THE EFFECT OF USING NURSERY RHYMES AND TOTAL PHYSICAL RESPONSE IN TEACHING VOCABULARY TO YOUNG LEARNERS

A THESIS

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For Thesis on English Language Teaching

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ABSTRACT


Key words: teaching vocabulary, young learners, nursery rhyme, TPR

Most of English learners, especially young learners, usually have a difficulty in mastering vocabulary. Commonly, the teacher uses wordlist as the conventional way to teach vocabulary. For the students who have difficulties in memorizing something, vocabulary lessons might be the most suffering hours in their life. Based on the fact, the writer conducts a research to find other methods which are more fun and help the students acquire the language easier. This thesis is then written to know the effect of using Nursery Rhymes and Total Physical Response in teaching vocabulary to young learners. The objective of the study is to test the effect of storytelling on the vocabulary achievement and retention of the young learners of English, which hereby are limited to children aged 6-9.

The writer uses an experimental research as her research's method. The subjects of the study are 88 students of the third grade of SDN Sukabumi 2 Probolinggo, who have never got any English lesson before. The pilot study is taken from the students in the same grade of SDK Mater Dei Probolinggo. The research is conducted during one and a half month. The writer gives different treatments to the two subject classes, one is taught using wordlist, the other using Nursery Rhymes and TPR.

The students have two tests. One is an achievement test, the other is a retention test. The achievement test measures the ability of the students to answer the questions about the vocabularies given in three previous lessons. The retention test measures the memory ability of the students about the lessons after two weeks later. The data were then collected and analyzed using statistical calculation.

The result of the achievement test shows that there is no significant difference between the experimental class and the control class, although the experimental class achieves higher marks. However, the result of the retention test shows that there is a significant difference between the experimental class and the control class. In spite of the statistical data, there is another thing to be considered - the class environment. With Nursery Rhymes and the Total Physical Response, the class becomes more active and fun. The students can have the lessons while playing. This situation encourages the students to acquire the language.

Based on the findings, the writer can conclude that Nursery Rhymes and Total Physical Response really give a positive effect to the students. It also proves that these methods can be applied in the classroom.