY**

**SEMARANG STATE UNIVERSITY**

2006

## APPROVAL

This final project was approved by Board of Examiners of the English Department of Arts and Language Faculty of Semarang State University on September, 2006.

### Board of Examiners

1. Chairperson

Prof. Dr. Rustono, M. Hum.  
NIP. 131281222

\_\_\_\_\_

2. Secretary

Dra. Dwi Anggani L.B, M.Pd.  
NIP. 131813665

\_\_\_\_\_

3. First Examiner

Drs. Januarius Mujianto, M. Hum.  
NIP. 131281221

\_\_\_\_\_

4. Second Examiner/Second Advisor

Henrikus Joko Yulianto, S.S, M.Hum.  
NIP. 132233485

\_\_\_\_\_

5. Third Examiner/First Advisor

Drs. Djoko Sutopo, M.Si.  
NIP. 131569192

\_\_\_\_\_

Approved by

The Dean of Arts and Language Faculty

Prof. Dr. Rustono, M. Hum.  
NIP. 131281222

## PERNYATAAN

Dengan ini saya:

Nama : Henny Oktiviani

NIM : 2201402581

Prodi/Jurusan : Pendidikan Bahasa Inggris/Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul

**THE USE OF NURSERY RHYMES TO IMPROVE STUDENTS' VOCABULARY (THE CASE OF THE 5<sup>th</sup> GRADERS OF SD NEGERI GUNUNGPATI 03 IN ACADEMIC YEAR 2005/2006)**

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar Sarjana ini benar-benar merupakan karya sendiri, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, dan pemaparan/ujian. Semua kutipan, baik yang langsung maupun tak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penelitian karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/final project ini membubuhkan tanda tangan keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, 19 September 2006

Yang membuat pernyataan

Henny Oktiviani  
2201402581

Verily never will Allah change the condition of people until they change  
it themselves (with their own souls).

(Q.S. Ar Ra'du: 11).

To

Mr. Sugeng Sugiyono and Mrs. Ismoyowati

De' Evi Wahyu W and Ady "SAM"

Mr. Iskandar

## ABSTRACT

The topic of this study is the use of nursery rhymes in improving students' vocabulary (The case of the fifth graders of SD Negeri Gunugpati 03 in academic year 2005/2006). The objective of this study is to find out the improvement of the students' achievement in learning English vocabulary by using nursery rhymes.

In order to achieve the objective of this study, the writer used experimental research. The population of this study was the fifth graders of SD Negeri Gunugpati 03. The number of the subject was 32 students. There were three meetings during the experiment. Before the experiment was conducted, a pre-test was given. A post-test was given after the experiment was done. The test was on vocabulary consisting of 25 multiple-choice items.

Before the test was used, it has been tried out first. The purpose of conducting the try-out was to find out the validity, reliability, discriminating power, and level of difficulty of the test as an instrument.

The result of the analysis showed that the experimental group gets better scores than the control group. It can be seen by comparing their means. The mean score of the experimental group is 74,75, while the mean score of the control group is 65. It is clear that the mean score of the experimental group is higher than the control group. The difference between the two means is  $74,75 - 65 = 10,75$ . The result of applying the t-test also reveals that the experimental group obtained better score than the control group. The obtained value (3,11) is higher than the table value (2,04). It means that the students' achievement in learning English vocabulary taught using nursery rhymes is better than from those taught using conventional method.

In line with the result, the writer suggests that English teachers should be able to create their own way to arise their students' interest in following their teaching. The use of nursery rhymes as an aid is one way to achieve this goal. However, teachers must select the suitable nursery rhymes related to the topic they are going to teach.

## ACKNOWLEDGEMENTS

First and foremost I would like to express my highest gratitude to Allah SWT for the blessing and inspiration given to me during the writing of this final project.

I would like to express my sincere gratitude to Drs. Djoko Sutopo, M.Si. For guiding and supporting me in every step of the writing of my final project. The benefit of foresight and knowledge has helped me so much.

My warmest thanks is also due to Henrikus Joko Y, S.S, M. Hum. for being my second advisor. I would like to thank for his time, patience and carefulness in correcting the manuscript of this final project for its finalization.

My special thanks goes all lecturers of the English Department of Semarang State University who have been teaching and guiding me patiently during the years of my study.

Last but not least my deepest gratitude goes to my beloved parents who have supported finance, spiritual, and prayers for my success. I am also grateful to my spirit Evi and Adi who have given me support and motivation.

My special thanks also goes to all my friends in English Department for their support during my study, and all persons who might not be mentioned individually here.

Semarang, September 2006

Henny Oktiviani  
NIM. 2201402581

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	v
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii

### CHAPTER

#### I INTRODUCTION

1.1 Background of the Study.....	1
1.2 Reason for Choosing the Topic.....	4
1.3 Statement of the Problems.....	5
1.4 Objective of the study.....	5
1.5 Significance of the Study.....	5
1.6 Outline of the Study.....	6

#### II REVIEW OF RELATED LITERATURE

2.1 Foreign Language learning.....	7
2.2 Characteristics of Elementary School students in General.....	8
2.3 Some Problems of Elementary School Students in Indonesia.....	10
2.4 General Concept of Vocabulary.....	11
2.5 Teaching of Vocabulary.....	12
2.5.1 Teaching Vocabulary to Elementary School Students.....	14
2.6 General Concept of Nursery Rhyme .....	16
2.7 Applying Nursery Rhyme in Teaching Vocabulary.....	17

#### III METHOD OF INVESTIGATION

3.1 Main Sources of Data.....	19
3.1.1 Library Study.....	19
3.1.2 Experimental Research.....	19
3.2 Subject.....	20
3.2.1 Population.....	20

3.2.2 Sample and Technique of Sampling.....	20
3.3 Procedures of the Experimental Research.....	21
3.4 Procedures of the Vocabulary Teaching.....	22
3.5 Variable.....	25
3.6 Method of Data Collection.....	25
3.6. Instrument.....	25
3.6.2 Construction of the Text.....	27
3.7 Try Out.....	28
3.8 Condition of the Test.....	28
3.8.1 Validity.....	28
3.8.2 Reliability.....	30
3.9 Item Analysis.....	31
3.9.1 Difficulty Level of the Test.....	32
3.9.3 Discriminating Power.....	33
 IV RESULT OF INVESTIGATION	
4.1 Computation between the Two Means.....	35
4.2 Grades of Achievement.....	38
4.3 The Meaning of the Result.....	43
 V CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	45
5.2 Suggestion.....	46
 BIBLIOGRAPHY.....	 47
APPENDICES.....	48

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is a fundamental part of human life. It is a means of communication that is possessed by human being in the world. With language a man can express his ideas and wishes. With language a close relationship among members of society can be established. Thus, without a language it is hard to imagine how people can cooperate and get along with each other.

People in this world speak various languages. There are so many languages in this world so that mastering one language only is not enough. When we speak to people of different languages, we need other means of communication that can be understood by our listener and ourselves. As we know, our country consists of many religions, ethnic groups, languages, arts, etc. However, people in our country can communicate by using our national language, Indonesian

We cannot use our national language anymore if we want to communicate with other people from all over the world. In this case, of course we need other languages. To have relationship with many people from many countries who have different languages and cultures, we have to master at least one foreign international language.

There are a number of international languages in this world such as English, French, Dutch, etc. Since Indonesian is not an international language, we have to learn at least one international language to get along with people from

other countries. English is the most common international language that is used in this world. As the first foreign language in Indonesia, English has a major position in Indonesian educational system. It is one of the compulsory subjects to be studied at junior high school, senior high school, and university. Moreover, now English is taught at elementary school as a local content subject.

As a local content subject, English is taught to pupils of grade IV, V and VI. Meanwhile, in some favorite schools English is taught to pupils from grade I. So, many parents who realize the importance of English enrolled their children to some English courses to study English.

The function of the teaching of English at the elementary school is to introduce English as the first foreign language to the pupils in order that they will be able to communicate in simple English. By studying English, the students are expected to have a means to develop their knowledge of science, technology and culture. Later, the students are expected to be able to support the development of tourism (GBPP Mulok, 1995:1).

The aim of the teaching of English at the elementary school is to motivate them to be ready and self-confident in learning English at higher level. The scope of the materials covers spelling, vocabulary, writing, reading, and functional skills as the basis to get simple language skills.

Vocabulary is one of the language components that have to be mastered and acquired by the students in learning a new language. It should be mastered as well as the language skills (listening, speaking, reading, and writing). Teaching English vocabulary to children especially at elementary school is not easy and it is

different from teaching English vocabulary to adult, because they have different characteristics and different motivation. In the teaching and learning process, a teacher plays an important role. He or she must be able to know the students' interest and motivation. Cullingford (1995:10-11) says that there are some signs of a good teacher that can be detected in the way classroom is run. The signs are:

- (1) a shared working atmosphere
- (2) an awareness of the needs of each pupil
- (3) a purposeful, well-organized classroom, and
- (4) the celebration of success.

When teaching vocabulary at Elementary School, the teacher should be more creative in teaching and keep the students away from feeling bored in learning English words. According to Saylor (1981:234) the continuous use of the same teaching model day after day generally result in boredom on the part of learners.

In order to keep the students away from feeling bored in learning English vocabulary, it is more effective if the teacher uses media. Hubbard At All as quoted by Uberman (1998:46), affirm this by stating, "Teacher must make sure that students have understood the new words. They will remember longer if a teacher will use an appropriate method in teaching them."

Based on the statements above, the writer wants to introduce nursery rhyme (a kind of folk song) as the media in teaching vocabulary. Ramsey and Bayless (1982:2) say that folk songs, country music, and commercials all appeal to the young child and they can develop and extend vocabulary. Music activities

also develop skills, increase attention span, improve comprehension and memory, and encourage the use of compound words, rhyme and images. It can be concluded that teaching vocabulary through nursery rhyme is one of the appropriate techniques to interest elementary school students in learning vocabulary. By using nursery rhymes as an alternative technique in teaching vocabulary, elementary school students are given something new and different from what they usually get in class. They are not only as the subject of teaching learning process but also the participant.

### **1.2 Reason for Choosing the Topic**

The reasons for choosing the topic are as follows:

- (1) Vocabulary is essential component of language so it is important to find the appropriate ways to teach it effectively.
- (2) It is difficult for teachers to make students interested in improving their own vocabulary.
- (3) The writer wants to make Elementary School students interested in studying vocabulary through nursery rhymes because almost all children like singing. It can also bring much joy to them.
- (4) The students can practice their pronunciation through nursery rhymes because a lot of nursery rhymes contain repetitive sound.

### **1.3 Statement of the Problem**

The problems that the writer wants to discuss are:

- (1) How is the students' achievement in learning English vocabulary by using nursery rhymes?
- (2) To what extent does nursery rhyme help teachers in teaching English vocabulary at Elementary School?

### **1.4 Objectives of the Study**

The objectives of the study in this thesis are:

- (1) To describe how nursery rhymes improve the result of the students' achievement in learning English vocabulary.
- (2) To describe to what extent nursery rhymes help teachers in teaching English vocabulary at Elementary School.

### **1.5 Significance of the Study**

This Study will have some significance:

- (1) To improve teaching skill of students of the English Department in general, especially the students of the Education Program.
- (2) To enhance skill and knowledge of students of the English Department of the Education Program in teaching vocabulary using any methods they like.
- (3) To improve teaching skill of English teachers in general especially in teaching vocabularies to young children.

## **1.6 Outline of the Report**

The discussion of the thesis is divided into five chapters. The first chapter is the introduction, which consists of background of the study, reason of choosing the topic, statements of the problem, objectives of the study, and the significance of the study.

The second chapter is review of related literature, which discusses the foreign language teaching, the characteristics of Elementary school students in Indonesia, some problems of elementary school students in learning English, general concept of vocabulary, the teaching of vocabulary, teaching vocabulary to elementary school students, general concept of nursery rhyme as a media in the teaching and learning process, applying nursery rhymes to teach vocabulary.

The third chapter includes the method of investigation, which consists of main source of data, population and sample, the procedure of experiment, variable, method of data collection, and administration of the text.

The fourth chapter is the result of the study, which presents the analysis of the data and discussion of the result.

In the last chapter, the fifth chapter, the writer ends the discussion with the conclusion and suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Foreign Language Learning**

Nowadays, learning a foreign language becomes an important thing since we need to communicate and cooperate with other people from other countries such as in politics, business, tourism, science, technology, and educational development. Furthermore, in this new millennium, the world has no limits and the communication technology develops very fast. This condition forces people around the world to have knowledge of a foreign language that is used for international communication concerning many aspects of life.

English is taught as the first foreign language in Indonesia. It has been taught in school such as in elementary school, junior high school, senior high school to university for some semesters. Learning English as the first foreign language is something new, especially for students of elementary school because it gives a new experience and knowledge.

Finocchairo (1974:12) states that learning a foreign language is different from learning a native language because the students live in a different place from the one from which the foreign language is derived. The differences are as follows:

- (1) Students do not know how to read or write at the time they are learning their mother tongue, but they learn the foreign language through written expression and reading.

- (2) Students speak in their mother tongue language at home, at school, or even in communication with other people in their society, where foreign language is not used as a means of communication.
- (3) In learning the first language, students do not know yet another language system, but in learning a foreign language they do. Therefore, they may be interfered by their earlier language system, which has been established in their mind.
- (4) Students have not reached a high level of maturity in learning their first language; they just accept the language being used in their society without any curiosity in wondering the things they learnt. In other words, they have little awareness in getting the knowledge of a language.

Like any other learners of English as a foreign language, Indonesian learners also meet difficulties in learning English since their native language is quite different from English. Consequently, the learners should have a great motivation. They should learn English seriously because learning language needs a total physical, intellectual, and emotional response. Learning a foreign language also involves many factors. Teachers should know the crucial factors. Finocchairo (1974:14) says that the crucial factors are age, ability, aspiration and needs, native language, and previous language experience.

## **2.2 Characteristics of Elementary School Students in General**

Teaching English to elementary school students is different from teaching English to adults because they have different characteristics as stated by Helay:

Unlike adults, children are not self-motivated and do not have an immediate need to learn English. They are not concerned with job or university degree that requires knowledge of English. Their world is their daily games, events of interest to them, new knowledge that may come across and question that their inquisitive mind may ask (1987: 49).

In this thesis, the writer takes the fifth graders as the population of the research. Teaching English to fifth graders means teaching the children at the age of 10-11. Scott (1990:2-4) mentions some general characteristics of the children at this group as follows:

(1) They are able to use their mother language both in written and spoken; (2) they understand the difference between the real and imaginary; (3) they have high motivation to learn new things; (4) they love to play very much. When they enjoy themselves they will think what they are doing; (5) it will be easier for them to understand what they learn if it is taught orally associated with action; (6) they can work with their friends and learn from their friends; (7) they have very short attention in learning, that's why teachers must be able to create an interesting way to attract students' attention in teaching and learning process.

There are some general characteristics of Elementary School students in Indonesia that are not much different from those in general, based on the book of "Psikologi Perkembangan", written by Hurlock (1999:111), they are:

(1) The elementary school students are the students at the age between 7 to 12; (2) they like to show to others especially their parents what they know because they proud of it; (3) their physical condition influences their school achievement;

(4) they also like to praise themselves to their friends and people around them; (5) they also have an interest in special subjects.

In general, the elementary school students are the children at the age between seven up to twelve years old who are enthusiastic to know and learn anything. Concerning those characteristics, teachers need to make their teaching more interesting like their daily world and motivate them.

### **2.3 Some Problems of Elementary School Students in Learning English**

It is not easy for Elementary School students to learn a foreign language since the environments in achieving their first language and a foreign language are different. This is why the Elementary School students as beginners face many problems. According to Wahyuni, the problems they face are as follows:

- (1) Students speak at home, at school or even when they communicate with other in their society with their mother language where foreign language is not used as a means of communication.
- (2) Students do not know how to read or write at the time they are learning their mother language, but they learn English through written expression and reading.
- (3) In learning the first language, students do not know yet another language system, but in learning a foreign language they do. Their first language which has been well established in their mind may be interferes them (Wahyuni, 1998:15).

From the statements above it can be concluded that learning foreign language is regarded difficult for Indonesian students because their environment

and their preceded background do not support the process of learning the foreign language.

#### **2.4 General Concept of Vocabulary**

Vocabulary is one of the components of a language besides sound system, grammars, and culture. Students who want to learn a target language, in this case English, of course, have to learn those elements.

In learning a language, vocabulary is essential in conducting communication. Whenever we want to communicate with other people using a language, we should have mastered vocabulary related to the topic spoken. Therefore, vocabulary is one of the components of language, which supports the speaker in communication. In other words, vocabulary plays a very important role in developing the four language skills.

Before giving more explanation, the writer will present the definition of vocabulary:

- (1) Vocabulary is “an alphabetical list of the words used in a book, often including their translation or definition”, (Webster, 1986: 2560).
- (2) Hornby (1990: 1462) said that vocabulary is:
  - a. Total number of words, which (with rule for combining them) make up a language.
  - b. (Range of) words known or used by a person in trade, profession, etc.
  - c. Book containing list of words, list of words used in a book, etc, usually with definition or translation.

From the definition above, the writer comes to a conclusion that vocabulary is a stock of words, written or spoken that has meaning and used by people for communication.

In every language, vocabulary is important to convey meaning, to express intentions, desires, and feelings; and to communicate with others. Vocabulary is one of the components that support the speaker in communication, whenever we want to communicate with other people using a language, we should have mastered a stock of words.

There are two kinds of vocabulary. Finoccahiro (1974:73) explains that students' vocabulary can be divided into two kinds, active vocabulary and passive vocabulary. The former refers to the words that the students can understand and pronounce correctly and use them constructively in speaking or in writing. The latter refers to the words in which the students can recognize while they are reading or listening to someone speaking, but they do not use them in speaking or in writing.

## **2.5 Teaching of Vocabulary**

In teaching vocabulary the teacher has the job of managing the students learning to master the target vocabulary. According to Wallace (1982:27-30) there are some principals on which teaching vocabulary is based. Those principals are aim, quantity, need, meaningful presentation and repetition. The explanation of each principal is as follows:

Aim means the goal that wants to be achieved by the teacher in the teaching and learning process. In the teaching learning process the teacher has to be clear about his aims. He has to decide on what is involved in vocabulary learning. He also has to decide the words that should be mastered by the students.

How many vocabularies and what kind of words does the teacher expect the learners to master.

Quantity means the number of new words that should be mastered by students. The teacher has to decide on the quantity of the vocabulary to be learned. The decision of the number of new words in lesson is very important. The actual number still depends on a number of factors varying from class and learners. If there are too many words, the learners may become confused, discouraged, and frustrated.

Need means the words really needed by students based on the situation. In teaching vocabulary the teacher has to choose the words really needed by his / her students in communication. The students should be put in a situation where they have to communicate and get the words they need.

Frequent exposure and repetition means the new words should be introduced repeatedly. It is seldom for us to remember the new words by only hearing them for one or two times. In learning vocabulary students should do more and more until they have already mastered the vocabulary of the target language.

Meaningful presentation means the clear and unambiguous meaning of words. The learners must have a clear and specific understanding of what a word denotes or refers to, i.e. its meaning. This requires that the words be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

Situation presentation means the words chosen should be based on the situation. In teaching vocabulary, the choice of words can vary according to the

situation in which we are speaking and how well we know the person to whom we are speaking (from informal to formal). So that a learner should learn words in situation in which they are appropriate.

So, in teaching vocabulary, teachers have to consider the factors above (aims, quantity, need, frequent exposure, meaningful presentation, and situation presentation), which influence the students in acquiring vocabulary given to them.

### **2.5. 1 Teaching Vocabulary to Elementary School Students**

Teaching English vocabulary to children is not so easy as teaching English vocabulary to adults. In teaching English vocabulary to children, the teacher should know how to treat the students well so that they are not feeling bored during the teaching and learning process. Besides knowing how to treat the students well, the teacher should also notice the difference of a language development of a student. Petty and Jensen (1980:67-68) say that the individual differences of language development are very complex processes because they are influenced by some factors such as intelligence, physical conditions, economic conditions, ethnic setting and bilingualism.

If the teacher knows that each child is different in learning English as a new language, he or she will facilitate the students so that the teaching learning process runs well. Because by noticing that students are different in language development, the teacher automatically knows what the students' needs, interests, and motivation in learning English are.

One of language development's components is vocabulary development. Vocabulary development of students can be seen when they use new words and

meaning. In addition, only by using new words and their meaning the students will understand them. Petty and Jensen (1980:289) support this statement by saying, “basic to vocabulary development is using new words and new meanings, for only by using words children will genuinely come to understand them.”

The best way to add a child’s vocabulary is by providing any kind of interesting and new experiences, especially direct activities that give opportunities for vocabulary enrichment. By using direct activities to enrich the child’s vocabulary, the students learn vocabulary more successfully. This statement is strengthened by a summary report of vocabulary research by Petty and Jensen (1980:268):

...studies on teaching vocabulary have shown that some teaching effort causes students to learn vocabulary more successfully than does no teaching effort, that any attention to vocabulary development is better than none...it is possible to note accumulating evidence to dispel the widely held notion that having students “read, read, read” is a satisfactory method for teaching vocabulary.

Basically, a child capacity to acquire new material especially English vocabulary is greater, but sometimes he or she does not want to say the English words that he or she has learned in his or her daily activities.

The statement above is according to Mackey (1965:121) by saying:

Although child capacity to acquire new material is greater, his native vocabulary has expanded so much that he cannot hope to say all he wants to say in second language. To solve this problem it has been suggested that most of elementary education, including in kindergarten, be conducted by teacher whose mother tongue is the children’s second language.

From the information above, it can be concluded that it is better for the students to learn a second language, especially English from a native teacher so that the children are not able to speak or communicate with their mother tongue.

There are some points suggested by Slattery and Willis that are very useful for teachers to help their students in learning vocabulary:

(1) Teacher should be able to make learning English enjoyable and fun because they are influencing the students' attitude to language learning; (2) if the students make mistake, teachers shouldn't be angry. On the other hand, they have to encourage their students to correct it with their guidance; (3) teachers may associated their explanation with actions to make the understanding easier; (4) it is also possible for teachers to tell simple stories in English especially about things they can see; (5) when students ask to their teachers using their mother language, teachers can answer it in English. Teachers may recast in English when students speak in their mother language; (6) teachers can create varied activities in teaching learning process, some quiet, some sitting, some standing and moving (Slattery and Willis, 2001:46).

## **2.6 General Concept of Nursery Rhyme**

Teaching media is needed in the teaching learning process to help the students to become active. Gerlach and Ely (1980:241) propose that a medium is any person, materials, or event that established condition that enable learners or students to acquire knowledge, skill and attitude. There are a lot of media that can be used to teach English vocabulary, one of them is nursery rhyme.

There are some definitions of nursery rhyme:

- (1) Nursery rhyme is a simple traditional poem or song for children. (Oxford dictionary, 1994:794).
- (2) Nursery rhyme is a traditional song or poem taught to young children, originally in the nursery. ([www.en.wikipedia.org/wiki/Nursery\\_rhyme](http://www.en.wikipedia.org/wiki/Nursery_rhyme)).
- (3) Nursery rhyme is folk verse for young children. ([www.ed.psu.edu/americanreads/Resources/glossary.htm](http://www.ed.psu.edu/americanreads/Resources/glossary.htm)).

From the statements above, it can be concluded that nursery rhyme is a traditional song or poem for young children. Since it is intended for young children, it follows a regular repeated verse for with rhyme and has a series of other discourse features, which make them easy to follow. So once a nursery rhyme has been learned, it stays in minds of the students for the rest of their lives with all the rhythms, grammatical features and vocabulary.

## **2.7 Applying Nursery Rhymes in Teaching Vocabulary**

Before applying nursery rhymes to students, the teacher should be well prepared in choosing nursery rhymes. Slattery and Willis (2001:45) state that the songs or rhymes chosen by the teacher should:

- (1) Suit the pupils' age group and their interest.
- (2) Match their level of English.
- (3) Have a catchy, easy to remember melody.

From the statements above, it can be concluded that the teacher should choose nursery rhymes that suit the students' age, interest, and the vocabulary

they learned. Since children can only sing simple nursery rhymes, the teacher should choose short and simple nursery rhymes. The lyrics also should be clear and easy to follow. Furthermore, they should use repetitive materials so that the students can remember words easily. In order to make the nursery rhymes more meaningful and enjoyable, motions can also be added to the nursery rhymes that are paralleled to the words of the nursery rhymes.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

#### **3.1. Main Sources of Data**

In this research, some data are needed to achieve the objective of the research. The data and information are obtained from library study and experimental research.

##### **3.1.1 Library Study**

Library study refers to the activity of using the library facilities. The writer looked for some reference textbooks related to the subject matter. She tried to get information and ideas to support her ideas for this research.

##### **3.1.2 Experimental Research**

It refers to the activity of collecting data from the experimental group and the control group of the research. In doing so, the fifth graders of SDN Gunungpati 03 in the academic 2005/2006 were chosen to be the subjects of the research. The number of the subject was 32 students. The students then divided into two groups based on the student's number. They were the experimental group and control group. To get empirical data for my study, the writer administrated a test. The test was given to both of groups with the purpose to find out their achievement in mastering the English vocabulary.

## **3.2 Subject**

### **3.2.1 Population**

Population is the most significant factor in conducting a research. Gay (1987:102) states, "The population is the group of interest to the researcher, the group to which she or he would like to result of the study to be generalizable."

With regard to the statement above and the problem of investigation, I had chosen the population of my research. The population of this study was the fifth graders of SDN Gunungpati 03 in the academic year of 2005/2006. I chose this school because English is given to the students of this school as a local content subject. The English lesson is given from the forth up to sixth graders.

### **3.2.2 Sample and Technique of Sampling**

The term sampling is different from sample. According to Kerlinger (1965:18), "sample is a part of population which is supposed to represent the characteristic of the population.

### **3.2.3 Technique of Sampling**

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected (Gay, 1987:101).

The sample is made up of the students from the population who are chosen to participate in the study. Since the number of the subjects in this research is less than one hundred, I applied total sampling.

Suharsimi says when the number of subjects in a research is less than one hundred; the whole number should be taken as the subject of the research. By

applying the total sampling in my study, I hope that the result of the study will be especially useful for the sample (Suharsimi, 1996:107).

The number of the fifth graders of SDN Gunungpati 03 is 32 students. So, I then took all of them as sample of my experiment.

### 3.3 Procedures of the Experimental Research

In this study, the fifth graders of SDN Gunungpati 03 were chosen as the objects of the study. The number of the students is 32; they are 16 students as the experimental group and 16 students as the control group.

In the experiment, the research design used is the Statistic Group Comparison design. This research was used for two groups of subjects in which each of them was treated with different treatment. The following is the design:

	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
<b>EG</b>	√	<b>X</b>	√
<b>CG</b>	√	<b>-X</b>	√

(Kerlinger, 1965: 247)

EG: Experimental Group

CG: Control Group

X : treatment using nursery rhymes

-X: treatment without nursery rhymes

In the design above, samples are assigned either to the experimental group (upper line) or to the control group in the lower line. The equalities of the subjects

checked firstly by pre-testing them (Yb). The pre-test was conducted on April, 24<sup>th</sup> 2006. The vocabulary test consisted of 25 multiple-choice items with four options in each item. The vocabulary materials covered the topics about *daily activities*, *telling the time*, *clothes* and *costumes*. Both groups were asked to do them in 35 minutes by crossing A, B, C, or D as the correct answer in the answer sheet.

After conducting the pre-test, the writer conducted the experiment. The experiment was conducted from the first week to the last week of May 2006.

The writer gave the English lesson once a week for the experimental group. While, the control group was taught by the teacher. The writer and the teacher taught the same topics to both of them on *telling the time*, *daily activities*, *clothes and costumes* but with different techniques of teaching. The experimental group was taught by using nursery rhymes as an alternative technique of teaching vocabulary, while the control group was taught by explanation.

At the end of the experiment, the writer conducted the vocabulary post-test to both groups. The post-test was conducted on May, 29<sup>th</sup> 2006. The result is used as the data in this study.

### **3.4 Procedures of the Vocabulary Teaching**

There were three meetings of the experimentation. During those three meetings, the writer discussed three topics about *telling the time*, *daily activities*, *clothes* and *costumes*. The schedule of the experimentation can be explained as follows:

<b>MEETING</b>	<b>TOPIC</b>	<b>NURSERY RHYMES</b>	<b>TIME AND DATE</b>	<b>TIME ALLOTMENT</b>
First	<b>TELLING THE TIME</b>	- What Time is It? - Hickory, Dickory Dock	Monday May, 1 <sup>st</sup> 2006 07.30 am	2 X 40 minutes
Second	<b>DAILY ACTIVITIES</b>	- Mary Had a Little Lamb - Are You Sleeping?	Monday May, 8 <sup>th</sup> 2006 07.30 am	2 X 40 minutes
Third	<b>CLOTHES AND CUSTOMES</b>	- Teddy Bear, Teddy Bear	Monday May, 15 <sup>th</sup> 2006 07.30 am	2 X 40 minutes

The steps of teaching vocabulary for the experimental group:

- (1) The writer handed out the text of the nursery rhyme to the students or wrote it on the blackboard.
- (2) The writer explained what the nursery rhyme is about.
- (3) The writer asked the students to find difficult words then the teacher explained them. The writer also introduced the pronunciation

- (4) The writer played the nursery rhyme on the tape twice. In this step, the writer let the students listen to the nursery rhymes.
- (5) The next step was the writer sang the first line, then the students repeated it. After that she sang the next line, then she asked them to repeat it and so on.
- (6) After mastering the intonation of each line, the writer asked the students to sing the nursery rhymes by following her or the tape. Finally she asked them to sing the nursery rhymes without her guidance or cassette.
- (7) When singing the nursery rhymes, the writer showed pictures or real objects to represent the words of nursery rhymes. If possible, she also associated the words with action.
- (8) The writer explained the instruction or meaning of a word or each line of the nursery rhyme to the students.
- (9) The writer also gave new words related to the topic she taught to the students.
- (10) The writer asked questions to check the students' comprehension.
- (11) The students did the exercises given by the writer.

The steps for the control group:

- (1) For this group the teacher did not use nursery rhymes, instead he used a set of words that was written on the blackboard.
- (2) The students pronounced the words correctly after the teacher.
- (3) The teacher gave the meaning of the words to the students.
- (4) The students did the exercises prepared by the teacher.

### **3.5 Variable**

A variable can be defined as an attribute of a person or from an object. From the design of experiment, two variables can be seen involved in this research. They are independent and dependent variable.

Independent variable refers to the use of nursery rhyme in teaching English vocabulary, and dependent variable refers to the students' achievement in vocabulary after being taught using nursery rhymes.

### **3.6 Method of Data Collection**

Researchers may use methods of data collection such as, interview, questionnaire, or test. It should be noted that all the methods of data collection should be objective. In this investigation, an objective test was used to obtain the scores of vocabulary mastery.

#### **3.6.1 Instrument**

An instrument plays an important role in a research in the sense that reliability of the instrument will influence the reliability of the data obtained. A test was used as an instrument to collect data in this research. This is in accordance with Kerlinger's opinion (1965:481) that the most common instrument used to measure the achievement in education is a test.

In this thesis, the writer was concerned with the vocabulary mastery of the fifth graders of SDN Gunungpati 03. Accordingly, a test on the vocabulary mastery will be a very important instrument for the research.

According to Harris (1969:71), there are two basic kinds of test instrument used to measure the four language skills of students, i.e. the objective test and essay test. The writer used the objective test (multiple choice test type) based on the following considerations:

- (1) Multiple choice test type is economical in term of the number of items that can be answered in a short period of testing time.
- (2) Students' test papers can be easily and quickly scored.
- (3) Since the correct answer are limited in number, objective test will not make examiners have different interpretation of students' test papers.

Before giving the instrument, the writer had to bear in her mind what kind of test should be used. The choice of test cannot simply be done at random because every test has certain objective that only suits to certain kind of research.

Harris stated that an achievement test indicates the extent to which an individual has mastered specific skill or body information acquired in a formal learning situation (1969:3-4).

Based on the statement above, the writer conducted the achievement test in her research. It is based on the consideration that it would measure the vocabulary mastery of the fifth graders of SDN Gunungpati 03 after attending the teaching process using nursery rhymes.

In scoring the test, a student score was counted with the following formula:

$$S = R / N \times 100$$

Where S: the score

R: total number of the correct answer

N: total number of the whole items

As an example the above becomes if a students made 28 correct answer out of the 40 items his score will be:

$$\begin{aligned} S &= 28 / 40 \times 100 \\ &= 70 \end{aligned}$$

### **3.6.2 Construction of the Test**

The writer came to the next step to construct the vocabulary test. She gathered information as much as possible to compose a proper instrument. Heaton (1975: 7) says that a test of vocabulary measures the students' knowledge of the meaning of certain word and words group. The test may examine the students' active or passive vocabulary.

Based on the statement above, the writer thought that a good vocabulary test should measure the students' active and passive vocabulary. In relation to this, Heaton suggested two types of test namely recognition and production test referring to the passive and active mastery of words (Heaton, 1975:6-7). The writer chose the recognition test because she measured the students' passive vocabulary.

The recognition test consisted of 40 items and should be done in limited time, 45 minutes. The writer used multiple-choice type. It covered three topics taught prior to the test, namely 'telling the time', 'daily activities', 'clothes and customs'.

### **3.7 Try Out**

The writer had tried out the vocabulary test before using it as an instrument. The try out was held on April, 4<sup>th</sup> 2006 to the fifth graders of SD Negeri Ngijo 02. There were 22 students in the try out-group. The students had to complete the test consisting of 40 items in 45 minutes.

According to Mouly as quoted by Sidik (1994:34), try out test is necessary since the result will be used to make that the measuring instrument has such characteristics as validity and reliability.

### **3.8 Condition of the Test**

Harris (1969:13) states that all good tests possessed three qualities. They are validity, reliability, and practicality. That was to say, any test that we use has to be appropriate in terms of our objectives, dependable in the evidence it provides, and applicable to our particular situation. Those characteristics of a good test would be explained further below.

#### **3.8.1 Validity**

According to Mouly as quoted by Sidik (1994:34) a test must, first and foremost, be valid. That is, it must measure what it claims to measure. Therefore, in order to be valid, a test must not just cover one area of the table of specification, but all of them in proportion to emphasis that has been given.

An instrument is considered being a good one if it meets some requirements. One of them is validity. It means that a test should measure what is

intended to test. Related to the validity, Harris (1969:19-21) states that validity is usually distinguish into three kinds. There are:

a. Content validity

It is designed to measure mastery of a specific skill based on the curriculum objective of a certain course. The test should be representative of the skill that is trying to be tested.

b. Face validity

A test has face validity if a test item looks like it will test what is intended to test.

c. Empirical validity

There are two types of empirical validity. Those are predictive and concurrent validity. The predictive is the degree to which the test can be used to make the prediction about the future performance, while the test has the concurrent validity if it gives a similar result to the other measures that are valid for some purposes.

According to Arikunto (1998:161), "There is another kind of validity that is item validity. Item validity is the index of validity of each item. "In this study the writer used the item validity and calculated it using Pearson Product Moment formula. The formula is like this:

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

Where  $r_{xy}$  = the validity of item test

N = the number of the students

X = number of students who answered correctly

Y = the students' scores

Then, the computation for item number 1 went like this:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{22(539) - (19)(590)}{\sqrt{\{22(19) - (19)^2\} \{22(16884) - (590)^2\}}} \\
 &= \frac{11858 - 11210}{\sqrt{(418 - 361)(371448 - 348100)}} \\
 &= \frac{648}{\sqrt{57 \times 23348}} \\
 &= \frac{648}{\sqrt{1330836}} \\
 &= \frac{648}{1153,62} \\
 &= 0,562
 \end{aligned}$$

To know the index of validity of the item number 1, the writer consulted the result to the table of r product moment with N = 22 and significance level 5% which is r = 0,423. Since the result of the computation was higher than r in the table so item number 1 considered being valid. The index of validity of item number 1 can be seen in Appendix 4.

### 3.8.2 Reliability

Reliability is a general quality of stability of scores regardless of what the test measured.

In this study, the writer decided to use Kuder-Richardson formula 21 in measuring the reliability of the test. This formula uses the number of items in the test, the mean of the set of the scores, and the square of the deviation.

Consulting the Kuder-Richarson formula 21, the computation of the reliability of the test used the following formula:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{M(k-M)}{kV_t} \right)$$

Where  $r_{11}$  = reliability of the test

$k$  = the number of item test

$M$  = the mean of the scores

$V_t$  = the total variants

Before computing the reliability, the writer calculated the mean of the try-out score and the total variants. The computation of them can be seen in Appendix 5.

From the result, which is 0,838, it proved that the result was reliable since the result was higher than  $r_{table} = 0,432$ .

### **3.9 Item Analysis**

After determining and scoring the try out test, an item analysis was made to evaluate the effectiveness of the items. It was meant to check whether each item met the requirement of a good test items or not. This item analysis concentrated two vital features, level of difficulty and discriminating power. In this case, the writer took 22 students from the trout group. These 22 students were divided into three groups consisted of upper group (27%), middle group (46%), and lower

group (27%). The writer only took the students who were in the upper group (6 students) and lower group (6 students). The middle group students were not allowed in the analysis.

JB. Heaton (1975:172) said that all items should be examined from the point of view of their difficulty level of discriminating.

### 3.9.1 Difficulty Level of the Test

The index difficulty of an item simply showed how easy or difficult the particular item proved in the test. It is calculated by using the following formula:

$$IF = \frac{FH + FL}{2N}$$

Where IF = the difficulty index

FH = the number of students in the upper group who answered the item correctly

FL = the number of the students in the lower group who answered the item correctly.

2N = number of students in two groups

According to Suherman (1993:190), the index of difficulty could be classified as follows:

An item with P 0,00-----0,30 was difficult  
 An item with P 0,31-----0,70 was medium  
 An item with P 0,71-----1,00 was easy

Based on explanation above, items number 1, 3, 4, 5, 7, 9, 11, 12, 13, 18, 21, 22, 24, 26, 27, 30, 33, 34, 37, and 38 were considered as the easy items. Items number 2, 6, 8, 10, 13, 16, 17, 19, 20, 23, 25, 28, 31, 32, 35, 36, 39, and 40 were considered as the medium items. While items number 14 and 23 were considered as the difficult items. This could be seen in Appendix 3. While the computation of the difficulty level of item number 1 could be seen in Appendix 6.

### **3.9.2 Discriminating Power**

It was also essential to determine the discriminating power of the test items because it could discriminate between the more and the less able students. Heaton (1975:173) states:

“The discrimination index of an item indicated the extent, to which the item discriminated between the testers, separating the more able testers from the less able. The index of discriminating told us whether those students who performed well on the whole test tended to do well or badly on each item in the test.”

The following formula would be used to calculate the discriminating power of the test items:

$$ID = \frac{FH - FL}{N}$$

Where ID = discrimination index

FH = the number of the students in the upper group who answered the item correctly

FL = the number of the students in the lower group who answered the item correctly

$N$  = number of students in one group

According to Suherman (1993:176), the classification of the discrimination index was presented below:

$D = 0,00$ -----	$0,20$ was poor
$D = 0,21$ -----	$0,40$ was satisfactory
$D = 0,41$ -----	$0,70$ was good
$D = 0,71$ -----	$1,00$ was excellent
$D = \text{negative}$	was very poor

Based on the explanation above, items number 3, 5, 11, 18, 29, 32, 34, 36, and 38 were considered as the poor items. Items number 4, 13, 22, and 26 were considered as the satisfactory items. Items number 1, 2, 6, 7, 8, 9, 10, 12, 14, 15, 16, 20, 21, 23, 24, 25, 27, 30, 31, 33, 35, 37, 39, and 40 were considered as the good items. While items number 17, 19, and 28 were considered as the excellent items. This could be seen in Appendix 3. While the computation of discriminating power of number 1 could be seen in appendix 7.

**CHAPTER IV**  
**RESULT OF INVESTIGATION**

**4.1 Computation between the Two Means**

The score of the vocabulary post-test of the experimental group and the control group are discussed here. The computation of the mean percentage score of the experimental group and the control group is as follow:

$$MX = \frac{\sum X}{N} \qquad MY = \frac{\sum Y}{N}$$

Where:

$MX$  : the mean score of the experimental group

$\sum X$  : the sum of all scores of the experimental group

$MY$  : the mean score of the control group

$\sum Y$  : the sum of all scores of the control group

$N$  : the number of the subject of each group

The score distribution of the experimental group and the control group could be seen in appendix 10.

The computation of the two means of the experimental group and the control group was calculated as follows:

$$\begin{aligned} MX &= \frac{\sum X}{N} \\ &= \frac{1196}{16} \\ &= 74,75 \end{aligned}$$

The mean score of the experimental group was 74,75.

$$\begin{aligned} MY &= \frac{\sum Y}{N} \\ &= \frac{1040}{16} \\ &= 65 \end{aligned}$$

The mean score of the control group was 65.

If we compared the two means it was clear that the mean score of the experimental group was higher than the control group. The difference between the two means was 10,75. To make the analysis more reliable, the writer then analyzed by using t-test formula. The significant difference between the two means could be seen by using this formula:

$$t = \frac{MX - MY}{\sqrt{\left\{ \frac{SSe + SSc}{NX + NY - 2} \right\} \left\{ \frac{1}{NX} + \frac{1}{NY} \right\}}}$$

where:

t : t-test

MX : the mean score of the experimental group

MY : the mean score of the control group

Sse : the deviation of the experimental group

SSc : the deviation of the control group

NX : the number of the subject sample of experimental group

NY : the number of the subject of the control group

Before applying the t-test formula, SSe and SSc had to be found out first.

The step to get SSe and SSc was:

$$\begin{aligned}
SSe &= \sum X^2 - \frac{(\sum X)^2}{NX} \\
&= 91184 - \frac{(1196)^2}{16} \\
&= 91184 - \frac{1430416}{16} \\
&= 91184 - 89401 \\
&= 1783
\end{aligned}$$

The deviation of each value for the experimental group was 1783.

$$\begin{aligned}
SSc &= \sum Y - \frac{(\sum Y)^2}{NY} \\
&= 68688 - \frac{(1040)^2}{16} \\
&= 68688 - \frac{1081600}{16} \\
&= 68688 - 67600 \\
&= 1088
\end{aligned}$$

The deviation for each value of the control group was = 1088.

After getting SSe and SSc value, the t-test formula is:

$$\begin{aligned}
T &= \frac{MX - MY}{\sqrt{\left\{ \frac{SSe + SSc}{NX + NY - 2} \right\} \left\{ \frac{1}{NX} + \frac{1}{Ny} \right\}}} \\
&= \frac{74,75 - 65}{\sqrt{\left\{ \frac{1783 + 1088}{16 + 16 - 2} \right\} \left\{ \frac{1}{16} + \frac{1}{16} \right\}}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{10,75}{\sqrt{\left\{ \frac{2871}{30} \right\} \left\{ \frac{1}{8} \right\}}} \\
&= \frac{10,75}{\sqrt{\frac{2871}{240}}} \\
&= \frac{10,75}{\sqrt{11,96}} \\
&= \frac{10,75}{3,46} \\
&= 3,11.
\end{aligned}$$

#### 4.2 Graders of Achievement

The objective of this study was to find out the students' achievement in learning English vocabulary after they were taught using nursery rhymes as a teaching method. Below was the list of the level of mastery that shows the percentage of the correct answer and grade for the experimental and control group. There are 4 levels of achievement as proposed by Rusli (1986: 412).

Percentage of correct answer	Grade	Level of achievement
85 – 100	A	Very good
70 – 84	B	Good
54 – 69	C	Sufficient
below 54	D	Insufficient

##### a. The Achievement of the Experimental Group

Grade	Frequency		Percentage	
	Pre-test	Post-test	Pre-test	Post-test
A	1	4	6,25%	25%
B	2	6	12,5%	37,5%
C	8	6	50%	37,5%
D	5	0	31,25%	0%
$\Sigma$	16	16	100%	100%

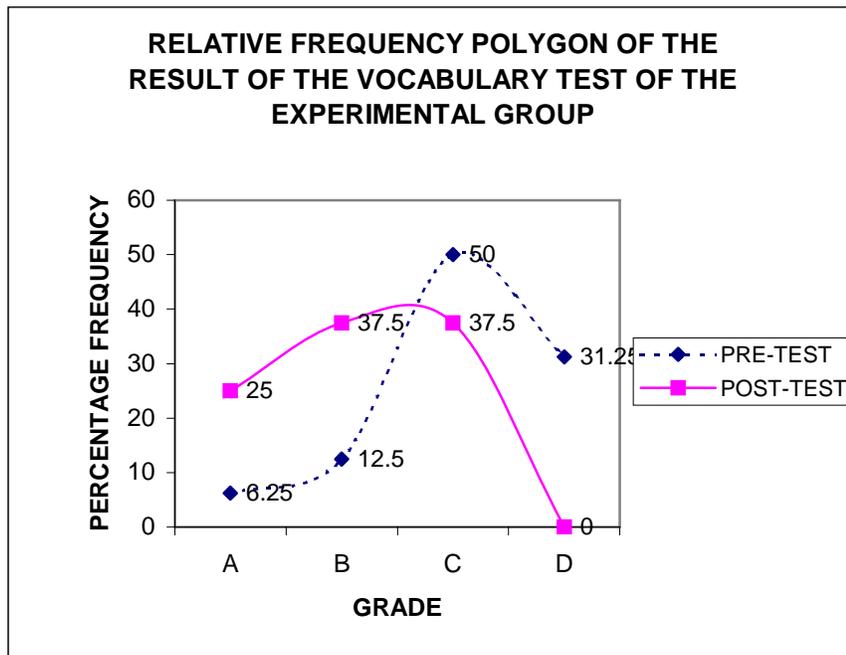
**b. The Achievement of the Control Group**

Grade	Frequency		Percentage	
	Pre-test	Post-test	Pre-test	Post-test
A	0	1	0%	6,25%
B	3	6	18,75%	37,5%
C	5	6	31,25%	37,5%
D	8	3	50%	18,75%
$\Sigma$	16	16	100%	100%

The result of the vocabulary test of the experimental group and the control group for pre-test and post-test is shown in the form of polygon. The vertical line shows the percentage frequency, while the horizontal line shows the grade of the achievement of the score.

There were three polygons described the research findings. The first polygon described the result of the experimental group, the second one showed the result of the control group, and the last polygon showed the result of the test both group.

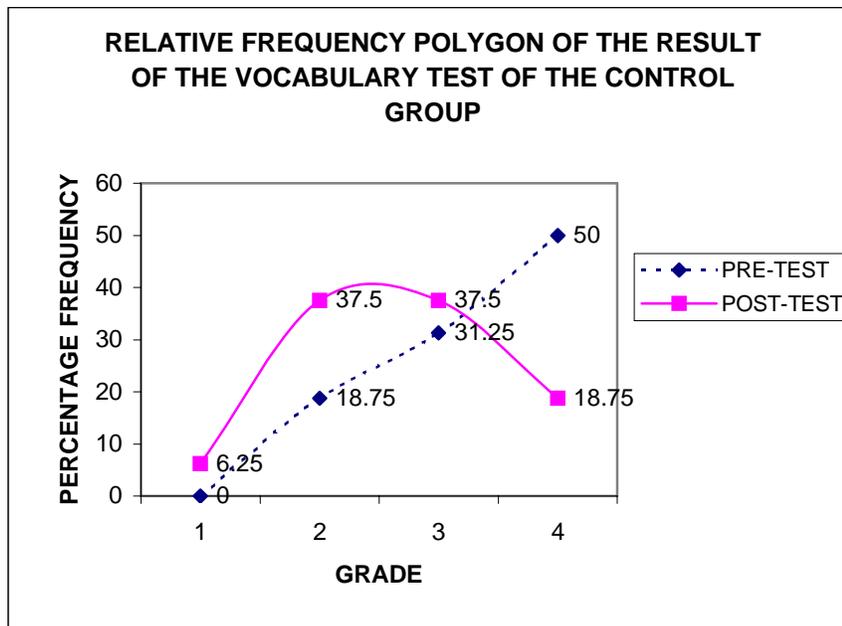
a. The polygon of the result of the experimental group



The polygon shows the result of the vocabulary achievement of the experimental group. The broken line (---) shows the achievement of the experimental group doing the pre-test. The percentage of the students who get A = 6,25%, B = 12,5%, C = 50% and the last D = 31,25%. The solid line (—) shows the achievement of the post-test of the experimental group. The percentage of the students who get A = 25%, B = 37,5%, C = 37,5%, and the last D = 0%.

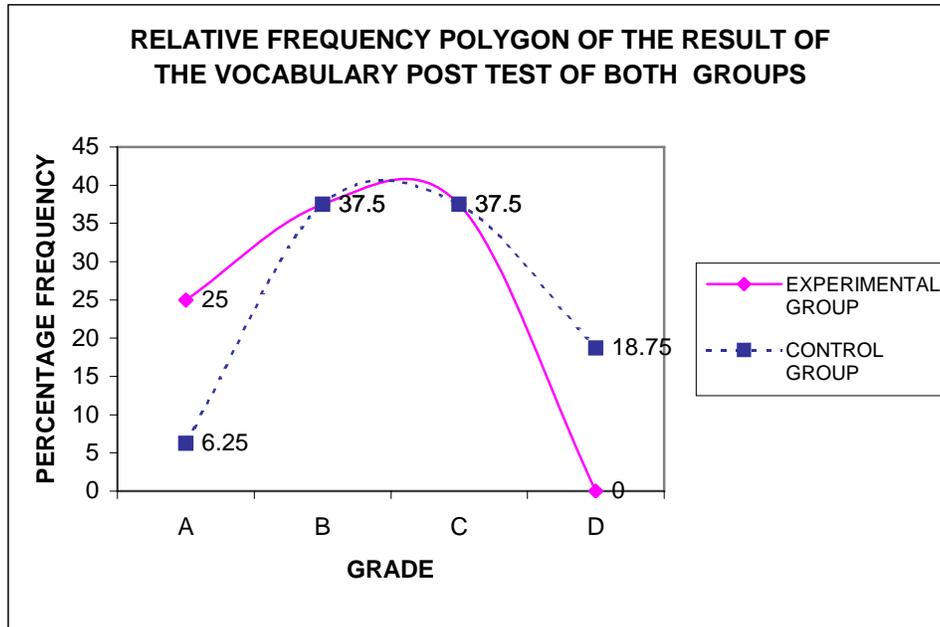
From the discussion above it can be concluded that the result of the post-test is higher than the pre-test.

b. The polygon of the result of the control group



The polygon above shows the result of the vocabulary achievement test of the control group. The broken line (---) shows the achievement of the pre-test of the control group. The percentage of the students who get A = 0%, B = 18,75%, C = 31,25%, and the last D = 50%. And the solid line (—) shows the achievement of the post-test of the control group. The percentage of the students who get A = 6,25%, B = 37,5%, C = 37,5%, and the last D = 18, 75%.

c. The polygon of the result of post-test of both groups.



The polygon shows the result of the vocabulary achievement test of the experimental group and the control group. The solid line (—) shows the achievement of the post test of the experimental group. The percentage students of this group who get A = 25%, B = 37,5%, C = 37,5%, and the last D = 0%. The broken line (----) shows the achievement of post-test of the control group. The percentage of the students who get A = 6,25%, B = 37,5%, C = 37,5%, and the last D = 18, 75%.

From the discussion above it can be concluded that the result of the post-test of the experimental group is higher than the control group's.

### **4.3 The Meaning of the Result**

The objective of this study was to find out the students' achievement in learning English vocabulary after they were taught using nursery rhymes as a teaching method. In the pre-test, the average score of the experimental and the control group were 59 and 56,75. In the post-test, the average score of the experimental group and the control group were 74,75 and 65.

The testing hypothesis indicated that the result of the experimental group was significantly higher than the control group's.

#### **4.5.1 The Advantages and Disadvantages of Using Nursery Rhymes**

Here the writer shows some factors that influence the result of the experiment. The explanation below shows the advantages and disadvantages of using nursery rhymes to teaching English vocabulary at the elementary school.

- a. The advantages of using nursery rhymes to teaching English vocabulary at the elementary school.
  - a.1. for the students
    1. The students have a high interest to the material.
    2. The media makes the students feel the language learning process as an interesting experience.
    3. The students are motivated to be active in the class.
    4. The media can enlarge the students' knowledge and helped them to improve their understanding of the material.

a.2. for the teacher

1. The media helps the teacher establish an interesting way for language learning.
2. The media provides ideas for the teacher to create an interesting activity for the students in teaching and learning process.

b. The disadvantages of using the nursery rhymes to teaching English vocabulary at the elementary school

1. It spends much money to conduct the experiment and time to prepare the equipment for the teacher has to prepare the tape recorder and cassette.
2. The teacher has to spend her spare time to choose nursery rhymes related to the topic, students' level of learning, and students' interest.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

Based on the investigation and discussion in chapter IV, it was concluded:

- (1) There was a significant difference of students' achievement in vocabulary between those taught using nursery rhymes and those taught using conventional technique for the fifth graders of SDN Gunungpati 03 in the academic year 2005 / 2006.
- (2) The use of nursery rhymes in teaching and improving students' vocabulary is more affective than the conventional technique. From the two groups, the measurement showed that the increasing line of the vocabulary achievement of the experimental group was higher than the control group. The t-test measurement obtained 3,11. The critical value for the 30 degrees of freedom at 0,05 alpha level of significant was 2,04. Since the obtained t-value (3,11) was higher than the critical value at 0,05 alpha level of significance (2,04), it was found that the experimental group achievement in vocabulary was better than the control group.

## **5.2. Suggestion**

Based on the conclusion, it was suggested that:

- (1) As the facilitators, motivators, and dinamisators; English teachers should be active in teaching learning process.
- (2) It would be better for English teachers to use nursery rhymes in teaching vocabulary to the students of elementary school than using conventional way.
- (3) Teaching English vocabulary using nursery rhymes needs long preparation, so teachers have to prepare it as well as possible.

## BIBLIOGRAPHY

- Arikunto, S. 1996. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Cullingford, C. 1995. *The Effective Teacher*. London: Cassel.
- Definition of Nursery Rhymes*. <http://www.tesslj.org/Techniques/Saricoban-Songs.html>
- Finocchiaro, M.1973. *The Foreign Language learners: A Guide for Teachers*. New York: Regent Publishing Company, Inc.
- Gay, L.R. 1987. *Educational Research Competencies for Analyzing and Application*. Third Edition. Columbus: Merrill Publishing.
- Gerlach, V.S. and Donald, P.E. 1980. *Teaching and Media a Systematic Approach*. New Jersey: Prentice Hall, Inc.
- Gronlund, N.E. 1976. *Measurement and Evaluation in Teaching*. New York: MacMilan Publishing Co.
- Harmer, J. 2001. *The Practice of English Language Teaching*. New York: Longman.
- Harris, D.P. 1969. *Teaching English as a Second Language*. New York: Mc Graw Hill Book Company.
- Haryadi, S. 2003. *Psikologi Perkembangan*. Semarang: Universitas Negeri Semarang.
- Haycraft, J. 1983. *An Introduction to English Language Teaching*. London: Longman Group.
- Heaton, J.B. 1975. *Writing English Language Test*. London: Longman Group Limited.
- Hornby, A.S. 1994. *Oxford Advanced Dictionary of Current English*. London; Oxford University Press.
- Nursery Rhymes*. [http://www.en.wikipedia.org/wik/Nursery\\_rhyme](http://www.en.wikipedia.org/wik/Nursery_rhyme) (March, 5<sup>th</sup> 2006).
- Nursery Rhyme*. <http://www.ed.Psu/americanreads/Resources/glossary.htm> (March, 5<sup>th</sup> 2006).

- Petty , W.T and Julie, M.J. 1980. *Developing Children's Language*. Boston: Allyn and Bacon, Inc.
- Saylor, J.G. 1981. *Curriculum Planning for Better Teaching and Learning*. Japan.
- Suherman, E. 1993. *Evaluasi Proses dan Belajar Matematika*. Jakarta: Universitas Terbuka, Depdikbud.
- Wahyuni, S. 1997. The Contribution of Visual Aids to the Teaching of Vocabulary. IKIP Semarang. Unpublished S-1 Paper.
- Wendy A, Scott and Yterberg, L.H. 1990. *Teaching English to Children*. New York: Longman.