

**THE INFLUENCE OF USING NURSERY SONG IN LEARNING  
VOCABULARY AT SEVENTH GRADE OF SMP NEGERI 3  
KABUPATEN SORONG**

**THESIS**



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**THE INFLUENCE OF USING NURSERY SONG IN LEARNING  
VOCABULARY AT SEVENTH GRADE OF SMP NEGERI 3 KABUPATEN  
SORONG**

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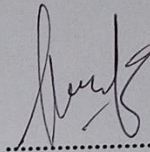
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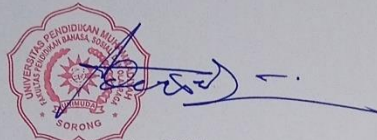
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## **MOTTO AND DEDICATION**

### **MOTTO:**

**“Allah will not burden a person but according to his ability” The Qur’an 2:286**

**(Surah al-baqarah)**

**“Education is the deadliest weapon in the world, because with education you  
can change the world”**

**(Nelson Mandela)**

**“Start now. Start where you are, start with fear, start with pain, start with  
doubt, start with hand shacking, start with voice trembling: but start and don’t  
stop. Start where you are, start where you have. Just start”**

**(Anonymous)**

### **DEDICATIONS:**

I proudly dedicate this thesis especially for:

My beloved one in my life, they are: Mr. Hendri Klau & Mrs. Waginem.

As well as loved ones for their support, and

My Almamater Unimuda Sorong

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## ABSTRACT

Agustina Panca Astuti Klau/148820319033, 2023. **The Influence of Using Nursery Song in Learning Vocabulary at Seventh Grade of SMP Negeri 3 Kabupaten Sorong 2022/2023** Thesis, English Education Department, Faculty of Language, Social and Sport, University of Education Muhammadiyah, February 2023.

The objective of this research is to find out whether or not the use of nursery song influence in learning vocabulary at seventh grade of SMP Negeri 3 Kabupaten Sorong. Related to this research used a pre-experimental quantitative research design. The research design is one group pretests-posttest. The sample of this research was seventh grade students and the total are 20 students. In the collecting data, the researcher used vocabulary test in the form of multiple-choose that is consist of 20 questions for the pretest and posttest. In analyzing the data, the researcher used the SPSS 20 program to calculate research the data. The result finding of the research showed that the result of the t-test is P value  $(0.00) < (0,05)$ . It means that  $H_0$  was rejected and  $H_a$  was accepted. The alternative hypothesis ( $H_a$ ) was there is an influence in learning vocabulary using nursery song between pretest and posttest. In addition, it can be seen from the pretest score was (63,5) improved on posttest score (98,0). It can be concluded that there is an influence in learning vocabulary using nursery song.

**Keywords: Learning Vocabulary, Nursery Song**

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

One of the English subskills that needs to be taught to the students is vocabulary because it plays a crucial part in all other language skills. Without grammar, very little can be communicated, whereas without vocabulary, nothing can, according to David Wilkins in Thornbury (2016). In other words, vocabulary is the first skill that language learners must acquire in order to learn a language. When listening, a student's vocabulary affects how well they comprehend the teacher's speech, the class conversation, and other talks. The words they use when speaking have an impact on how effectively they convey a message.

Students were still had difficulties in the English learning process, particularly when learning vocabulary. According to Coleman and Michael West (in Subyakto, 2012), vocabulary is one of the most important aspects of teaching a language. The student and teacher cannot speak, listen, read, or write unless they have a vocabulary. There were several issues with learning vocabulary: they didn't have a large vocabulary; the students still struggle to memorize vocabulary; the school lacks a language laboratory; the teacher does not frequently expand the students' vocabulary; or the students are bored with the teaching technique. It gives students the impression that English is difficult to understand and makes them bored. As a result, the skills are important to mastery because they help students master their vocabulary lists.

Based on the results of observations made by researchers while participating in the teaching practice program at SMP Negeri 03 Kabupaten Sorong on September 7<sup>th</sup> 2022. The researcher found that many students in 7<sup>th</sup> grade experienced some difficulties in learning English, especially in mastering English vocabulary which affected students in learning English at school. The researcher found that the student's problems in learning English vocabulary such as; (1) students were still unfamiliar with English because they did not receive English lessons in elementary schools ; (2) some students have difficulties in remembering vocabulary and they often even forget the vocabulary that has just been delivered or learned; (3) some students have fairly good vocabulary but need to be further improved; (4) the students only know that nouns are only objects that can be seen and touched, they do not yet understand that places and people are also nouns; (5) researchers have asked them and they said that learning English is difficult and make them less interested in learning English.

Based on the problem above, the researcher used nursery songs in learning English to increase student's vocabulary. The majority of young students like singing songs. Young learners feel delighted and relaxed when they sing along to a song because it is such a joyful pastime. Singing a song can be used as an alternate teaching method for English to young students. It appears that employing songs in the classroom can provide the instructor with a welcome respite that can be incorporated into the curriculum (Blondel & Miller, 2011). Songs may be used to teach students of various skill levels, and

even teachers with a limited supply of resources can make good use of them (Bodden, 2010).

It was determined that using nursery songs to teach vocabulary is one of the good media for motivating junior high school students to learn vocabulary. Junior high school students are given the opportunity to acquire vocabulary in a different way while also having fun in class by employing nursery song. They participate in the teaching and learning process as well as being the topic of it. Based on the statements above, this study takes the title *“The Influence of Using Nursery Song in Learning Vocabulary at Seventh Grade of SMP Negeri 3 Kabupaten Sorong”*.

## **1.2 Formulation of the Research**

Based on the background of the problem above, the formulation of the research is:

Does the use of nursery song influence the student’s vocabulary at Seven Grade of SMP Negeri 3 Kabupaten Sorong?

## **1.3 Objective of the Research**

This research aimed to know whether or not the use of nursery song influence in learning vocabulary at 7<sup>th</sup> grade of SMP Negeri 3 Kabupaten Sorong.

## **1.4 Hypothesis of the Research**

The hypothesis of the research as follows:

- 1. Null hypothesis (H<sub>0</sub>):** the use of nursery song doesn’t influence in learning vocabulary at Seventh Grade of SMP Negeri 3 Kabupaten Sorong.

2. **Alternative hypothesis (H<sub>a</sub>):** the use of nursery song influence in learning vocabulary at Seventh Grade of SMP Negeri 3 Kabupaten Sorong.

### 1.5 Significant of the Research

The result of this research could give a contribution to students, teacher, and other researchers as follows:

- a. For the teacher

The results of this study are expected to be useful for teachers in teaching vocabulary to their students. In other words, this study can inspire teachers to use easy and fun learning methods with nursery songs.

- b. For the students

The result of this study can help students improve their vocabulary and make it easier for them to remember vocabulary by using nursery songs.

- c. For the researchers

The result of the research can be used as reference for those who want to conduct the research in teaching English.

### 1.6 Operational Definition

The title of this research is “The Influence of Using Nursery Song in Learning Vocabulary to The Seventh Grade at SMP Negeri 3 Kabupaten Sorong”. In order to understand the topic of this research easily, the research uses two variables, as follows:

**a. Vocabulary**

Vocabulary is a group of letters that form words that contain information and meaning in a language. Vocabulary is important aspect in a learning a language, because without vocabulary we cannot construct a sentence. Therefore, it is important for every student to master vocabulary when learning English. The kind of vocabulary that will be taught in this research is noun.

**b. Nursery song**

Nursery song is a children's song. Nursery songs have simple upbeat lyrics that can be used as teaching media. It can help students learn English effectively and enjoyably. Especially in vocabulary learning. It can make easier for teachers to teach English in class.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Vocabulary**

##### **2.1.1 Definition of Vocabulary**

Thempleton (2004) claims that a person's or group's vocabulary is made up of all the words they use, understand, or command. Speaking and writing with language is referred to as using expressive vocabulary, which is used to convey concepts. When reading and listening to speech, it is referred to as comprehending vocabulary; the terms "receptive vocabulary" and "hearing and reading vocabularies" are used interchangeably.

Vocabulary becomes the most important aspect in learning English. Some specialists discovered the definitions of vocabulary. Thempleton (2019) asserts that vocabulary is the collection of words used by comprehended by, or under the control of, a specific individual or group. It was utilizing. The term expressive vocabulary is used to describe language utilized in speaking and writing describe the concepts. Understanding vocabulary when listening to a speech is referred to as and reading; listening and reading are referred to as having receptive vocabulary.

According to Barnhart (2008), a person's vocabulary is made up of a variety of words that they utilize to function and communicate.

The foundation of language is vocabulary, which supports participant participation in communication.

The researcher could conclude from the definitions given above that vocabulary is made up of various word combinations that can aid students in understanding what they are studying in class. Students that learn a lot of language can communicate effectively. That implies that vocabulary is crucial for increasing student's knowledge in the classroom.

### **2.1.2 Various of Vocabulary**

The vocabulary consists of four parts, as follows:

#### **a. Noun**

Nouns are words that are used to identify people, animals, places, or ideas. They can also take the form of actions (Marsudi & Darsono 2010). In a sentence, a noun can be used as a subject, direct object, indirect object, complimentary subject, or adverb. A countable noun is a noun that has a singular and plural form and can be preceded by a number or an a/an. As an example, consider a car, a cup, or a bicycle. A noun that cannot be counted is known as an uncountable noun. Two examples are hair and milk. A compound noun is one that is made up of two or more words. Consider the credit card as an example. The fourth type is the Concrete Noun, which is a physical noun.

A Proper Noun is a concrete noun that is similar to the first. (nouns that begin with capital letters and are the name of a person or place.) Common Noun (common nouns) is the second (example: Anggi, Australia). The following noun type is Material Noun (nouns derived from mining or other raw materials, such as a bag, automobile, or chair). Examples include gold, cotton, and oil. The final classification is Collective Nouns (nouns that take the form of a group or group). As an example, army, crew, and team). The last type of noun is an abstract noun, which is a noun with no physical form. Consider the words "knowledge," "agreement," and "friendship."

#### **b. Verbs**

According to Marsudi and Darsono (2010), verbs are words that subjects can use to form the basis of action sentences. The first type of verb is the Ordinary Verb, which is also known as the main verb of the original verb. This verb must appear in a sentence and must come after the auxiliary verb or at the end of the verbs. Bring, make, drink, write, etc. The second type is Auxiliary Verb.

This verb is not required to be in a phrase and comes before the main verb. One type of auxiliary verb is ordinary auxiliary, which is the original auxiliary verb with no dictionary definition. As examples, am, are, is, was, were, and have all been used. The second type of auxiliary verb is modal auxiliary, which has a dictionary definition. Some examples include will, shall, and can. The third is the

auxiliary verb emphasize, which is an affirmative auxiliary verb. This verb has the same meaning as the word really. The verbs "do" and "does," for example, are the linking verb, which connects the subject to its complement, is the third type of verb. To be: is, am, are, were, be, and have been. (become, turn, get, grow) means to be, (continue, stay, keep) means to be consistent, (see, seem, appear) means to be visible, and so on.

The next type of verb is an action verb, which states that the subject is doing something or that something is happening. Then there's the Stative Verb, which is used to describe conditions that don't change or don't tend to change. The sixth category is Regular Verbs, which includes regular verbs as well as past tense and past participle irregular verbs. Arrive, live, and help, for example. Irregular Verb is the seventh. Regular verbs are those in which the suffix -ed or -d is added to the base form to obtain the majority of the past tense (verb-2) and past participle (verb-3) forms (the root form of the verb). Come, meet, and run, for example. There is then the term "transitive verb" refers to verbs that require the presence of an object. Without objects, sentences will be incomplete. last but not least is Intransitive Non-objective verbs are verbs that do not require an object. Come, go, sleep, and so on.

### **c. Adjective**

Adjectives are words that are descriptive, identifying, or measuring and are used to explain nouns (Marsudi & Darsono 2010). The following are the descriptors: A descriptive adjective is one that describes the quality of the noun being discussed. Some examples include good, bad, intelligent, and happy. The second type of adjective is a demonstrative adjective, which indicates an object. Here are some examples: this, that, these, and those. The third point is that a possessive adjective can be used to indicate ownership of something. Some examples include my, your, and their. A distributive adjective is an adjective that describes the characteristics of divided items. For example, every, either, and neither. Following that, a quantitative adjective describes the number of objects in existence. Examples include some, any, no, and many. What, which, and whose are examples of interrogative adjectives that are used to request something.

### **d. Adverb**

According to Marsudi and Darsono (2010), adjectives are words that are commonly used to describe verbs, adjectives, or other adverbs. Adverbs of manner are the first type of adverb, and they describe how or in what way an activity is carried out. The following is an example: quickly, fluently, and comfortably. Adverbs of frequency are used to describe how frequently an

activity is performed. For instance, always, usually, frequently, and infrequently. The third type of adverb is adverb of degree, which describes how much, to what extent, or at what level something occurred. For example, very, so, and enough. The fourth category is time adverbs, which are words that refer to when something occurs or is located. For instance, now, today, yesterday, and tomorrow. The fifth category is adverbs of location. This is used to describe the location. For instance: here, there, and everywhere. The sixth type of adverb is an interrogative adverb, which is used in a word question. For instance, when, what, and where. The following category is relative adverbs, which are used to describe previously mentioned nouns. For instance, when and why. The final type is sentence adverbs, which appear in front of the sentence or clause they describe. For example: surely, unfortunately.

### **2.1.3 Types of Vocabulary**

Vocabulary is an important component of language learning because it connects the four skills of listening, speaking, reading, and writing. Many clarifications have been made by language experts regarding the various types of vocabulary. According to Aebersold and Lee, vocabulary is divided into two categories:

a. Receptive Vocabulary

Receptive vocabulary is vocabulary in which readers have a general understanding of the meaning of a word but are unsure of its many meanings or nuances of meaning.

b. Productive Vocabulary

Productive vocabulary is the vocabulary that people actually use to speak or write.

Furthermore, Schmitt (2014) divides vocabulary into two parts. "Understanding a word is known as receptive knowledge, and it is typically associated with listening and reading. If we can produce a word on our own when speaking or writing, that is considered productive knowledge (passive and active are alternative terms)."

In terms of word characteristics, Nation (2014) classified vocabulary into two types:

1. Receptive knowledge

Receptive knowledge entails knowing how to recognize a word when it is heard or seen, distinguishing it from words with similar forms, judging whether the word form sounds or looks right, recalling its meaning when it is met, determining which shade of meaning is most appropriate for the context in which it occurs, and making various associations with other related words.

## 2. Productive knowledge

Productive knowledge entails knowing how to pronounce the word, how to write and spell it, how to use it in proper grammatical patterns, and using the word to stand for the meaning it represents, as well as being able to think of suitable substitutes for the word if any exist.

According to Cameron (2014) "the words of a language are divided into two groups based on how they are used to construct sentences, namely:

- a. Content words are those that have a lexical meaning even when not used in context.
- b. Function words appear to be primarily used to convey grammatical meaning.

According to Gass and Scinker (2014) there are two types of vocabulary: potential vocabulary and real vocabulary. Potential vocabulary is made up of words that learners will recognize even if they have never seen them in a second language, whereas real vocabulary is made up of words that learners are familiar with after (and because of) exposure.

Regardless of how many experts classify vocabulary, words are a part of people's way of life or words are tools to communicate in language that a person uses to show and tell their opinions and ideas



#### **2.1.4 Teaching of Vocabulary**

The teacher's responsibility when teaching vocabulary is to oversee the student's progress in learning the desired vocabulary. Some principles are the foundation for vocabulary instruction, according to Wallace (2018). These guidelines include purpose, scope, necessity, meaningful presentation, and repetition. Each principal is explained as follows: An objective is something that a teacher hopes to accomplish during the teaching and learning process. In the process of teaching and learning, the instructor must be explicit about his objectives. Wallace needs to decide what vocabulary learning entails. Additionally, he must choose the words that the kids should know.

What kinds of words and how many vocabularies does the teacher expect the students to master? Quantity refers to the quantity of brand-new words that students should be able to master. The amount of vocabulary that needs to be learnt must be determined by the teacher. The choice of how many new terms to introduce in the lesson is crucial. The real figure is still based on a variety of variables, including the class and the students. The learners may become disappointed, discouraged, and confused if there are too many words. Require refers to the phrases that kids actually need, depending on the circumstance. When teaching vocabulary, the teacher must select the terms that the students actually require for conversation.

The students should be placed in an environment where they must communicate and have access to the appropriate language. The new terms should be used constantly since they need to be exposed to them frequently. Only hearing new words once or twice rarely results in our remembering them. Students should keep learning new vocabulary until they have mastered the vocabulary of the target language.

The definition of meaningful presentation is the precise and unmistakable meaning of words. The meaning of each phrase must be understood by the students in a clear and precise manner. In order to achieve this, the words must be presented in a way that makes the denotation or reference completely plain and unambiguous. Presenting the scenario simply implies that the words selected should reflect the circumstance. When teaching vocabulary, the words we choose can change depending on the context and level of familiarity we have with the listener (from informal to formal).

Therefore, it is important for students to learn vocabulary in context. Thus, when teaching vocabulary, teachers must take into account the aforementioned elements (goals, quantity, need, frequent exposure, meaningful presentation, and context presentation), which affect the students' ability to learn the vocabulary that is being taught to them.

## **2.2 Nursery Song**

### **2.2.1 Definition of Nursery Song**

Generally written by an anonymous author, a nursery rhyme is a brief lyric or song for kids. These poems are "very rhythmic, neatly rhymed, and popular with tiny children" (Temple, Martinez, & Yokota, 2015). In North America, the older "Mother Goose Rhymes" were still frequently used in elementary classrooms. These rhymes were considered traditional ones for young children in Britain and many other nations. Their usage dates from the 19th century. Betsy Hearne, referenced by Norton and Toohey (2011), highlights the allure of these rhymes and observes that "Nursery Rhymes were only a step away from song in their fluctuating rhythm and compacted tale elements." Nursery rhymes, as opposed to lullabies, were seen as waking songs; they contained interesting phrases that adults might sing to or chant with children. Because of the strong oral tradition behind many of those anonymous verses, one could frequently discover echoes of these poems in collections by later writers.

### **2.2.2 The Types of Nursery Rhymes**

According to Brewster (2019) Nursery rhymes divided into several types, as follows:

- a. Type of physical activity songs (movements, gestures, applause)

The thing that is developed through this type of song is power remember, concentration, coordination, vocabulary, vocabulary structure, social skills. Example: *Hockey Pockey*.

b. Type of activity songs using the hands

The thing that is developed through this type of song is power memory, concentration, coordination. Examples of songs of this type including: *Two Fat Gentlemen, Met in a Lane* and *Tommy Thumb, Tommy Thumb*.

c. Game song type

The thing that is developed with this type of song is development of social relations, physical, and others. An example of this type of song is *Here We Go Round The Mulberry Bush*.

d. Types of Song Numbers and calculations

The thing that is developed with this type of song is power remember, concentration, coordination, counting, vocabulary, structure vocabulary. Examples of songs of this type are *10 Green Bottles, 5 Currant Bun, 10 Fat Sausage, Over in The Meadow, When Goldilock Went to The House of The Bears, and One Two, Buckle My Shoes*.

e. Short dialogue song type

The thing that is developed with this type of song is language award for communication tools. Examples of type songs these are

1,2,3,4, *Once I Caught a Fish Alive*, *Tommy Thumb*, and *Who Stole The Cookies from The Cookie Jar*.

- f. Types of repetition, accumulation, rhyme, word forms imitating sounds

The thing that is developed with this type of song is power remember, predict, appreciate rhymes and sound words, pronunciation. Examples of songs of this type are *10 Fat Sausages*, *One, Two, Buckle My Shoe*, *The Wheels on The Bus*.

- g. Narrative type

The thing that is developed through this type of song is developing understanding of narrative stories, developing power memory and logical thinking, as well as the development of an appreciation for the arts plays such as songs and rhymes that are acted out. Sample songs of this type are: *I Had A Little Brother*, *Miss Polly Had A Dolly*, *There Was An Old Lady Who Swallowed A Fly*, *There Was A Princess Long Ago*, *When Goldilock Went to The House Of The Bears* and *London Bridge Is Falling Down*.

- h. Type of customization to a particular theme or topic

Things that can be developed through this type of song are vocabulary and vocabulary structure. Examples of songs of this type are *Heads, Shoulders, Knees, and Toes (the body)*, *Old Mcdonald Had a Farm (farm animal)*, *I Hear Thunder (the*

*weather*), *I Can Sing A Rainbow* (*the weather and color*), and others.

i. Scary rhyme type

The things that can be developed through the song Jeni here are sound control, appreciation of dramatic effects and tension. Examples of songs of this type are *in A Dark, Dark wood*.

j. Type of speaking using words that start with the same it says

Things that can be developed through this type of song are awareness of alliteration, rhythm and emphasis. Examples of songs these types are *Tongue twisters, Limerics, Nonsense Verse*, and etc.

k. Instructional message type

The thing that is developed in this type of song is awareness to be on time in carrying out daily activities. An example of this type of songs is *Here We Go Round to The Mulberry Bush* (*personal hygiene*) and *1, 2, 3, 4, Please Come in and Shut The Door* (*Get To School On Time*).

l. Type of knowledge of famous places.

The things that are developed from this type of song are knowledge of geographical and historical circumstances. Examples of type songs this is *London Bridge Is Falling Down*.

m. Special event type

The things that are developed from this type of song are development of knowledge about culture in other countries. Examples of this type of song are *Happy Birthday* and others.

There were 3 themes chose by the researcher for this study, namely Food, Place and Profession. The researcher chose these 3 themes because these themes were being studied by Seventh Grade students in semester two. Types of nursery rhymes for the three themes above are types of customization to a particular theme or topic. This type is often used in learning English because the teacher sometimes likes to find English songs according to the theme to be studied or compose songs according to the learning theme using existing songs. The Nursery Songs' title of the three themes above are *Where are You Going?* for the Place theme, *The Lunch Song* for the Food theme, and *What Do You Do?* for the Professions theme. The songs used in this study are based on a collection of nursery songs sourced from YouTube. Songs that have been selected chose are songs that students can follow and easy to understand.

### **2.2.3 The Characteristics of Nursery Song**

According to Bodden (2011; referenced in Sayakhan and Bradley, 2014), nursery rhymes include a few distinguishing features. They adopt no regular form. Some are brief, having four lines or fewer, while others are lengthy and have numerous verses.

The majority of nursery rhymes have excellent rhyme and rhythm and are musical. Then, because of those qualities, it is simple and enjoyable to memorize nursery rhymes.

Additionally, according to York (2011; quoted in Pour and Tavakoli, 2017), nursery rhymes are straightforward poetry in a particular language that kids can learn and appreciate. Furthermore, according to Dodson (2017), as referenced by Pour and Tavakoli (2017), nursery rhymes are simply sentence that have been placed to music. Children enjoy singing songs, as is well known. According to Blondel and Miller (2011), as cited in Pour and Tavakoli (2017), singing in class appears to be a good way for teachers to take a break while still covering material from the curriculum. Nursery rhymes with music were employed in this study because they help students enjoy their time in class.

#### **2.2.4 The Advantages of Using Nursery Song**

Nursery rhymes contain some qualities that can aid children in learning English, thus teachers can use them to teach English, particularly when teaching vocabulary. (Scott and Ytreberg, 2017, Dodson 2017; as quoted in Pour and Tavakoli, 2017, Murphey, 2017; as cited in Pour and Tavakoli, 2017), there are some advantages of nursery rhymes. First, children can enjoy the teaching and learning process by singing nursery rhymes. Second, the short, simple lyrics of nursery rhymes make it simple for students to



acquire and retain foreign languages. Third, children's literature helps keep students' interest. As a result, it may be said that nursery rhymes are a helpful technique for teaching students a language.

#### **2.2.4 The Procedures of Using Nursery Song in Teaching Vocabulary**

Curtain and Dahlberg (2019, referenced in Rubio and Conesa, 2015) propose the following approaches for teaching vocabulary in the classroom using nursery rhymes:

**First:** get the students ready.

Tell them what they are about, use visuals and motions to help them learn the song, and play the audio or the whole rhymes so the students know what they are going to perform.

**Second:** Go over the words again.

Ascertain that the children grasp the terms or, at the very least, the crucial words. They will then love singing the rhymes.

**Third:** Sing the song word for word.

Say the song out loud, line by line, and have the students repeat the words. If the song is written on the board, use a pointer or a ruler to keep track of the words.

**fourth:** sing one line at a time.

Sing the first line of the song to the students, then ask them to repeat it. Repeat the first line numerous times until the student can sing it on his or her own. Then, practice the first line followed by the second

line multiple times until the students are able to sing independently.

Practice until you get to the last line. Finally, put the tune together.

**Fifth:** incorporate rhythmic accompaniments.

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

In this research, the researcher adapted the teaching procedures from Curtain and Dahlberg (2004) as mentioned above. The procedures were follows:

1. The researcher made sure that all students were ready to learn, tell students about the nursery song that will be played, all students listen to the nursery song being played carefully, repeat the song several times until students are familiar with the song.
2. After the students were familiar with the song, we can guide the students to sing the song together.
3. After playing the nursery song, the researcher asked students what they could understand from the song that has been played, after they have expressed their opinion, tell them what the song was about.
4. Asked the students again what words they could understand from the lyrics of the nursery song and what words are unfamiliar to them. after that, the researcher explained to them the meaning of the word they don't understand.

5. Discussed the words obtained from the song with the students and classify the words, especially focusing on the nouns contained in the song such as things, people, and places.
6. Then, asked students the meaning of a difficult word, randomly to make sure they understand the word discussed earlier. after making sure everyone understands, we can give assignments to students related to the vocabulary used in the nursery song that has been sung.

In this study, the researcher played one nursery song with a different theme and topic at each meeting in the experimental class. At the first meeting the researcher taught vocabulary using a nursery song entitled *The Lunch* with the topic of food, at the second meeting there was nursey song entitled *What Do You Do?* With the topic of places, and the third meeting there was using nursery song entitled *Where Are You Going?* With the topic of place. These songs were chosen because it was relevant to the topic being taught and it was simple for students to understand.

### **2.3 Previous Study**

There were some researchers that had underline the similar method. Some of those following findings were:

First, SARI (2008) conducted a study entitled "*improving students' Pronunciation Using Nursery Rhymes For The Fifth Grade Students Of SDN 03 Kranjakuon Kaliwungu Kendal: An*

*Action Research*". The purpose of this study was to describe the implementation of teaching English pronunciation through Nursery Rhyme, the results of teaching pronunciation through Nursery Rhyme, and the students' reactions to the implementation of teaching pronunciation through Nursery Rhyme. The researcher used the nursery Rhyme technique to achieve the research objectives, which included four steps: planning, implementing, observing, and reflecting. The study took place at SDN 03 Krajankulon Kaliwungu Kendal.

Second, Li -Shan Wu (2015) conducted a research entitled "Application of English Songs and Nursery Rhymes on Developing Taiwanese Children Phonological Awareness and Learning Motivation". The present study aimed to explore the effects of English Songs and Nursery Rhymes Instruction on Taiwanese young children's English learning motivation. The main findings of the study showed that English songs and nursery rhymes instruction facilitated the development of young Taiwanese students' English learning motivation and the development of their behaviors, such as singing, dancing and performing in front of the class.

Based on the previous research mentioned above, it could be concluded that nursery songs can be used as an easy and fun medium for learning English for students. There are differences between the previous research and this research, namely related to the

participants involved in the research, the type of student sub-skills to be achieved, namely pronunciation, and the focus of research achievements in previous studies, namely related to student motivation and courage. In this study, the researchers focused on using nursery songs as a medium for teaching vocabulary with noun material and the participants involved are seventh grade students of SMP Negeri 3 Kabupaten Sorong.

## 2.4 Conceptual Framework

The researcher in this study wanted to know the influence of nursery song media on teaching English vocabulary. The following figure describes the conceptual framework that underpins this research:

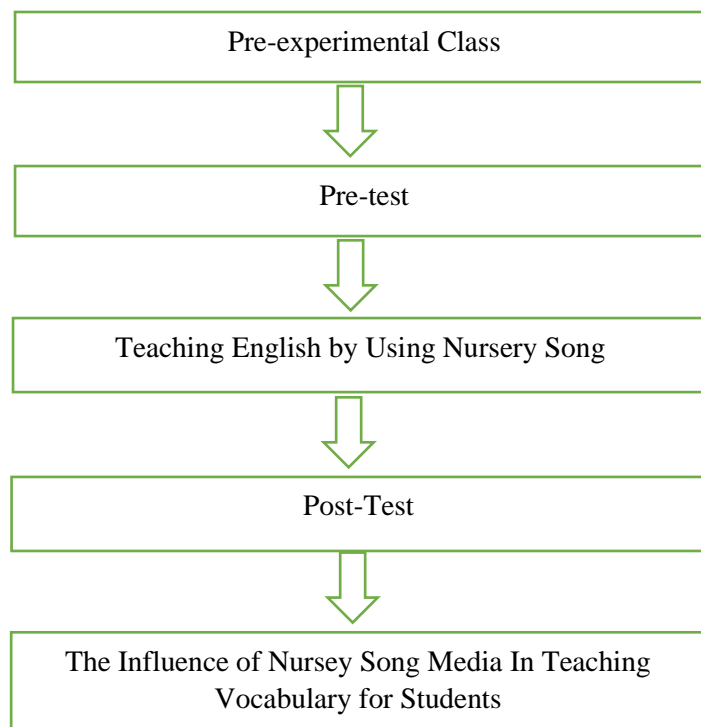


Figure 2.4.1 conceptual Framework

This research was taught vocabulary because student still have a problem in lack of mastery vocabulary. The researcher taught vocabulary using nursery song as a learning media because nursery song has simple tones and language that easily understand by students, especially for those who are still beginner in learning English. Therefore, the researcher conducted a pre-experiment class in seventh grade. The researcher using Pre-test and Post-test of technique collecting data. The researcher was conducted teaching vocabulary using nursery song and to know that was give influence or not. If this media was influenced the students' vocabulary, it was a good media for teachers and students in learning vocabulary.

**CHAPTER III**  
**METHODOLOGY OF THE RESEARCH**

**3.1 Research Design**

The research used a pre-experimental design with quantitative data. Pre-experimental design is a research technique that assesses how the researcher's intervention affect the experiment before the actual experiment was conducted. The simplest type of study design is pre-experiments. In a pre-experiment, one or more groups were observed after receiving a treatment that is thought to affect change. Pre-test and Post-test are the two forms of the pre-experimental design. The pre-test was given to the students by the researcher to ascertain their vocabulary. The treatment was delivered by the students while employing a nursery song. The students complete the post-test at the end. The post-test was used by the researcher to determine whether or not the influence was on their vocabulary teaching.

**Table 3.1 One Group Pretest-Posttest Design**

Pretest	Treatment	Posttest
Y <sub>1</sub>	X	Y <sub>2</sub>

Note:

Y<sub>1</sub> = pre-test

X = teaching vocabulary using nursery song

Y<sub>2</sub> = post-test

### **3.2 Research Variables**

There were two variables in this research, which are independent variables and dependent variables. As follows:

a. Independent Variables

The independent variable in this study was nursery song.

b. Dependent Variables

The dependent variable in this study was students' vocabulary.

### **3.3 Setting of the Research**

a. Location of This Research

The research was conducted at SMP Negeri 3 Kabupaten Sorong. This school that placed at Merpati street, Klamalu Village, Mariat district, Sorong regency.

b. Time of the Research

This research was conducted on March 24<sup>th</sup> 2023 until April 5<sup>th</sup> 2023.

### **3.4 Population and Sample Research**

a. Population

This research's population consists of seventh-grade students at SMP Negeri 3 Kabupaten Sorong. The seventh grade has a total of 20 students. It only consists of one class.



Class	Male	Female	Total
7 <sup>th</sup> Grade	8	12	20

b. Sample

The researcher could be purposive sampling to take sample of this research. According to Arikunto (2010), Purposive sampling is the process of selecting samples based on a specific purpose rather than level or area. Purposive sampling is an acceptable type of sampling for special situations. This study's sample consists of seventh grade students from SMP Negeri 3 Kabupaten Sorong. There are total of 16 students. Male: 8 and female: 12

### **3.5 Data Collection Technique**

#### **3.5.1 Data Collection Technique**

In this research, the researcher used a test to collect data. The test was intended to determine the students' vocabulary mastery in understanding the content. The researcher using a test as the instrument for data collection for this study. The test divided into two types:

**a. Pre-test**

The pre-test was given to students in the experimental class. This test is used to determine the background of students' ability and achievement in vocabulary. The researcher provided

20 multiple-choice questions in the pre-test. This test is administered at the first meeting.

**b. Post-test**

Post-test was given to students after being given technical treatment in the experimental class. The researcher gave a test of 20 multiples choice questions to students at the last meeting to determine the development of students' vocabulary mastery after practicing the nursery song.

**3.5.2 Instrument**

To collect the data, the researcher administers a test to students of SMP Negeri 3 Kabupaten Sorong. This study includes two tests: a pre-test and a post-test for the experimental class. The data for this study are the results of the students' pre-test and post-test. The data was collected by offering a post-test to the experimental class. The researcher uses 20 multiple-choice questions that focus on noun with the topics of Profession, Food, and Places. This questions for pre-test and post-test to assess the students' vocabulary.

**3.6 Technique of Data Analysis**

The researcher evaluates the data used the statistical product and service solutions (SPSS) application, the researcher gathered the data and processed the solution to the problem. Following is the procedure, process, and data analysis:

### 3.6.1 Scoring the students answer the questions

A matching word vocabulary test was given to the researcher. There are 20 multiple choice questions. In a multiple-choice test, the right response received a score of 1, whereas the incorrect response received a score of 0 by using this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = Score

R = The number of correct answers

N = The number of questions

**Table 1. The Classification of Students' Score Vocabulary**

<b>The Level Score</b>	<b>Category</b>
Excellent	96-100
Very Good	86-95
Good	76-85
Average	66-75
Fair	56-65
Poor	36-55
Very Poor	0-35

(source: Combe, C. 2013)

### 3.6.2 Mean

The mean score is the average of the scores. Darmadi calculated the score based on the results of the pretest and posttest

(2011). The mean score is calculated by the researcher using the following formula:

$$M = \frac{\sum X}{N}$$

Where:

M = Mean of student's score

$\sum X$  = the sum of student's score

N = total number of student's

### **3.6.3 Normality Test**

The purpose of this normality test was to determine whether the data are netted from each variable with a normal distribution. The Kolmogorov-Smirnov method was used in this normality test (test K-S). Normality test results are decided using the Kolmogorov Smirnov (Test K-S) method if the significance value  $> 0.05$  indicates that the data is from a normal distribution population and if the significance value  $0.05$  indicates that the data is from a non-normal distribution population.

### **3.6.4 Paired Sample T-test**

Test Paired Sample T-test was a test used for two samples of paired data. The same sample was used in this test, but it was given a different treatment. Typically, the researcher want to compare data before and after treatment (post-test). To analyze the data, the researcher used SPSS version 20.

The following factors are considered when using the paired sample t-test method:

- 1) If the P-Value is significance value  $> 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. It means that nursery song give influence in teaching vocabulary for students at Seventh Grade of SMP Negeri 3 Kabupaten Sorong.
- 2) If the P-value is significance value  $< 0.05$ , then  $H_0$  accepted and  $H_a$  rejected. It means that nursery song doesn't give influence in teaching vocabulary for students at Seventh Grade of SMP Negeri 3 Kabupaten Sorong.

## CHAPTER IV

### FINDING AND DISCUSSIONS

#### 5.1 Findings

This analysis describes detailed explanation of the rate percentage of pretest and posttest, mean score and standard deviation, Inferential analysis in pretest and posttest

This research was conducted five meetings. The researcher gave a pretest at the first meeting to know the score of students before they were given treatment, and the last of meeting gave a posttest to know the score after they were given treatment.

In the second meeting, the researcher conducted treatment by teaching vocabulary using the nursery song. Before starting the learning activity, the researcher prepared the tools used for teaching, such as a projector and loudspeaker. When the learning activities began, the researcher showed a nursery song video entitled *The Lunch* with the theme of food. The researcher showed the video several times until the students got used to it, then guided all the students to sing together. After that, the researcher discussed with students the meaning of the song. Then, the researcher asked students to mention the vocabulary related to food in the song. Then, the researcher explained the vocabulary and its translation according to the song, namely *chicken nuggets, carrot sticks, grapes, potato chips, rice, beans, leafy greens, tomato sauce, bread, ham, cheese, broccoli, apple, sandwich, potatoes, roast beef, peanut butter, and celery*. Then, the

researcher recited it with all the students until they could pronounce it correctly and understand the vocabulary that had been taught. To ensure that all students understood, the researcher gave questions about the vocabulary to the students randomly.

In third meeting, the researcher taught the same method as in the previous meeting by showing a nursery song entitled *what do you do?* This song is themed about profession. The vocabulary taught in this song are *astronaut, athlete, firefighter, builder, doctor, businessman, artist, police, dancer, musician, teacher, and chef.*

At the fourth meeting, the researcher taught vocabulary with the topic of place and showed a nursery song entitled *where are you going?*. The vocabulary taught in this song are *shop, park, pool, bank, shopping mall, library, amusement park, bus stop, airport, subway station, zoo, and beach.*

#### 4.1.1 The Students Vocabulary in Pretest and Posttest

Table 4.1 The Rate Percentage Students Vocabulary of Pre-test and Post-test

No	Classification	Range	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	90-100	4	20	20	100
2	Good	70-89	8	40	0	0
3	Fair	50-69	7	35	0	0

4	Poor	30-49	1	5	0	0
5	Very Poor	10-29	0	0	0	0
<b>Total</b>			<b>20</b>	<b>100</b>	<b>20</b>	<b>100</b>

Table 4. show the rate percentage students vocabulary of pretest and posttest. In pretest there are (1%) student get poor score, there are 7 (35%) students get fair score, there are 8 (40%) students get good score, and there are 4 (20%) students get very good score. In posttest 20 (100%)

#### 4.1.2 Mean Score and Standard Deviation

Table 4.2 Mean Score and Standard Deviation

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre-test	63.50	20	14.151	3.164
post-test	98.00	20	2.991	.669

Table 4.2 show that the mean score of students in pre-test is 63.50 with standard deviation is 14.151 while, in post-test is 98.00 with standard deviation 2.991 it indicated that mean score of the students in post-test is higher.

#### 4.1.3 Normality Test



### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttest	.149	20	.200 <sup>*</sup>	.942	20	.265
pretest	.144	20	.200 <sup>*</sup>	.944	20	.281

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above used to know whether the data is distributed normally or not. In this research, the kind of normality test used is Shapiro-Wilk because the total of the sample is less than 50. In pretest the significant score is 0.265 and in posttest the significant score is 0.281. So, in both of pretest and posttest the data is distributed normally because the significant score is higher than 0.05.

#### 4.1.4 T-Test Result

##### Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 pre-test- post-test	-34.500	14.591	3.263	-41.329	-27.671	-10.574	19	.000	

The data analysis above used to know whether there is a significant different score between pretest and posttest or not. Statistically, there is a significant different score if the P-Value is smaller than 0.05 and there is no significant different score if the P-Value is higher than 0.05. From the data above, we can see that there is a significant different score between pretest and posttest because the P-Value (0.000) is smaller than the P-Value (0.05). It means that the students' vocabulary score between pretest and posttest is significantly different. In other words, it can be stated that there is a significant difference after giving the treatment.

#### 4.1.5 Discussion

Based on the result of research, it has shown that nursery song influenced students in learning vocabulary from the result above, it can be seen that the result of students' posttest in experimental class was higher than in the control class. The result indicated that there was an improvement in the students' vocabulary mastery by using Nursery Song. That was evidenced by the mean on pretest was (63,5) and the students were improved on posttest is (98,00). Where the mean score on posttest was (98,00) with the KKM (70).

In addition to the normality test with the result of the P-value  $< (0,05)$ ,  $H_0$  was rejected and  $H_a$  was accepted. So that the alternative hypothesis ( $H_a$ ) was the use of nursery song influence in learning vocabulary at seventh grade of SMP Negeri 3 Kabupaten Sorong.

Based on the explanation previously, it seemed that nursery song was good media in learning vocabulary. The students become more active, cheerful, and motivated in learning vocabulary and more enthusiastic while they are doing the instructions in the treatment. When researcher ask the students to spell the vocabulary that gives in the treatment, they tried the best to spell it.

In this research also found that implementation of nursery song made the students easily memorizing the vocabulary, they didn't require much effort and didn't waste much time to memorizing the vocabulary. It was supported by the repetition of words in the nursery song. As stated by Tze Lui in his Journal that nursery rhymes make the students motivated and feel excited to learn English because the song has facilitated by vocabulary retention. Bodden & Bradley

(2014), in addition, nursery rhymes can be fun activity that can attract the students' interest and motivation in learning vocabulary, because the characteristic of nursery rhymes are interesting and delightful to remember.

So, in this research, the researcher found that there was an influence of using nursery song in learning vocabulary at seventh grade of SMP Negeri 3 Kabupaten Sorong.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 CONCLUSION

Based on the result of the study, it could be concluded that research conducted was an experimental study that through nursery song in learning vocabulary. The result showed that applying the nursery song was influence in teaching vocabulary. It can be seen that the result of the normality test was P-value  $(0,00) < (0,05)$ , which means that there is a significant difference between the pretest and posttest. So, the alternative hypothesis was accepted (the use of nursery song influence in learning vocabulary), and the null hypothesis is rejected. In addition, the mean score on the pretest (63,5) improved on the posttest (98,0).

It was determined that using nursery song to teach vocabulary was the good media for motivating junior high school students to learn vocabulary. Junior high school students were given the opportunity to acquire and improve vocabulary in a different way while also having fun in class by employing nursery songs.

#### 5.2 SUGGESTIONS

Referring the conclusion above, the researcher would like to propose some suggestions. They are as follows:

##### 1. Suggestion for Teacher

- a. Knowing that nursery songs can be used as an effective method of learning vocabulary, teachers are advised to apply nursery songs as an alternative learning media to improve students' vocabulary, because students can easily understand vocabulary learned through songs.
- b. The teacher should make the class interesting and pleasant. Here, using nursery songs could assist students in comprehending English and keep them interested and motivated to improve their vocabulary.

## **2. Suggestion for Students**

The students have more practice in learning English especially in vocabulary. Because when they do not more practice, they will not have a lot of vocabulary. By using nursery song as a media in learning vocabulary, the students hopefully more motivated and getting good score in English vocabulary.

## **3. Suggestion for Next Researchers**

Considering that using nursery songs has been proven to be beneficial in teaching vocabulary, it is proposed that further research be conducted to find out the significance of nursery songs and levels. Hopefully, it can be applied as a source of knowledge for future researchers who want to do additional research on the improvement of other skills by employing nursery rhymes as a media in teaching English.

Finally, the researcher hopes that this thesis will be of use to English teachers, students, and other researchers.

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# APPENDIX



## APPENDIX 1

### INSTRUMENT OF VOCABULARY TEST

#### Pretest

##### SOAL BAHASA INGGRIS (PRETEST)



1. what is that place?

- a. School
- b. House
- c. Hospital
- d. Supermarket

2. which one is the picture of "fried chicken" bellow?



a.



b.



c.



d.



3. who is he?

- a. A pilot
- b. A doctor
- c. An artist
- d. A teacher



4. what is that place?

- a. Bathroom
- b. Classroom
- c. Kitchen
- d. Living room



5. What is that?

- a. A
- b. A watermelon
- c. An orange
- d. A tomato

6. My father is a firefighter. Which one the picture of "firefighter"?




7.  what is his job?

- a. A businessman
- b. A pilot
- c. A driver
- d. A nurse

8.  what is that place?

- a. School
- b. Hospital
- c. Beach
- d. Pool

9.  what is her job?

- a. Doctor
- b. Astronaut
- c. Nurse
- d. Teacher

10.  my name is Alfa. I am a .....

- a. Doctor
- b. Farmer
- c. Student
- d. Dentist

11.  what is this?

- a. Vegetables
- b. Fruits
- c. Fried chicken
- d. Banana



12. what is that?

- a. Carrot
- b. Milk
- c. Chocolate
- d. cheese

13. I want to be an athlete. Which picture of **athlete** bellow?



a.



b.



c.



d.



14. What is that?

- a. Beans
- b. Cucumber
- a. Celery
- c. Salad

15. Which one the picture of "subway station" bellow?



a.



b.



c.



d.



16. what is this place?

- a. Amusement park
- b. Library
- c. Shopping mall
- d. Bank



17. what is that place?
- a. Park
  - b. Zoo
  - c. Swimming pool
  - d. River



18. what is his job?
- a. Builder
  - b. Businessman
  - c. Firefighter
  - d. Chef

19. "I want to be a **dancer**". Which picture of **dancer** bellow?



20. My father is a **builder**. Which picture of **builder**?



# INSTRUMENT OF VOCABULARY TEST

## POSTTEST

### SOAL BAHASA INGGRIS (POSTTEST)

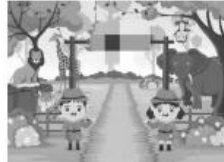


1. what is that?
- a. An orange
  - b. A tomato
  - c. A grape
  - d. A potato

2. I like singing and I want to be a musician. Which picture of **musician** bellow?

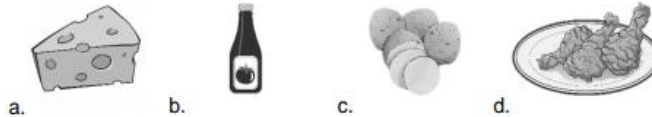



3. what is that?
- a. An orange
  - b. A pineapple
  - c. A banana
  - d. An apple




4. what is that place?
- a. Pool
  - b. Zoo
  - c. Museum
  - d. Park

5. Which picture of "fried chicken"?




6.  who is he?  
a. An astronaut  
c. A pilot


- b. A student  
d. A teacher

7.  what is that place?  
a. Zoo  
c. Bank

- b. Bus stop  
d. Airport

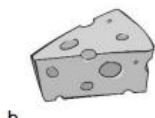
8.  what is that?  
a. An orange  
c. A broccoli

- b. A carrot  
d. A banana

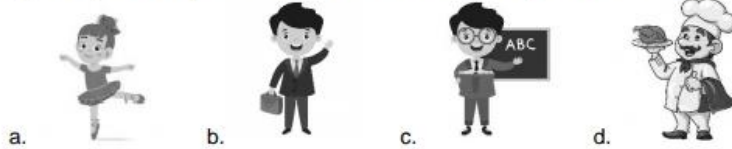
9.  "I love cooking, I am a ....."  
a. Doctor  
c. Police

- b. Teacher  
d. Chef

10. Which picture of **chicken nuggets** bellow?




11. "My hobby is dancing and I want to be a dancer". Which picture of **dancer** bellow?




- a. Foods
- b. Places
- c. Drinks
- d. Profession

12.  I like singing and I want to be a .....

- a. Astronaut
- b. Pilot
- c. Musician
- d. Soldier

13.  what is that place of the picture?

- a. Kitchen
- b. Museum
- c. Bedroom
- d. Library

14.  what is that food of the picture?

- a. Salad tossed
- b. potatoes
- c. Chicken dumpling
- d. Fried rice

15.  what is that place?

- a. Shop
- b. Mountain
- c. Pool
- d. Beach

16. Which one picture of **tomato sauce** bellow?



17.



what is that?

- a. Apple
- b. Peanut butter
- c. Fried chicken
- d. Ham

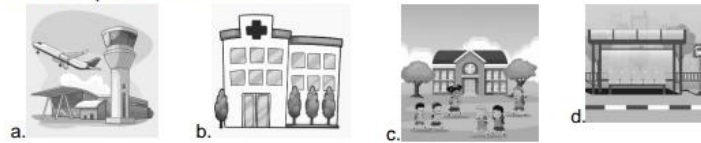
18.



what is his job?

- a. Artist
- b. Firefighter
- c. Police
- d. Athlete

19. Which one picture of **school** bellow?



20.



what is his job?

- a. Teacher
- b. Doctor
- c. Police
- d. Pilot



### ANSWER KEY

NO	PRETEST	NO	POSTTEST
1.	C	1.	A
2.	B	2.	B
3.	C	3.	D
4.	D	4.	B
5.	C	5.	D
6.	D	6.	A
7.	B	7.	D
8.	C	8.	C
9.	C	9.	D
10.	C	10.	A
11.	B	11.	A
12.	D	12.	C
13.	D	13.	D
14.	A	14.	A
15.	C	15.	C
16.	A	16.	B
17.	C	17.	B
18.	A	18.	C
19.	A	19.	C
20.	D	20.	A

## APPENDIX III

### LESSON PLAN

Nama Sekolah : SMP Negeri 3 Kabupaten Sorong

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/Genap

Materi Pokok : Food, Place, Profession

Alokasi Waktu : 4 x Pertemuan

#### A. Kompetensi Dasar

1. Peserta didik mampu mengidentifikasi kosa kata terkait makanan, profesi dan tempat.
2. Peserta didik terampil menggunakan kosa kata yang relevan dengan akurat setelah melakukan berbagai kegiatan berbahasa Inggris.
3. Peserta didik mampu mengidentifikasi makna kosa kata

#### B. Indikator

1. Mengucapkan kosa kata dalam Bahasa Inggris terkait makanan, tempat, dan profesi secara lisan dengan ucapan yang benar.

#### C. Tujuan Pembelajaran

1. Siswa mampu memahami metode yang diberikan dengan baik.
2. Siswa mampu memahami vocabulary yang dipelajari dan dapat menerapkannya di kehidupannya sehari-hari.

**Materi** : kata benda (food, place, profession)

**Teknik Pengajaran** : Nursery Song

**Media dan bahan** : projector & loudspeaker

**Sumber belajar** :

1. Intenet : <https://cocolyrics.com/tag/the-lunch-song-lyrics-cocomelon>
2. Youtube : <https://youtu.be/vo8HZ6cMsO4>

<b>Pertemuan Pertama</b>	
Langkah- Langkah pembelajaran	Deskripsi kegiatan
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam</li> <li>2. Guru memeriksa kehadiran siswa</li> <li>3. Guru mempersiapkan kelas untuk memulai pembelajaran.</li> <li>4. Guru menjelaskan kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan.</li> </ol>
Kegiatan inti	<ol style="list-style-type: none"> <li>1. Guru memberikan tes awal (pretest) kepada siswa</li> <li>2. Setelah memberi pretest peneliti menanyakan seputaran vocabulary.</li> <li>3. Guru mengevaluasi bersama peserta didik soal yang sudah dibagikan</li> </ol>
Kegiatan penutup	<ol style="list-style-type: none"> <li>1. Guru menyampaikan kegiatan pembelajaran berikutnya.</li> </ol>

Langkah-langkah kegiatan pembelajaran:

<b>Pertemuan Pertama</b>	
<b>Langkah- Langkah pembelajaran</b>	<b>Deskripsi kegiatan</b>
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>5. Guru memberi salam</li> <li>6. Guru memeriksa kehadiran siswa</li> <li>7. Guru mempersiapkan kelas untuk memulai pembelajaran.</li> <li>8. Guru menjelaskan kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan.</li> </ol>
Kegiatan inti	<ol style="list-style-type: none"> <li>4. Guru memberikan tes awal (pretest) kepada siswa</li> <li>5. Setelah memberi pretest peneliti menanyakan seputaran vocabulary.</li> </ol>

	6. Guru mengevaluasi bersama peserta didik soal yang sudah di bagikan
Kegiatan penutup	2. Guru menyampaikan kegiatan pembelajaran berikutnya.

<b>Pertemuan Kedua</b>	
Langkah- Langkah pembelajaran	Deskripsi kegiatan
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam</li> <li>2. Guru memeriksa kehadiran siswa</li> <li>3. Guru mempersiapkan kelas untuk memulai pembelajaran.</li> <li>4. Guru menjelaskan kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan.</li> </ol>
Kegiatan inti	<ol style="list-style-type: none"> <li>1. Guru menayangkan nursery song yang berjudul The Lunch dan siswa diminta untuk memperhatikan dengan seksama.</li> <li>2. Setelah menayangkan nursery song secara berulang, guru membimbing siswa untuk bernyanyi bersama dengan gembira.</li> <li>3. Guru menstimulasi siswa dengan menanyakan apa yang dapat mereka pahami dari lagu tersebut.</li> <li>4. Siswa memberikan opininya.</li> <li>5. Guru menanggapi opini siswa serta menjelaskan makna dari nursery song yang telah diputar.</li> <li>6. guru menanyakan kosakata terkait makanan yang siswa temui pada lagu tersebut.</li> <li>7. Siswa menyebutkan kosa kata yang diketahui dari lagu yang telah diputar, kemudian guru memaparkan kosa kata yang benar.</li> </ol>

	<ol style="list-style-type: none"> <li>8. Bersama guru, siswa melafalkan kosakata dengan benar.</li> <li>9. Setelah memahami kosa kata yang telah dipelajari, guru memberikan kuis kepada siswa untuk menguji pemahaman siswa.</li> </ol>
Kegiatan penutup	<ol style="list-style-type: none"> <li>1. Guru dan peserta didik mengevaluasi kegiatan pembelajaran yang telah di lalui.</li> <li>2. Guru menyampaikan kegiatan pembelajaran berikutnya.</li> </ol>

APPENDIX III


THE SAMPLE OF STUDENTS ANSWER SHEET AND SCORE





PRETEST-POSTEST


PRETEST


NAMA: ASTI D  
Kelas : 410 C70





SOAL BAHASA INGGRIS (POSTEST)

1.  what is that?  
a. An orange  
 A grape  
b. A tomato  
d. A potato

2. I like singing and I want to be a musician. Which picture of musician below?  
     
a.  b.  c.  d.


3.  what is that?  
a. An orange  
c. A banana  
b. A pineapple  
 An apple





4.  what is that place?  
a. Pool  
c. Museum  
b. Zoo  
d. Park


5. Which picture of "fried chicken" ?  
     
a.  b.  c.


Yohanis Nisulid





SOAL BAHASA INGGRIS (POSTEST)

1.  what is that?  
a. An orange  
 A grape  
b. A tomato  
d. A potato

2. I like singing and I want to be a musician. Which picture of musician below?  
     
a.   c.  d.

3.  what is that?  
a. An orange  
c. A banana  
b. A pineapple  
 An apple


4.  what is that place?  
a. Pool  
c. Museum  
b. Zoo  
d. Park





5. Which picture of "fried chicken" ?  
     
a.  b.  c.


# POSTTEST


Nama: Nova Sa'ida  
Kelas: 7D  
Jumat, 3-03-2023


SOAL BAHASA INGGRIS (PRETEST)

1.  what is that place?  
a. School  
 c. Hospital  
b. House  
d. Supermarket

2. which one is the picture of "fried chicken" below?  
a.  b.   c.  d. 


3.  who is he?  
a. A pilot  
 c. An artist  
b. A doctor  
d. A teacher





4.  what is that place?  
 a. Bathroom  
c. Kitchen  
b. Classroom  
d. Living room


5.  What is that?  
 a. A  
c. An orange  
b. A watermelon  
d. A tomato


Suastri, 7D


SOAL BAHASA INGGRIS (PRETEST)

1.  what is that place?  
a. School  
 c. Hospital  
b. House  
d. Supermarket

2. which one is the picture of "fried chicken" below?  
a.  b.   c.  d. 

3.  who is he?  
a. A pilot  
 c. An artist  
b. A doctor  
d. A teacher

4.  what is that place?  
 a. Bathroom  
c. Kitchen  
b. Classroom  
d. Living room

5.  What is that?  
 a. A  
c. An orange  
b. A watermelon  
d. A tomato

APPENDIX IV: STUDENTS SCORE IN PRETEST AND POSTTEST

No	Students' Name (Initials)	Pretest	Posttest
1.	NF	35	100
2.	RF	55	95
3.	AA	60	90
4.	SPR	75	90
5.	AGRB	50	95
6.	EM	75	100
7.	ADS	50	100
8.	AAJ	75	95
9.	MSGD	85	90
10.	AR	70	95
11.	DEM	50	90
12.	RF	55	95
13.	B	80	100
14.	DH	70	100
15.	Y	50	95
16.	NS	55	100
17.	SA	65	95
18.	S	70	100
19.	M	90	95
20.	PK	90	100



## APPENDIX V. DATA ANALYSIS

### 1. Mean Score

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	63.50	20	14.151	3.164
	post-test	98.00	20	2.991	.669

### 2. Normality Test

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttest	.149	20	.200 <sup>*</sup>	.942	20	.265
pretest	.144	20	.200 <sup>*</sup>	.944	20	.281

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### 3. T-Test Result

**Paired Samples Test**

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 pre-test - post-test	-34.500	14.591	3.263	-41.329	-27.671	-10.574	19	.000	

APPENDIX VI. PHOTO DOCUMENTATION

