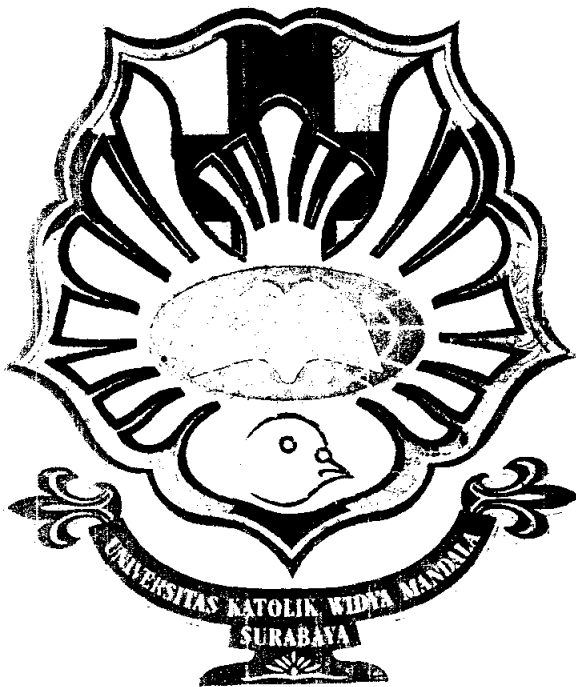


**THE EFFECT OF USING NURSERY RHYMES AND
TOTAL PHYSICAL RESPONSE IN TEACHING
VOCABULARY TO YOUNG LEARNERS**

A THESIS

**As a Partial Fulfillment of the Requirement
For Thesis on English Language Teaching**



By :

**HARTANTI
1213099061**


No. P. DUK	
TGL. TERI	29. 2007-05
B. S. T.	29
AS. P. DUKU	

**ENGLISH DEPARTMENT
TEACHER TRAINING AND PEDAGOGY FACULTY
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
JULY, 2003**

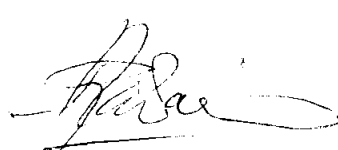
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(I)

This thesis entitled The Effect of Using Nursery Rhymes and Total Physical Response in Teaching Vocabulary to Young Learners compiled and submitted by Hartanti, has been approved and accepted as a Partial Fulfillment of the Requirements for Sarjana Pendidikan Degree in English Language Teaching by the following advisors.



Prof. Dr. Veronica Diptoadi, M.Sc.
First Advisor

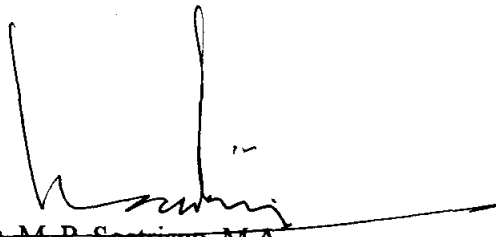


Dra. Ruruh Mindari, M.Pd.
Second Advisor

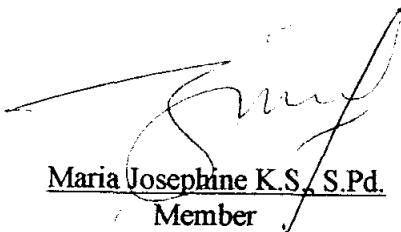
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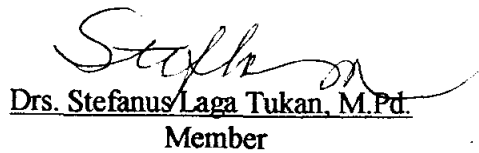
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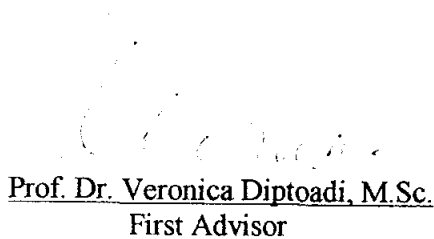
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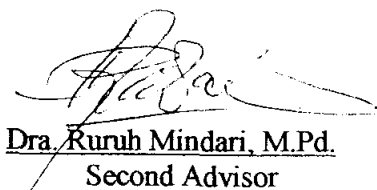
Maria Josephine K.S., S.Pd.
Member



Drs. Stefanus Laga Tukan, M.Pd.
Member



Prof. Dr. Veronica Diptoadi, M.Sc.
First Advisor



Dra. Ruruh Mindari, M.Pd.
Second Advisor



Dr. Agustinus Ngadiman
Dean of Teacher Training Faculty

Approved by



Dra. Susana Teopilus, M.Pd.
Head of English Department

ACKNOWLEDGMENTS

First of all, the writer would like to give thanks to the dearest Lord for all His blessings and mercy during her research for this thesis entitled *The Effect of Using Nursery Rhymes and Total Physical Response in Teaching Vocabulary to Young Learners*. Without Him, this thesis would not have been finished yet.

The purpose of writing this thesis is to fulfill the requirement of S1 graduation from the English Department of Widya Mandala University. This thesis is still far from perfect because of the writer's limited knowledge and skill. Therefore, the writer would like to thank all the persons who involved in this research.

She would like to give her great appreciation to the headmaster of SDN Sukabumi II, Mrs. Imam; the headmaster of SDK Mater Dei, Sr. Rosalia; all the teachers and employees that helped the writer during her research. A special gratitude is given to Dra. Rosiana, the English Teacher of SDN Sukabumi II who accompanied the writer and shared a lot of things with her in teaching learning activities. Special thanks also go to the students of the third grade of both SDN Sukabumi II and SDK Mater Dei for their cooperation during this research.

A lot of thanks are also dedicated to Prof. Dr. Veronica Diptoadi, M.Sc., and Dra. Ruruh Mindari, M.Pd as the writer's advisors, who gave their time in supporting and guiding her to complete her thesis; Mr. Nyoman Arcana who helped the writer to complete the statistical interpretation; all the lecturer for their advice and idea dealing with the research.

A nice admiration is dedicated for the writer's parents, her brothers Agus, and Yudy for giving a moral support and motivating her to finish this thesis. Thanks also for all of friends, especially Sheila, who gave a big contribution to the writer.

The writer still expects any critics and suggestions to accomplish this research. May this thesis help the reader and give benefits for next other researches.

Surabaya, July 2003

The writer

TABLE OF CONTENT

Approval Sheet	-----	i
Acknowledgement	-----	iii
Table of Content	-----	v
Abstract	-----	viii

CHAPTER I INTRODUCTION

1.1	Background of the Study	-----	1
1.2	Statement of the Problem	-----	2
1.3	Objective of the Study	-----	2
1.4	Significance of the Study	-----	3
1.5	Scope and Limitation	-----	3
1.6	Definition of Key Terms	-----	4
1.7	Research Hypotheses	-----	4

CHAPTER II REVIEW OF THE RELATED LITERATURE

2.1	Theoretical Framework	-----	6
2.2	The Definition of Teaching Vocabulary	-----	6
2.3	The Characteristic of the Young Learners aged 6-9	-----	8
	2.3.1 Physical Characteristic	-----	8
	2.3.2 Psychological Characteristic	-----	8
	2.3.3 Intellectual Characteristic	-----	9
2.4	The Use of Rhyme in Teaching Vocabulary	-----	10
	2.4.1 Definition of Rhymes	-----	10
	2.4.2 Nursery Rhymes and Its Application in Teaching Vocabulary	-----	11
2.5	Total Physical Response	-----	13
	2.5.1 The Definition of Total Physical Response	-----	13

2.5.2	The Application of Total Physical Response in Teaching Vocabulary -----	13
2.6	Nursery Rhymes and Total Physical Response -----	14
2.7	Previous Studies -----	15

CHAPTER III RESEARCH METHODOLOGY

3.1	Research Design -----	17
3.2	Population and Sample -----	17
3.3	Treatments and Material -----	19
3.3.1	Treatments -----	20
3.3.2	Material -----	21
3.4	Research Instruments -----	22
3.4.1	Type of the Instruments -----	22
3.4.2	Try-Out of the Instruments -----	22
3.4.2.1	Test Validity -----	22
3.4.2.2	Test Realibility -----	23
3.4.2.3	Item Analysis -----	25
3.5	Techniques of Analyzing the Data -----	26

CHAPTER IV ANALYSIS OF THE DATA AND INTERPRETATION OF THE FINDING

4.1	Analysis of the Data -----	30
4.2	Interpretation of the Finding -----	31

CHAPTER V CONCLUSION

5.1	Problems and Solutions -----	34
5.2	Conclusion -----	35
5.2	Suggestion -----	36
5.2.1	Suggestion for Teachers -----	36
5.2.2	Suggestion for Further Research -----	37

APPENDIXES

APPENDIX A

- A1 The 1st Lesson Plan for the Control Class
- A2 The 1st Lesson Plan for the Experimental Class
- A3 The 2nd Lesson Plan for the Control Class
- A4 The 2nd Lesson Plan for the Experimental Class
- A5 The 3rd Lesson Plan for the Control Class
- A6 The 3rd Lesson Plan for the Experimental Class

APPENDIX B

- B1 The Pilot Test
- B2 The Result of the Pilot Test
- B3 The Statistical Analysis of the test items
- B4 The Revised Test Items
- B5 The List of Pilot Group Report
- B6 The Statistical Analysis of Group Equivalence

APPENDIX C

- C1 The Statistical Analysis of the Students' ability
- C2 The Statistical Analysis of the Achievement Test
- C3 The Statistical Analysis of the Retention Test

ABSTRACT

Hartanti. 2003. **The Effect of Using Nursery Rhymes and Total Physical Response in Teaching Vocabulary to Young Learners**. Thesis. The English Department of Widya Mandala Catholic University, Surabaya. Advisors: (1) Prof. Dr. Veronica Diptoadi, M.Sc. (2) Dra Ruruh Mindari, M.Pd.

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.