

**THE EFFECT OF USING NURSERY RHYMES WITH SHADOWING  
TECHNIQUE ON YOUNG LEARNERS' ENGLISH VOCABULARIES  
(A Quasi-Experimental Study At Third Grade of SDIT Al-Husna Lebong)**

**THESIS**

**This thesis is submitted to fulfill the requirement 'Sarjana'**

**Degree in English *Tadris* Study Program**



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*Assalamu'alaikum Wr. Wb.*

Setelah melakukan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama Silvi Dayang Sari 19551058 mahasiswi IAIN Curup prodi Tadris Bahasa Inggris yang berjudul **“The Effect of using Nursery Rhymes on Young Learners’ English Vocabularies (The Third Grade at SDIT Al-Husna Lebong)”** sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN)Curup.

Demikian permohonan ini kami ajukan, terima kasih.

*Wassalamu'alaikum Wr. Wb.*

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## PREFACE

The writer is grateful for the presence of Allah, the Great God. With his assistance, the writer will be able to work on this research entitled "**The Effect of Using Nursery Rhymes with Shadowing Technique on Young Learners' English Vocabularies (The Third Grade at SDIT Al-Husna Lebong)**" with greater ease and fluency. The writer attempted to present the best reviews in this paper so that the results would be as expected. This research is expected to be a channel for information that will be useful to readers in general.

This research is submitted as part of completion for undergraduate degree of strata 1 (S-1) in English Study Program at IAIN Curup. The writer realizes that this paper is far from perfect as well. There was and possibly still is something missing and lacking here. Please understand and forgive these imperfections. The writer will be very pleased if there are readers willing to offer suggestions and beneficial criticism in order to produce better research in the future.

Curup, 07<sup>th</sup> July 2023

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This research entitled “The Effect of Using Nursery Rhymes with Shadowing Technique on Young learners’ English Vocabularies (Third Grade SDIT Al-Husna Lebong) has finished. This thesis is presented in order to complete the requirements for the degree of strata I in the English study program at IAIN Curup. during the period of this research, the researcher accepted valuable support, advice, contribution, and motivation from others. As a result of these factors, The author would like to express a deeply appreciated appreciation to:

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In the end, the researcher realizes this thesis is far from perfect. As a result, constructive suggestions and criticism for improvement are still needed. With the goal of providing positive education to anyone, in order for them to have a superior personality. Hoping that the findings of the research will contribute to the advancement of the education. May Allah SWT bless and give the highest reward on those who have been acknowledged above.

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Curup, 07<sup>th</sup> July 2023

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## MOTTO AND DEDICATION

### ***“WHERE THERE’S A WILL, THERE’S A WAY”***

*Come to your advisors until they gets tired of seeing your baby face*

-----

This research cannot finish without Allah permission, immeasurable gratitude for letting me finish this research as soon as my hope. There is no miracle except by you, Allah. In the name of Allah and his messenger Prophet Muhammad *Salallahu ‘Alaihi Wassalam*. I would like dedicate this thesis for:

1. My glorious, my number-one, my beloved parents. My greatest man ever Mr. Suandi and my beautiful woman Mrs. Reni Munsana. Thanks a ton for the loves, support, appreciation, and the wishes that u both always give to me.
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## ABSTRACT

Silvi Dayang Sari 2023 : The Effect of Using Nursery Rhymes with Shadowing Technique On Young Learners' English Vocabularies (Third Grade at SDIT Al-Husna Lebong)  
Advisor : Jumatul Hidayah, M.Pd.  
Co-Advisor : Henny Septia Utami, M.Pd.

This research was aim to find the effect of using nursery rhymes with shadowing technique on students' vocabulary mastery. The researcher formulated the problem into three research questions which was answered by using quantitative method. This research had two variables, nursery rhymes with shadowing technique as an independent variable and learning vocabularies as a dependent variable. The researcher used experimental research as a design which conducted to recognize an action given as a subject of the study and also undertaken to collect the data needed to examine the hypothesis. There are 40 students of third grade at SDIT Al-Husna Lebong as a population, the researcher used all of them as samples. In collecting the data, the researcher used multiple choice. The multiple choice was used to measure students' vocabulary mastery consist of 10 statement. In analyzing the data, the researcher used descriptive statistic and pearson product moment formula. The data was analyzed by using SPSS v 22. Based on the research finding, it was found that students' vocabulary mastery after the treatment had a significant increase. The result of independent table sig 2 tailed value is 0.04 and less than 0.05, indicating that there is a significant difference between the experimental and control classes. it is possible to conclude that the using nursery rhymes with shadowing technique has a significant effect on students' vocabulary mastery.

***Keywords: Vocabulary Mastery, English Young Learners, Nursery Rhymes with Shadowing Technique***

## LIST OF CONTENT

STATEMENT OF OWNERSHIP.....	ii
PREFACE.....	iii
ACKNOWLEDGEMENT.....	iv
MOTTO AND DEDICATION.....	vi
ABSTRACT.....	viii
LIST OF CONTENT.....	ix
LIST OF CHART AND TABLE .....	xi
<b>CHAPTER I INTRODUCTION</b>	
A. Research Background.....	1
B. Research Questions.....	6
C. Hypothesis.....	6
D. Objective of the Research.....	7
E. Limitation of the Research.....	7
F. Operational Definition.....	9
G. Significant of the Research.....	9
H. Organization of the Paper.....	10
<b>CHAPTER II RELATED LITERATURE</b>	
A. Review of Related Literature.....	11
B. Review of Previous Research Findings.....	28
<b>CHAPTER III METHODOLOGY OF THE RESEARCH</b>	
A. Kind of the Research.....	34
B. Population and Sample.....	39

<b>C. Technique of Data Collection.....</b>	<b>41</b>
<b>D. Procedure of the Research.....</b>	<b>42</b>
<b>E. Instrument of the Research.....</b>	<b>43</b>
<b>F. Treatment.....</b>	<b>49</b>
<b>G. Technique of Data Analysis.....</b>	<b>50</b>
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION</b>	
<b>A. Research Findings.....</b>	<b>55</b>
<b>B. Discussion.....</b>	<b>64</b>
<b>CHAPTER V CONCLUSION AND SUGGESTIONS</b>	
<b>A. Conclusion.....</b>	<b>69</b>
<b>B. Suggestion.....</b>	<b>70</b>
<b>REFERENCES</b>	
<b>APPENDIXES</b>	
<b>BIOGRAPHY</b>	

## LIST OF CHART AND TABLE

Chart 4.1.....	56
Chart 4.2.....	56
Chart 4.3.....	58
Chart 4.4.....	59
Table 2.1.....	24
Table 2.2.....	24
Table 2.3.....	25
Table 2.4.....	31
Table 2.5.....	33
Table 3.1.....	39
Table 3.2.....	40
Table 3.3.....	40
Table 3.4.....	43
Table 3.5.....	43
Table 3.6.....	45
Table 3.7.....	47
Table 3.8.....	48
Table 3.9.....	48
Table 3.10.....	50
Table 4.1.....	57
Table 4.2.....	57
Table 4.3.....	59
Table 4.4.....	60
Table 4.5.....	61
Table 4.6.....	62
Table 4.7.....	62
Table 4.8.....	63

# CHAPTER I

## INTRODUCTION

### **A. Research Background**

One of the elements in English that the students had to learn was vocabulary. Vocabulary was the list of words which has meaning and also a process of knowing and understanding the meaning of the words. Mastering vocabulary was important for students. Because, vocabulary as a bridge of master all of skills in English such as speaking, listening, writing, and reading. Without mastering the vocabulary, students could not produce something and the students also could not express their feel and ideas. So, vocabulary should be mastered by students.

According to Thornbury, he stated that, teaching words was a crucial aspect in learning a language as languages were based on words.<sup>1</sup> It was almost impossible to learn a language without words; even communication between human beings was based on words. Both teachers and students agreed that acquisition of the vocabulary was a central factor in teaching a language. Teaching vocabulary was one of the most discussed parts of teaching English as a foreign language. Alqahtani stated that, without grammar very little could be conveyed, without vocabulary nothing can be conveyed.<sup>2</sup> It means that, even someone had a good grammar, but it would be useless if they did not know many vocabularies. In addition, it was supported by Ur in Nurhidayah that, vocabulary was one of

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<sup>1</sup> Thornbury, Scott. (2006). *How to Teach Vocabulary*. Pearson Education India.

<sup>2</sup> Alqahtani, Mofareh. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education* 3. no. 3: 21-34.

important things to be taught in learning foreign language, because it would be impossible to speak up without variety of the words.<sup>3</sup>

Considering vocabulary is essential in learning English, it has to be taught to students at an early age or young learners. Students are called young learners or those who have 5 to 12 years of age.<sup>4</sup> As stated by Sukarno in Pradini and Adnyayanti, Vocabulary is essential to be taught since children of young learner because, in this stage, they experience a "golden age" period where they can quickly receive new things or information and at this time have critical brain intelligence that make them easy to realize and learn new situations or conditions around them, including the existence of language.<sup>5</sup> Related to this, English teachers of young learners have an essential role in maximizing students' competencies and helping them to provide strategies, facilities, or learning media that can maximize students' abilities in learning English. In addition, this must be considered to provide meaningful learning activities which can improve students' abilities to enrich their vocabulary.

Although young learners can receive and learn new information quickly, there are still some problems faced by the teacher while teaching young learners. Young learners still have difficulties in understanding abstract thing, because they have limited vocabulary. The teacher teaches vocabulary by repeating words and only uses the same strategy all the time during the class. As a result, the students

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<sup>3</sup> Nurhudayah. (2018). *The Effectiveness of Teaching Vocabulary by Using Nursery Rhymes to The First Grade Students at Mts Ddi Pattojo Soppeng*.

<sup>4</sup> Jannah, M. (2019). *Teaching And Learning English For Young Learners: Student-Teachers' View (Thesis)*. Ar-Raniry State Islamic University Darussalam.

<sup>5</sup> Pradini, P. C., & Adnyayanti, N. L. P. E. (2022). Teaching English Vocabulary to Young Learners with Wordwall Application: An Experimental Study. *Journal of Educational Study*, 2(2), 187–196. <https://doi.org/10.36663/joes.v2i2.351>

are bored and not interested in following the learning process. Moreover, according to students writing, some of elementary school students need extensive time to memorize vocabulary that given by the teacher.<sup>6</sup> This problem probably appears when the students difficult to concentrate during the learning process. Supported by Jannah, the young learner has characteristics that can receive new information quickly but lacks concentration span and easily gets bored during the learning process.<sup>7</sup>

In teaching vocabulary, the teacher requires strategies, methods, and material to be able develop material in accordance with students' needs. Furthermore, appropriate instructional media must be used to increase students' motivation during the learning process. If an English teacher of young learners does not use appropriate media in teaching, students may be uninterested and decrease motivation to learn.<sup>8</sup> The teacher must find learning media that contains fun and interesting learning activities that can increase young learners' motivation. According to Ara, one of the best ways of drawing learners' attention in the language classroom is to create the classroom with fun activities and songs, rhymes, and games are the most effective ones.<sup>9</sup> It means that these tools and techniques will support learners in language acquisition, especially in learning vocabulary.

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<sup>6</sup> Syakir, A. (2020). Developing Students Vocabulary at Elementary School by Using Words Game. *Mahaguru: Journal Pendidikan Guru Sekolah Dasar*, 38–45.

<sup>7</sup> Jannah, M. (2019). *Teaching And Learning English For Young Learners: Student-Teachers' View (Thesis)*. Ar-Raniry State Islamic University Darussalam.

<sup>8</sup> Permana, I. G. Y. (2020). Teaching Vocabulary for Elementary School Students. *The Art of Teaching English as a Foreign Language*, 1(1), 1–4. <https://doi.org/10.36663/tatefl.v1i1.56>

<sup>9</sup> Ara, S. (2009). Use of songs, rhymes and games in teaching English to young learners in Bangladesh. *Dhaka University Journal of Linguistics*, 2(3), 161-172.



One effective learning media that the young learner teacher can use to improve students' motivation in learning vocabulary is Nursery Rhymes with Shadowing Technique. Nursery rhymes are traditional songs or poetry written in simple sentences by unidentified poets that serve young children to listen, enjoy, and even sing the songs.<sup>10</sup> Nursery rhyme not only provides songs for entertaining purposes but also enhances language practice and positively affects the children's memorization and vocabulary. Meanwhile, shadowing as a listening activity in which students track spoken utterances that they listen to and repeat those utterances as precisely as possible.<sup>11</sup> There are some advantages of the shadowing technique according to Reggie Kwan; (1) Shadowing facilitates the attention to language input; (2) Shadowing helps the students to follow fast speech and get rid of their distraction; (3) Shadowing creates more practice opportunities; (4) Shadowing motivates the learners.<sup>12</sup> As stated by some experts about Nursery Rhymes and Shadowing Technique, the researcher tried to combine two strategies while teaching and learning process. Nursery Rhymes provided the simple song that could use in the teaching and learning process. In this case, the researcher used channels that can be found on Youtube which serve nursery rhymes. One of the famous Youtube channels for kids is Cocomelon. It has the largest number of subscribers at the second position on Youtube in 2019, and in 2022 it has 132

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<sup>10</sup> De Mello, G., Ibrahim, M. N. A., Arumugam, N., Husin, M. S., Ma'mor, N. H. O., & Dharinee, S. (2022). Nursery Rhymes: Its Effectiveness in Teaching of English among Pre-Schoolers. *International Journal of Academic Research in Business and Social Sciences*, 12(6), 1914–1924.

<sup>11</sup> Casillas, J. V. (2020). Phonetic Category Formation is Perceptually Driven During the Early Stages of Adult L2 Development. *Language and Speech*, 63(3), 550–581. <https://doi.org/10.1177/0023830919866225>

<sup>12</sup> Kwan, Reggie. (2008). *Enhancing Learning Through Technology*. Research on Emerging Technologies and Pedagogies. World Scientific. p. 118.

million subscribers with 124 million impressions. Besides, shadowing technique became an activity for English young learner to repeat the lyric of simple rhyme.

As aforementioned above, the researcher offered this technique to SDIT Al-Husna Lebong. The researcher chose this school because SDIT Al-Husna Lebong is the only school which has English on its curriculum. Besides, this school has more than one class of each grade. Based on the curriculum, this school is taught vocabulary through memorization of words written on the whiteboard by the teacher. However, because the words are so quite different to those in their mother tongue, students become easily bored and tend to play while learning in the classroom. According to the researcher's observation with English teachers at SDIT Al-Husna, the researcher found that the teachers taught with less variety of teaching technique and using the same teaching technique for every level of the class. The researcher chose third grade students because as stated by Zosh, students at this level tend to be happier to apply than just listening when they allowed to choose the features interesting and to determine their vocabulary increase.<sup>13</sup> Additionally, the researcher took two material which is Going Shopping and Transportations based on school syllabus.

Based on the phenomena described above, it appears that teachers must use interesting teaching media to assist students in increase students' vocabulary mastery. So that, the use of nursery rhymes with shadowing technique is one of the right teaching methods to improve English vocabulary because they can play and learn at the same time because the repetition of lyrics in nursery rhymes

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<sup>13</sup> Zosh et al., 2017. *Learning through play: a review of the evidence. Learning through play: a review of the evidence*. Creative Commons Attribution NonCommercial-ShareAlike 3.0 Unported License. p.12

increases understanding memory and develops skills. So that, the researcher conducted a research with the title **“The Effect of Using Nursery Rhymes with Shadowing Technique on Young Learners’ English Vocabularies At Third Grade SDIT Al-Husna Lebong”**

### **B. Research Questions**

Based on the background study above, the researcher focuses on students’ vocabulary. The problem that often occurs in the process of learning English is a lack of understanding of vocabulary that can hinder a students’ ability in speaking, listening, reading, and writing. The ability in understanding vocabulary has a big influence on learning English. This understanding can help students to understand the vocabulary that they use. The problem of this study is;

1. How is the students’ vocabulary mastery under the conventional technique?
2. How is the students’ vocabulary mastery by using nursery rhymes with shadowing technique?
3. Is there a significant effect of using nursery rhymes with shadowing technique on students’ vocabulary mastery?

### **C. Objective of the Research**

The present research attempts to answer the questions presented in the research problem. As a result, the researcher objectives were;

1. To know the students' vocabulary mastery under the conventional technique
2. To know the students' vocabulary mastery using nursery rhymes with shadowing technique
3. To know the level of effect by using Nursery Rhymes with shadowing technique toward the students 'vocabulary improvement to the third-grade students at SDIT Al-Husna Lebong

#### **D. Delimitation of Research**

The researcher in this research focused on using nursery rhymes with shadowing technique on young learners' English vocabularies at third grade SDIT Al-Husna Lebong. In order to know the student's vocabulary mastery using nursery rhymes with shadowing technique in experimental group. Meanwhile, in control group using integrated skill as conventional technique.

#### **E. Operational Definition**

To avoid misunderstanding, the researcher defines the key concepts used in this research. activities.

1. Vocabulary Mastery

Evelyn Hatch et al state vocabulary mastery can be clear as a number of vocabulary (words) in a language which contains information

about meaning<sup>14</sup> it is the basic knowledge that students should master first before mastering. Students should get as much as they can all of vocabularies based on the subject of the syllabus. In this research, vocabulary is how much the students of third grade at SDIT Al-Husna Lebong increase their vocabulary mastery using nursery rhymes with shadowing technique.

## 2. English to Young Learners

Students are called young learners or those who have 5 to 12 years of age.<sup>15</sup> In this research, English young learners are 40 students at third grade SDIT Al-Husna Lebong which consist of 20 students on experimental group or IIIA and 20 students on control group or IIIB.

## 3. Nursery rhymes with shadowing technique

According to Opie Peter nursery rhymes are full of rhymes and alliterations that can be used by teachers to train their students' skills.<sup>16</sup> Based on the explanation before, the researcher used nursery rhymes as the media on this research. Then shadowing as a technique which imitates what they hear, watch, get, from the videos as much as they can do to increase their vocabulary mastery. As what Tamai state shadowing technique is a listening exercise, students trace the words they hear and repeat them as precisely as possible while listening attentively to the next

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<sup>14</sup> Hatch, Evelyn and Cheryl Brown, *Vocabulary, Semantics, and Language Education*. (Cambridge; Cambridge University Press, 1995). P.45.

<sup>15</sup> Jannah, M. (2019). *Teaching And Learning English For Young Learners: Student-Teachers' View (Thesis)*. Ar-Raniry State Islamic University Darussalam.

<sup>16</sup> Opie, Peter. 1997. *The Oxford Dictionary of Nursery Rhymes* (2nd ed.). Oxford: Oxford University Press. p. 376

information.<sup>17</sup> In this research, students should watch a nursery rhymes then shadow or imitate what they hear from the video as much as they can to remember each new words and got some new vocabularies. In this case, the students watched *cocomelon*, *little kids channel*, and *super simple song* videos as the rhymes which related to the subject on syllabus and they have to imitate the song (shadowing).

## **F. Hypothesis**

Hypothesis as an assumption about predicted relationship between phenomena. Furthermore, hypothesis is a temporary answer to the research problem. The hypothesis is stated as follows;

1. Alternative hypothesis (Ha): There is significance effect using nursery rhymes with shadowing technique on students' vocabulary mastery.
2. Null Hypothesis (Ho): There is no significance effect using nursery rhymes with shadowing technique on students' vocabulary mastery.

## **G. Significant of Research**

This research is expected to enhance the English vocabulary through nursery rhymes with shadowing technique. It is expected of this research that can be useful for:

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<sup>17</sup> Tamai on Rio Sugiarto, Prihantoro, and Sarwo Edy, Op.cit

1. English teachers

In teaching vocabulary to their students who want to lift this teaching method as one of the ways to get the knowledge and get the new experience by using nursery rhymes.

2. The students

Enjoy and having fun with this teaching method and can be a good experience for them in learning English vocabulary.

3. The readers

Who want to learn English using this method is one of the fun ways to improve knowledge and vocabulary.

4. The researcher

Who interest in this research to get more information about improving vocabulary through nursery rhymes with direct method.

## **H. Organization of the paper**

This section provides the paper organization from chapter one until chapter three. Chapter I is introduction. It consists about background, research questions, objectives of the research, the limitation of the research, operational definitions, significant of the research. Chapter II deals with review of related literature. It provides review of related review and Review of The Related Studies. Chapter III is Research Methodology. It deals with kind of research, subject of the research, research instrument, data collection technique, data analysis technique.

## CHAPTER II

### RELATED LITERATURE

#### **A. Review of related literature**

##### **1. Vocabulary**

Vocabulary is one of the components in learning English that can improve the learners' ability in their English skills such as speaking, listening, reading, and writing. In this chapter, the researcher explains more about the definition of vocabulary, the types of vocabulary, and teaching vocabulary.

##### **a. Definition of Vocabulary**

Vocabulary is a knowledge that related to the meaning of the words.<sup>18</sup> Vocabulary has a greater role when it compared to grammar. The more time we use to learn vocabulary and expression, the more improvement we get. In that language components, vocabulary takes an important role because they should understand more vocabulary before they master more in complex language structure. Vocabulary is one of the knowledge in language while plays an important role for learning in producing and acquiring a language.<sup>19</sup> One of the biggest parts of the meaning of any language is a vocabulary that becomes the main key for the learners when they want to master in the second language. Everyone who learns English should understand more about vocabulary if they want to master in English. From the explanation above, it can be known that

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<sup>18</sup> Hiebert and Michael L. Kamil. 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice*. London: Lawrence Erlbaum Associate.. p.88

<sup>19</sup> Cameron, Lynes. 2001. *Teaching Languages to Young Learners*. New York: Cambridge University Press



vocabulary is an important component in language that can provide new knowledge and improve understanding.

Based on the explanation above, it can be concluded that vocabulary is the collection of words that has a meaning and make someone more easier to communicate effectively, to understand what people say, and also to provides more the basic of the learners to know how well they are in language skills.

### **b. The Types of Vocabulary**

Vocabulary is needed to express the meaning to communicate with others in daily life. There are two types of vocabulary, productive vocabulary and receptive vocabulary.<sup>20</sup> To make it more clear, the researcher explains about the types of vocabulary:

#### 1. Productive vocabulary

Productive vocabulary is a vocabulary that is often used in speaking and writing. It means that the learners understand how to express it and how to use the grammar so they can make a sentence that containing a word in speaking or writing skills.<sup>21</sup>

#### 2. Receptive vocabulary

Receptive vocabulary is a vocabulary that is easy to understand and it refers to the words in which the learners can easy to mention the meaning and recognize the words in the context when they are in reading and listening, but not used in speaking and writing.<sup>22</sup>

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<sup>20</sup> Al-Qahtani, Mofareh. (2015). *The Importance of Vocabulary in Language Learning and How to be Taught. International Journal of Teaching and Educatio.* 3 (3), p. 21

<sup>21</sup> Al-Qahtani, Mofareh. (2015). *Ibid.* p.25

<sup>22</sup> Al-Qahtani, Mofareh. (2015). *Ibid.* p.34

### c. Teaching the Vocabulary

Teaching is a process of attending to people's needs, getting the experiences and feelings, intervening so that they learn particular things, and go beyond the given.<sup>23</sup> In teaching vocabulary, the teacher has a job to manage the students in the teaching and learning process to be mastered in the vocabulary.

The learning process in young learners is different from adult learners because they have differences in needs, interest, and abilities.<sup>24</sup> As we know that early childhood prefer pleasant learning when it compared to serious learning such as in adults learners. Young learners have several characteristics such as gaining understanding from direct experience, need to play and to engage in fantasy and fun learning, like physical activities, and others.<sup>25</sup> So, the teacher should know their characteristics and can give a good and interesting media to teach the vocabulary.

When teaching vocabulary to young students, teachers must use engaging media that is appropriate for the material and the students' needs. Arsyad said adds that media can influence the atmosphere and situation in the classroom as an aid in the teaching learning process.<sup>26</sup> The teacher must make the classroom environment more enjoyable and interesting. According to Hotma the explanation for why we need teaching aids in a teaching learning process is very

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<sup>23</sup> Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching*. USA: Longman

<sup>24</sup> Brown, H. Douglas. (2001). *Teaching by Principle An Interactive Approach to Language Pedagogy*. San Francisco: Longman

<sup>25</sup> Brown, H. Douglas. (2001). *Ibid.*

<sup>26</sup> Arsyad on Siska Rodia Astuti et al. 2014. *Teaching Vocabulary to Young Learner Through Cops and Soldier Games*. English Language Education Study Program of FKIP UNTAN. p.5

obvious because there are a lot of benefits that can be gained from them.<sup>27</sup> The benefits of teaching aids include increasing student motivation and fostering positive interaction."

Some problems that still exist in the teaching learning process is the lack of vocabulary. The young learners are difficult to remember the words and the monotonous way in learning vocabulary becomes the basic problem of some students. To reduce students' boredom in the learning process is using nursery rhymes because it contains rhythm and melody that can reduce monotonous in learning process and can help students to practice their vocabulary mastery.

Besides providing the learning technique that is appropriate for students, the teacher should consider about several principles when teaching vocabulary.<sup>28</sup>

The following principles are:

a. Aims

The aim of teaching vocabulary is to make the teacher easier to formulate the materials that will be taught to the students.

b. Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confused or discouraged if they get many new words. Therefore, the teacher should select new words that easy to understand by the learners.

c. Need

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<sup>27</sup> Hotma on Siska Rodia Astuti et al. 2014. *Op.Cit*

<sup>28</sup> Michael J Wallace. 1982. *Teaching vocabulary*. London: Heinemann, p.122

The teacher has to choose the words that really needed by the students in communication.

d. Frequent Exposure and Repetition

The teacher should give more practice on repetition, so that the students can be master in the words that have been well targeted.

e. Meaningful Presentation

In teaching vocabulary, the teacher must present clearly targeted words so that the meaning of the word is not ambiguous.

f. Situation and Presentation

The teacher tells to the students that they have to use the words appropriately. The use of words depends on the situation in which they will use the word and depends on who they are talking to.

From the explanation above, the researcher concludes that the teachers should have interesting strategies that can provide a great variety of effective way in learning process in order to attract students, develop their mental and physical abilities, and also understand more how to teach a vocabulary well.

**d. Technique Teaching Vocabulary**

There were several techniques concerning the teaching of' vocabulary. However, there were a few things that had to be remembered by most English teachers if they wanted to present a new vocabulary or lexical items to their students. It means that, the English teachers wanted students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Takač stated that, techniques employed by teachers depend on

some factors, such as the content, time availability, and its value for the learners.<sup>29</sup> This makes teachers had some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Brewster, Ellis, and Girard stated some techniques of teaching vocabulary;<sup>30</sup>

### 1. Using Objects

This technique included the use of realia, visual aids, and demonstration. Objects could be used to show meanings when the vocabulary consisted of concrete nouns. Introducing a new word by showing the real object often helped learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

### 2. Drawing Objects

Could either be drawn on the blackboard or drawn on flash cards. The latter could be used again and again in different contexts if they were made with cards and covered in plastic. They could help young learners easily understand and realized the main points that they had learned in the classroom.

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<sup>29</sup> Takač, Višnja Pavičić. 2008 *Vocabulary Learning Strategies and Foreign Language Acquisition*. Multilingual Matters,

<sup>30</sup> Brewster, Jean, Gail Ellis, and Denis Girard. *The Primary English Teacher's Guide*. Penguin English, 1992.

### 3. Using Illustrations and Pictures

Pictures connected students' prior knowledge to a new story, and in the process, helped them learn new words. There were plenty of vocabularies that could be introduced by using illustrations or pictures. They were excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures included: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Visual support helped learners understand the meaning and helped to make the word more memorable.

### 4. Contrast

Some words were easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words were not. It was almost impossible to contrast the words whose opposite was the gradable one.

### 5. Enumeration

An enumeration was a collection of items that was a complete, ordered listing of all of the items in that collection. It could be used to present meaning. In other words, this technique helped when any word was difficult to explain visually.

### 6. Mime, Expressions and Gestures

Mime or gesture was useful if it emphasized the importance of gestures and facial expression on communication. At the essence it could not only be used to indicate the meaning of a word found in reading

passage, but also in speaking activity as it stresses mostly on communication. Many words could be introduced through mime, expressions, and gestures.

#### 7. Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections had been suggested widely by L1 and L2 reading specialists

#### 8. Eliciting

This technique was more motivating and memorable by simply giving pupils a list of words to learn.

#### 9. Translation

Even though translation did not create a need or motivation of the learners to think about word meaning. In some situations translation could be effective for teachers, such as when dealing with incidental vocabulary<sup>31</sup> Checking students' comprehension, and pointing out similarities or differences between first and second language, when those are likely to cause errors. There were always some words that need to be translated and this technique could save a lot of time.

### **e. Teaching Vocabulary to Young Learners**

Teaching young learners is different from teaching teenagers and adults according to their needs, expectations, learning style and strategies, interest, psychological and cognitive development. Young learners have

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<sup>31</sup> Thornbury, Scott. *How to Teach Vocabulary*. Pearson Education India, 2006.

different characteristic with teenagers or adult. Young learners are easily getting bored and lose their interest to the materials that conveyed. Cameron as cited in Şensoy & Özad mentioned that for young learners' activity is important and should aim for a dynamic congruence.<sup>32</sup> She points out that activities and content that are suitable for children's age and socio-cultural background should be chosen. From the statement above, the researcher found that the way of children and teenagers or adults in learning foreign language is different, so the way teachers teach them also should be different since in that age children cannot be treated like adults.

The first thing taught when children learn English is vocabulary. In the beginning they learn English vocabulary, they will get difficulty in pronouncing and memorizing the meaning of the words. It will be a problem if they do not have a motivation to learn it because they think it is difficult and no use to learn English. It might happen because they are accustomed to use their mother tongue (Bahasa Indonesia or their vernacular) in communication and doing interaction with the environment. To avoid those thoughts, teaching techniques are needed in order to make the children feel interested and have a motivation to learn English. Bardakçı stated, children facilitate their learning as possible as they can.<sup>33</sup> Language teachers should consider this fact, and they should try to teach language in the easiest way. In the early stage, using picture can be used in teaching vocabulary.

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<sup>32</sup> Şensoy, Ş., & Özad, B. E. (2009). Teachers' Attitudes toward Using Activities while Teaching English to Young Learners. *Eurasian Journal of Educational Research* (37), 174-187.

<sup>33</sup> Bardakçı, M. (2010). Teaching Young Learners English Through Language Teaching Materials. *e-Journal of New World Sciences Academy*, 6. Retrieved on February, 20, 2013 from <http://web.ebscohost.com>



Additionally, according to Marzano, he stated that the research and theory point to instructional activities that help students understand new vocabulary terms that are taught directly and also remember what they have learned at a later date. Those instructional activities can be organized into six instructional steps.<sup>34</sup>

The first three steps are used to introduce a new term to students. The last three steps address different types of multiple exposures that students should experience over time to help them shape and sharpen their understanding of the terms. The six steps are as follows:

**Step 1: Explain—Provide a description, explanation, or example of the new term.**

First, a teacher should provide students with information about the new term. There are a number of different ways that teachers can help students build their initial understanding of the term. Teachers can:

- tell a story using the term.
- use video or computer images as a source of information.
- use current events to connect the term to something familiar.
- describe their own mental pictures of the term.
- find or create pictures that exemplify the term.

Notice that some of these suggestions include providing video or computer images. Using both linguistic and nonlinguistic explanations of a new term will help students develop an initial understanding of the term, as

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<sup>34</sup> Marzano, R.J. (2004). *Building Background Knowledge for Academic Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

well as help prepare them to create their own pictures or graphic representations in Step 3 of the process.

**Step 2: Restate—Ask students to restate the description, explanation, or example in their own words.**

During the second step, the teacher asks students to restate the meaning of the term in their own words. It is critical that instead of simply copying what the teacher has said, the students “own” the new terms by constructing their own descriptions, explanations, or examples. Their constructions need not be comprehensive, but efforts should be made to ensure they do not contain major errors.

It is very useful to have students record their descriptions, explanations, and examples in a vocabulary notebook. For each term, the notebooks should provide a space for students’ descriptions (Step 2), students’ picture or representation of the term (Step 3), and room for additional information students might add as a result of Steps 4, 5, and 6.

**Step 3: Show—Ask students to construct a picture, symbol, or graphic representation of the term.**

In Step 3, students are asked to construct a picture, symbol, or graphic representation of a term; these forces them to think of the term in a totally different way. Written or oral descriptions require students to process information in linguistic ways. Pictures, symbols, and graphic representations require students to process information in nonlinguistic ways.

If students are not accustomed to creating pictures and graphics for ideas, they might initially need significant guidance and modeling. Even if they have experience with nonlinguistic representations, it is likely that they will still need help with terms that are difficult, new to them, or abstract.

**Step 4: Discuss—Engage students in discussion activities that help them add to their knowledge of the terms in their vocabulary notebooks.**

During the fourth step, students are engaged in activities designed to help them discuss and review the terms in their vocabulary notebooks. These activities include having students compare and contrast terms, classify terms, identify antonyms and synonyms, and create analogies and metaphors using the terms. During this time, students should be provided with opportunities to add to or revise the entries in their vocabulary notebooks.

**Step 5: Refine and reflect—Ask students to return to their notebooks to discuss and refine entries.**

Both research and common sense suggest that interacting with other people about what we are learning deepens the understanding of everyone involved—particularly when we are learning new terms. During Step 5, students examine the entries in their vocabulary notebooks to make changes, deletions, and additions. The teacher might ask students to do this in pairs or small groups. Students might:

- compare their descriptions of the term.
- describe their pictures to each other.

- explain to each other any new information they have learned or new thoughts they have had since the last time they reviewed the terms.
- identify areas of disagreement or confusion and seek clarification.

**Step 6: Apply in Learning Games—Involve students in games that allow them to play with terms.**

Games might be one of the most underused instructional tools in education. Many types of games can help teachers keep new terms in the forefront of students' thinking and allow students to reexamine their understanding of terms. It is important to set aside blocks of time each week to play games in order to energize students and guide them in the review and use of important terms.

Direct instruction in vocabulary is a critical aspect of literacy development. Synthesizing research and theory on direct vocabulary instruction into an innovative six-step instructional process enables classroom teachers to teach and reinforce selected vocabulary terms with success.

In this case, the researcher used Nursery Rhymes with Shadowing Technique to help the teaching and learning process to improve students' vocabulary mastery.

**f. Vocabulary Learning Strategies**

Schmitt and McCarthy proposed strategies to learn vocabulary as follows:

(1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-

first language word pairs.<sup>35</sup> It was supported by Celce-Murcia who also proposes three strategies to learn vocabularies; (1) guessing meaning from context, (2) mnemonic devices, when seeing or hearing the target word, the learner was reminded of the keyword, (3) vocabulary notebooks, memory aid in independent learning by setting up vocabulary notebooks.<sup>36</sup> Based on the techniques used for presenting new vocabulary and vocabulary learning strategies, the experts suggested lots more techniques that were claimed to be helpful for students to learn vocabulary in an easier way. What the researcher saw as better way to teach vocabulary was by learning in rich contexts.

#### **g. Assessing Vocabulary**

Assessing vocabulary in a foreign language classroom demonstrates important points for teachers and researchers. It explained the different types of tasks in vocabulary testing and how to evaluate vocabulary. There are six kind tasks in the vocabulary test, those are in the table bellow:

<b>Kind of Vocabulary Test</b>	<b>Related With</b>
Multiple choice	Word meaning
Finding Synonym and Antonym	Additional new vocabulary
Making sentence	Word use and word grammar
Finding the words class and the words formation	Word class and word formation
Filling the blank spaces	Word use and word grammar
Completing the blank spaces with different kinds of word formation	Word formation, word use, and word grammar

**Table 2.1 Kind of Vocabulary Test<sup>37</sup>**

<sup>35</sup> Schmitt, Norbert, and Michael McCarthy. 1997 *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge University Press,

<sup>36</sup> Celce-Murcia, Marianne. 2001 "Language Teaching Approaches: An Overview." *Teaching English as a second or foreign language* Vol.2 p.3-10

<sup>37</sup> Uswatunnisa Usman, 2016. *Assesing and analyzing students' Vocabulary understanding Through 6 Kinds of Task*. Diponegoro University Semarang, Indonesia. *Advances in Economic, Bussiness and Management Reseach*, Vol.14 p.277

<b>Objectives</b>	<b>Three level for developing a test for vocabulary assessment</b>	<b>Type of Questions</b>
To figure out student abilities in vocabulary mastery by using nursery rhymes with shadowing technique	Meaning	a) Word and meaning matching b) Labeling
	Form	a) Following spelling rules b) Choice Definition
	Use	a) Sentence completion b) Collocation matching

**Table 2.2 Useful Prepared Exercise for Vocabulary Learning of the Vocabulary Test<sup>38</sup>**

Following categories were used to classify the student score:

<b>No.</b>	<b>Mastery Level</b>	<b>Category</b>
1	86-100	Very good
2	71-85	Good
3	56-70	Fair
4	41-55	Poor
5	< 40	Very poor

**Table 2.3 Classification Score<sup>39</sup>**

## **2. Nursery Rhymes with Shadowing Technique**

### **2.1. Nursery Rhymes**

#### **a. Definition of Nursery Rhymes**

Nursery rhymes are song for children that have a relatively short musical composition which features words or lyrics.<sup>40</sup> Nursery rhymes are full of rhymes

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<sup>38</sup> Riddle on Paidi Gusmuliana, 2011, *Improving Pupils' Vocabulary By Using Relia At Grade III A Of State Elementary School 006 Sukajadi Pekanbaru*, Departement English education state university of Padang

<sup>39</sup> Ankur Joshi et al. 2015. Linkert Scale Explored and Explained, *British Journal of Applied Science and Technology* Vol.7 No. 4. P.996-403

and alliterations that can be used by teachers to train their students' skills.<sup>41</sup> Although students may not fully understand the meaning of nursery rhymes, they enjoy and find pleasure in hearing the rhyming words or lyrics. Nursery rhymes make a learning process more fun because it fuses learning with playing to ensure the students are engaged and absorbing the information. It can help the students to remember a word and automatically improve students' vocabulary. Using nursery rhymes in teaching English to young learners can building a positive classroom atmosphere and raising their motivation for learning.<sup>42</sup> The repetitions of short words or phrases in nursery rhymes can help students to improve their vocabulary.<sup>43</sup> It will help the students to remember a word in nursery rhymes and automatically improve their vocabulary mastery.

Rhythm and music are ways that can help someone to maintain and regulate someone's focus and attention.<sup>44</sup> Nursery rhymes help the students to practice their vocabulary and improve their English skills. It can be seen that there is a strong links between children's knowledge and their developing phonological skill by nursery rhymes. Nursery rhymes are an excellent resource to aid in the development of students' skills (Solski & Jackson, 2010). The students enjoy with the nursery rhymes as they are easy to follow, easy to remember, and fun to recite.

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<sup>40</sup> Richards, J. C., & Richard S. (2002). Longman: Dictionary of Language teaching and applied linguistics. England: Pearson Education Limited.

<sup>41</sup> Arshad, Imran. 2020. *Using Nursery Rhymes to Enhance Vocabulary among Young English Learners in Indonesia*. International journal of management 11(9). p.226

<sup>42</sup> Santovac, danijela. 2015. Making the Match: Traditional Nursery Rhymes and Teaching English to Modern Children. University of Novi sad

<sup>43</sup> Milington, Neil. 2011. *opcit* . p.141

<sup>44</sup> Moradi and Zamanian. 2014. On Effect of Soft Music on Learning English Language Vocabulary. Talash English Language Institute

## **b. Advantages and Disadvantages of Using Nursery Rhymes**

Music is a source of motivation, interest, and enjoyment that become an essential part of language learning. Some of the learners feel enjoy and interest when they get a good technique in learning process, especially in learning English. To teach vocabulary using a nursery rhyme is not only has the advantages for the students, but also it useful for the teachers. There are some advantages in teaching vocabulary through nursery rhymes.<sup>45</sup> The advantages are:

1. Teaching new vocabulary to students
2. Improving students' interest in learning vocabulary
3. Teaching a positive moral value through nursery rhymes
4. Training students' speaking, listening, and pronunciation skills
5. Incorporating physical activities in teaching learning process
6. Creating fun and active learning atmosphere in the classroom

Besides having advantages, nursery rhymes also have a disadvantages.<sup>46</sup>

Disadvantages are:

1. Sing a songs loudly can interfere the lessons in the surrounding class
2. The students too excited of the songs so they do not focus on the lesson

From the explanation above, even though nursery rhymes has disadvantages but the many benefits shown above explain that this method is reasonable to apply in increasing students' vocabulary mastery skills. It can

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<sup>45</sup> Brewster, J., Ellis, G., Girard, D. 2002. *The Primary English Teachers Guide*. England: Penguin English

<sup>46</sup> Kuśnierek, Anna. 2016. *The Role Of Music And Songs In Teaching English Vocabulary To Students*. Department of English Language, Higher School of Strange. World Scientific News 43(1) (2016) p.48



concluded that using nursery rhymes in teaching English vocabulary is a good way to improve students' motivation and help the students to memorize new vocabulary. It can be seen that to make the students interested in learning process is by choosing an interesting teaching method to increase their vocabulary knowledge. One of the best way is by using an English song with video or just a song without video as the media in the learning process.

## **2.2. Shadowing Technique**

### **a. Definition of shadowing technique**

Shadowing techniques can hopefully assist students in correctly pronouncing words and practicing their accuracy and fluency in reading aloud as well as oral ability. The shadowing technique is thought to help students overcome difficulty pronouncing a word. Shadowing technique is a listening exercise, students trace the words they hear and repeat them as precisely as possible while listening attentively to the next information.<sup>47</sup> So the shadowing technique is an activity in which the listener repeats or the product speech comes in immediately. Students use the shadowing technique to repeat what the speakers say word for word or phrase for phrase.

Shadowing is not a new language learning technique. According to Ye Guigang, the shadowing the exercise requires students to speak while listening and to try to keep up with the recording's speed, almost making the sounds at the

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<sup>47</sup> Tamai (1997) on Rio Sugiarto, Prihantoro, Sarwo Edy. *The impact of shadowing technique on tertiary students' english pronunciation*, Vol. (6), No. (1); 2020. p.116

same time.<sup>48</sup> Learners must be highly focused and agile in their responses by loudly imitating pronunciation, which includes both the information input and output processes. In practice, the speed of shadowing is two seconds slower than that of broadcasting, with the speed and content of shadowing remaining consistent. According to Lambert, shadowing is a rhythmic acoustic tracking task that requires the practice to make instant sounds in response to the sound stimulus signal. Many studies in recent years have shown that the shadowing exercise can improve learners' English imitation ability, thinking ability, memory ability, and other skills.

#### **b. Type of shadowing technique**

There are type or many ways to shadow. They are:

##### 1. Full shadowing

Say everything listeners hear. Use this in English class, not in the real world.

##### 2. Slash shadowing

This is like full shadow but with pauses. This gives listeners more time to shadow. Use this in class. It is easier than full shadowing.

##### 3. Key word or last word shadowing

Say the most important words. Say the last words. Use this often! It shows the listeners are listening.

##### 4. About you shadowing

Say what listeners hear. Change "I" to "you."<sup>49</sup>

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<sup>48</sup> Novia Risky Cahyani, Thesis, *The effectiveness of using Imitation and Shadowing Technique by English Transcript Video on Students' Speaking Skill at Eight Grade of MTSN 2 Trenggalek*, 2019, p.37

<sup>49</sup> Op.cit p.39

Shadowing is a listen and repeat exercise, except instead of having learners hear a model speaker and then repeat what they heard, they're encouraged to follow the speaker as closely as possible with only a very short delay. It means that both the model speaker and the learner will be speaking simultaneously. Learners are typically encouraged to mimic the speaker's speech style as closely as possible, employing the same rhythm, stress, intonation, and so on. Interestingly, shadowing for language learning became popular in Japan, where it was already used as a (somewhat controversial) technique for training simultaneous interpreters. Shadowing and mirroring share some properties, and the terms are sometimes used interchangeably, despite the fact that they are quite different techniques. Mirroring includes physical gesture imitation and does not necessitate simultaneous speech production. On this research, the researcher used slash shadowing to train the students' ability during the treatment. Because this type is full of shadow but with pauses that give the students' more time to shadow what they hear.

### **c. Procedure of shadowing technique**

As adopted from Hayakawa, the procedure of shadowing technique is on the table below:

<b>Step</b>	<b>Procedure of shadowing technique</b>	<b>Procedure of conventional teaching</b>
1	Listening: Students work in group to watch the song video and listen carefully. The video used is from Youtube Channels which suited the material based on syllabus.	The teacher explain the material
2.	Slash shadowing: Students write the word lyrics and the meaning in bahasa which gives by the teacher	The teacher gives examples of pronouncing the learn words

Step	Procedure of shadowing technique	Procedure of conventional teaching
3	Mumbling: The students shadow the text ( input speech) in a low voice so that the student own voice don't disturb the speech sounds	The teacher assigned the students' work in group to practice English pronunciation as well as to get correction from one another
4	Parallel reading: Student look at to the lyrics on song video while listening and check the lyrics that they write mainly focusing on the points that they could not catch	The teacher tests the students through drilling
5	Understanding the meaning: if student find any vocabularies of the lyrics that they don't know, they will look up the meaning or pronunciation in a dictionary. If there are some questions, those questions will be discussed or answer by the teacher	The teacher gives corrections to students
6	Prosody shadowing: Students practice shadowing focusing on pitch, rhythm, stresses, intonations, and entire pronunciation without looking at the lyrics. They try to imitate particular rhythm and intonation repeatedly until they can shadow smoothly. They must to try pronounce not with their accents.	
7	Content shadowing: the goal is to shadow smoothly with understanding the contents as well	
8	Listen and compare: students listen the other to shadowing and check with the script. Then compare their work with the song video. If there any weakness, they should work more and improve on it.	
9	Review and reflect: the teacher review s and reflects on the lesson orally with learners	

**Table 2.4 Procedure of Shadowing Technique**

*(Adopted from Hayakawa(2004) on Rio Sugiarto et al, 2020)<sup>50</sup>*

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<sup>50</sup> Hayakawa (2004) on Rio Sugiarto, Prihantoro, Sarwo Edy. *The impact of shadowing technique on tertiary students' english pronunciation*, Vol. (6), No. (1); 2020. p.119

### **2.3. Nursery rhymes with shadowing technique**

Based on explanation above, using nursery rhymes with shadowing technique can help students learn English very well, as seen in the previous study. The researcher chose some songs with video from YouTube channel that contains some vocabularies and related to the material or lesson based on syllabus and suited their needs. It is appropriate for elementary school students because there are symbols or words that are scripts that correspond to the spoken words of the people in the video. The actor and actress are also represented by a cartoon, while the voice is that of a native speaker. As a result, the students will be drawn to the video and will not make mistakes in their pronunciation when speaking to shadow it.

In this case, the researcher will conduct a study on the use of nursery rhymes with shadowing technique in vocabularies. The researcher believes that watching an English transcript video can help students improve their vocabulary. Based on the foregoing, the researcher decided to conduct a study to determine whether using nursery rhymes with shadowing techniques via English transcript video is effective in promoting students' vocabularies in the third grade of SDIT Al-Husna Lebong. The researcher choose the slash shadowing technique, in which the students will full shadow what they hear from the videos provided by the researcher, but with pauses. This allows students to spend more time shadowing the script then try to remember the vocabularies.

No.	Activities	Description
1	Introduction	<ol style="list-style-type: none"> <li>1. Teacher prepared the material (Material is simple material, so that students can catch easily)</li> <li>2. Teacher checked the students' attendance</li> <li>3. Teacher explained what they will learn that day</li> <li>4. Teacher tells the student what kind of activity they will organize</li> </ol>
2	Main Activities	<ol style="list-style-type: none"> <li>1. In the main activity, the teacher chose Nursery Rhymes with Shadowing Technique</li> <li>2. The researcher chose some songs with video from YouTube channel that contains some vocabularies and related to the material or lesson based on syllabus and suited their needs (Such as Cocomelon Videos)</li> <li>3. The first activity, the researcher let the students watching the cocomelon video. Cocomelon video contains simple vocabularies for students to learn.</li> <li>4. After watching the videos, the teacher tells the students to imitate the song to memorize the vocabulary. In this case, it calls slash shadowing technique (Before imitating the lyric, the students allow to write the lyric)</li> <li>5. The students are allowed to re-sing the song together</li> <li>6. The teacher attracts the student to make the students' voice come out.</li> </ol>
3	Closing	<ol style="list-style-type: none"> <li>1. In the last activity, students allow to sing the song without the teacher assisted</li> <li>2. Students are checked by the teacher one by one to sing the song</li> <li>3. Teacher tells the students to repeat and memorize the song at home.</li> </ol>

**Table 2.5. Teaching and learning process by using Nursery Rhymes with Shadowing Technique**

Based on the activities above, the researcher gave more focus on the main activities of using Nursery Rhymes with Shadowing Technique. The researcher chose the main activities because the main activity is the main aspect of applying a technique to make sure that technique make it or not in increase students' vocabulary mastery.

## **B. Review of Related Study**

Researchers had highlighted several related studies of this research. The previous findings included;

- 1) . Improving Students' Pronunciation Using Nursery Rhymes For Fifth Grade Students Of SDN 03 Krajanuon Kaliwungu Kendal: An Action Research, by SARI in 2008. 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 Rhymes.
- 2) Application of English Songs and Nursery Rhymes on Developing Taiwanese Children Phonological Awareness and Learning Motivation, was conducted by Li-Shan Wu in 2015. The purpose of the current study was to investigate how nursery rhymes and English songs affected Taiwanese young children's motivation to learn English. The research's main findings demonstrated that nursery rhymes helped them develop their motivation for learning the language.
- 3) The Effectiveness Of Teaching Vocabulary By Using Nursery Rhymes To The First Grade Students At MTS DDI Pattojo Soppeng, who conducted by Nurhudayah in 2018. This research focuses on using nursery rhymes to help students memorize and remember vocabulary.
- 4) The Impacts of Using Nursery Rhymes in Teaching English, conducted by Aulia Amirah Anugrah 2018. The result of the research discovered

six impacts that they perceived when using nursery rhymes to teach. The first impact is that nursery rhymes assist teachers in teaching new vocabulary to students. The second effect is that nursery rhymes can help teachers improve their students' interests. The third effect is that nursery rhymes can help teachers teach positive moral values. The fourth impact that nursery rhymes can help teachers train students' listening, speaking, and pronunciation skills. The fifth influence is nursery rhymes. Assist teachers in getting students more physically active. Finally, nursery rhymes can help to create a more active and enjoyable learning environment.

- 5) The Effectiveness of Using Imitation And Shadowing Technique by Using English Transcript Video on Students' Speaking Skill at Eighth of MTSN 2 Trenggalek, conducted by Novia Riski Cahyaningsih 2019. The research result is the students' speaking achievement finally improves after they are taught by using Imitation and Shadowing Technique by English transcript video by following the procedures.
- 6) The Impact of Shadowing Technique on Tertiary Students' English Pronunciation, conducted by Rio Sugiarto et al. 2020. The result is shadowing technique has a positive and significant impact on tertiary students' English pronunciation. After students are taught using shadowing technique, on average, most of them have sufficiently accurate English pronunciation of individual sounds such as monophthongs, diphthongs, triphthongs, semi-vowels, consonants, and



consonant cluster sounds. They are mostly able to pronounce particular English sounds needed to be differently pronounced when placed in different positions/sequences.

Based on some previous findings above, the researcher find this research has different from those research before. Because this research focuses on using nursery rhymes with shadowing technique on young learners' English vocabularies at third grade SDIT Al-Husna Lebong and this research important to do.

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

This chapter discusses kind of the research, subject of the research, technique of data collection, procedure of the research, instrument of the research, and technique of data analysis.

#### **A. Kind of the Research**

This is quantitative research method with quasi-experimental research as a design. Because there were few participants available for this study and the population of the school was suitable for the amount of samples the researcher expected, the researcher chose to do quasi-experimental research instead. A quasi-experimental design was also used by the researcher because the participants were well-organized within the class, making randomization impossible. According to Creswell, quasi-experiments include assignment, but not a random assignment of participants to groups.<sup>51</sup> There were two complete groups of classes included in this research design. The first group was an experimental group that used nursery rhymes with shadowing technique, whereas the second group was a control group that used conventional technique. The researcher applied different treatments to each group.

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<sup>51</sup>Creswell, John W. (2012). Educational research: planning, conducting, evaluating, quantitative and qualitative research (Fourth Edition). United State of America: Pearson Education Inc, P. 309

The quantitative approach is used in this research study. A quantitative approach is one in which the investigatory primarily uses postpositive claims for developing knowledge employs inquiry strategies such as experiment and survey, and collects data on predetermined instruments that yield statistics data.<sup>52</sup> Donald Ary claims that, quantitative research is investigation that implements operational definitions to generate numeric data to answer predetermined hypotheses or questions.<sup>53</sup> It employs a quantitative approach because quantitative data is data that is derived from all numbers using statistics.

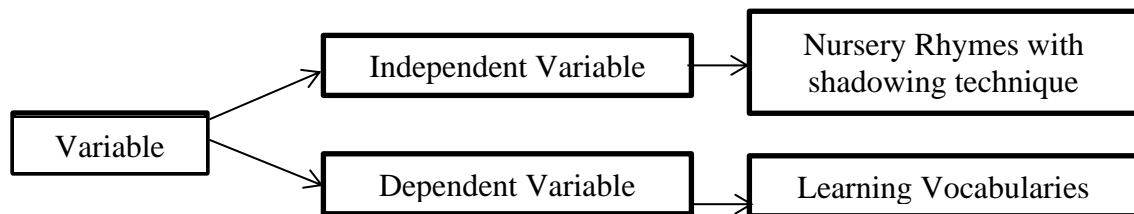
There are two variables in this study. The first variable is referred to as the independent variable, and the second variable is referred to as the dependent variable.<sup>54</sup> The variable influenced by the dependent variable is known as the independent variable and the independent variable in this study is nursery rhymes wiith shadowing technique. The dependent variable, on the other hand, is the variable whose value is influenced by the independent variable. Learning Vocabulary is the dependent variable in this study. The figure below shows clearly the variable of this study:

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<sup>52</sup>John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Second Edition*, p.21

<sup>53</sup> Donald ArY, et al., *Introduction to Research in Education Third Edition*, New York : 1985, p.260

<sup>54</sup> Fan, Shihe. 2010, “*Encyclopedia of Research Design*” Thousand Oaks, CA: SAGE, p.592-594



**Table 3.1 Variables**  
*(Adopted from Borg (1983) in Sarwo Edy, 2014)<sup>55</sup>*

## B. Population and Sample of the study

### 1. Population

Lapan said that subject of the research, or somewhat known by study population refers to the people who are the focus of the study.<sup>56</sup> The population of this research is all students' at third grade in SD IT Al-Husna Lebong in academic year 2022/2023. Which are 2 classes consist of 40 students. The researcher takes students' third grade because two subjects matter in the third grade of thematic textbooks such as going shopping (fruit salad song) and I go to school by bus (wheels on the bus song) are related to the nursery rhymes that will the researcher uses to improve students' vocabulary. The population in this research could be as in the table below:

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<sup>55</sup> Borg. W.R 1983 on Sarwo Edy, *The effectiveness of Extensive Reading on Students' Reading Comprehension Achievement as Observed from Students' Motivation*, Vol.2 No.1, March 2014 p.55

<sup>56</sup> Rizki Indra Guci Thesis, *"The Interference of First Language in Students' Translation Products"* 2017, p.25

No	Class	Number of Student		Total
		Female	Male	
1	III A	11	9	20
2	III B	5	15	20
<b>TOTAL POPULATION</b>				40

**Table 3.2 Population**

(Source Documentation of SD IT Al-Husna Lebong)

## 2. Homogeneity Sampling

Researcher chooses participants depend on affiliation in a subgroup that has similar characteristics.<sup>57</sup> The average of the vocabulary scores which the test conducted by researcher is the way the researcher to obtain the homogenous of the students. The average scores can be seen as in the table bellow:

No	Class	Number of Student		Average
		Female	Male	
1	III A	11	9	77,5
2	III B	5	15	78,5

**Table 3.3 Homogeneity Sampling**

Based on the result homogeneity test conducted on third grade, indicates that IIIA and IIIB can be classified into the level of homogeneity and can be used in this research. IIIA as the experimental group with an average score of 77,5 which received the treatment of nursery rhymes with shadowing technique and IIIB as the control group with average score of 78,5 which received conventional technique. *Appendix 7*

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<sup>57</sup> Cresswel, 2018, *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* [nuir.nkumbauniversity.ac.ug](http://nuir.nkumbauniversity.ac.ug) p.208

### 3. Sample

According Sugiyono, the sample is a part of number and characteristic owned by the population.<sup>58</sup> There no specific limit on how large a sample taken from the population, because legitimate least not situated on a large sample or the number of samples taken. But lies in the nature and characteristics of the sample population are approaching or not.

Creswell said that sample is a subject of the intended population studied by the researcher in order to generalize the target population.<sup>59</sup> In this research, there are two classes as the sample in this study. The author of the study selected the sample by considering the mean scores of students' grades from the researcher's homogeneity test. Two classes than classify into experimental group and control group by using flip coin.<sup>60</sup> The result showed that IIIA as experimental group and IIIB as control group.

### C. Technique of Data Collection

The data collection method is the method used to collect data for the study.<sup>61</sup> The goal of data collection in scientific research was to obtain material for the research. The researcher collects data from the students' pre-test and post-test scores. Before

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<sup>58</sup>Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, Alfabeta Bandung 2009, P.18

<sup>59</sup> John W. Creswell., and J. David Creswell. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications, 2017.

<sup>60</sup> Nurul Zuriah, *Metodologi Penelitian dan Pendidikan*, 1995, p.128-130

<sup>61</sup> Novia Risky Cahyani. *The effectiveness of using Imitation and Shadowing Technique by English Transcript Video on Students' Speaking Skill at Eight Grade of MTSN 2 Trenggalek*. Thesis, 2019, p.65

administering treatment, the researcher administered a pre-test to the students to determine their vocabulary mastery. Following treatment, the researcher administers a post-test to the students. The researcher then compares the mean of the pre-test and post-test results.

To make it more valid, in the test should have a validity test and reliability test. In quantitative research, validity is defined as the extent to which an instrument measures<sup>62</sup>. Reliability refers to a measurement that has consistent results with the equal values<sup>63</sup>. The foundation of good research is using validity and reliability test to measure the data to make a good decisions. Therefore, the researcher analyze the questions sheet of the test using Statistical Package for Sosial Science (SPSS) v 22 to find out whether the test is valid and reliable or not

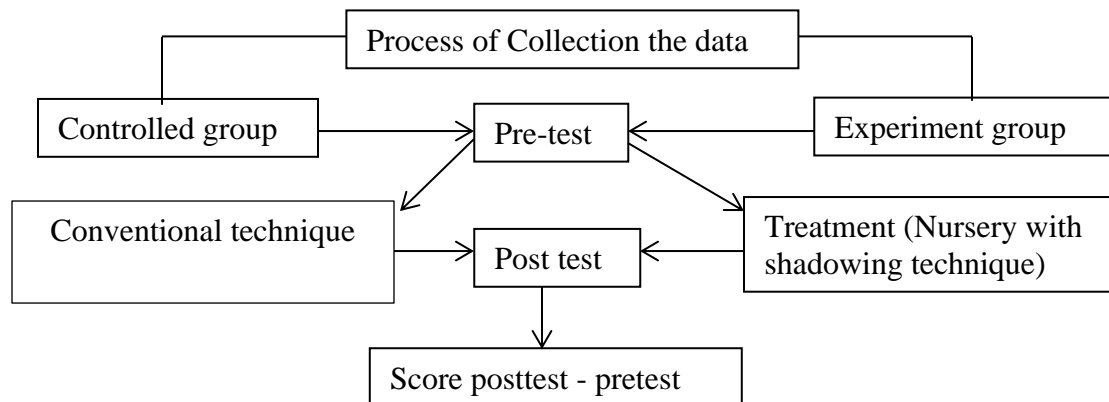
#### **D. Procedure of the research**

Before delivering the treatment to the experimental group, the researcher instructed the students on how to integrate the nursery rhymes with the shadowing technique in the classroom. The schedules for both groups are shown in the table below:

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<sup>62</sup>Mohajan, Two criteria for good measurements in research: Validity and Reability, 2017

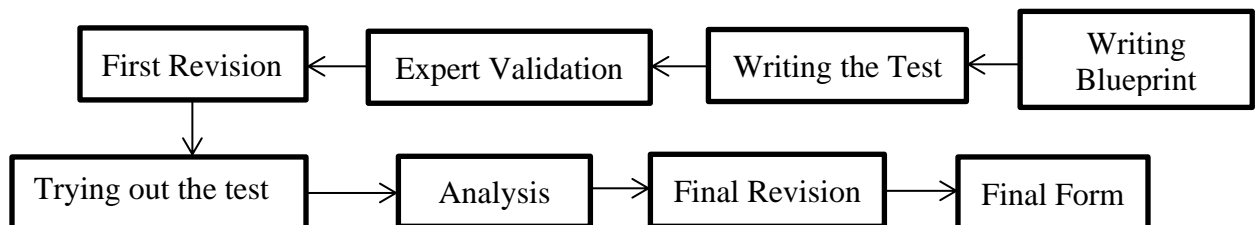
<sup>63</sup> Mohajan, *ibid*



**Table 3.4 Procedure of the research**

### E. Instrument of the research

Instruments of research are tools used to measure something that we observe in order to collect data and answer research questions.<sup>64</sup> The researcher devised the test. The test was created using materials from the Curriculum 2013 syllabus. This study employs two types of testing, those are pre-test and post-test. A pre-test serves to assess students vocabulary mastery before they get treatment, and a post-test is utilized to assess the outcome of the treatment. The following steps will be taken to create the instrumentation as figure bellow:



**Table 3.5 The Test Deelopment Plan**

(Adopted from Sulisty, 2002)<sup>65</sup>

<sup>64</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D)*. Bandung: Penerbit Alfabeta, 2010, p.32

<sup>65</sup> Sulisty, G.H, *Language Testing: Some Selected Terminologies and Their Underlying Basic Concepts*, States University of Malang, 2010, p.39



### a. Writing Blueprint

The test content specification or blueprint included the following elements: the syllabus, the test's goal, the required level of reading comprehension, the test type, the number of texts, and the total number of items. The blueprint explained how to plan a test before making the items. It served as a template for creating a test. The test needs to capture the data required by the syllabus.

Therefore, for create a blueprint in this research, researcher integrate the level for developing vocabulary test based on Riddle with the basic and indicator competence in syllabus at third grade students of SDIT Al-Husna Lebong. The blueprint of the test in the table bellows:

<b>Indicator Competence</b>	<b>Three level for developing a test for vocabulary assessment</b>	<b>Type of Questions</b>	<b>Item of Questions</b>
Menyebutkan nama-nama buah dan sayuran dalam bahasa inggris	Meaning	Word and meaning matching	1 and 5
Meminta sesuatu dengan menggunakan ungkapan "I want..."	Form	Following spelling rules Choice Definition	2 and 4
Melengkapi daftar belanja	Use	Sentence completion	3
Menyebutkan nama alat transportasi dalam bahasa inggris	Meaning	Labeling	7 and 9
Bertanya mengenai alat transportasi dengan menggunakan "How do you go to school?"	Form	Following spelling rules	8

Indicator Competence	Three level for developing a test for vocabulary assessment	Type of Questions	Item of Questions
Memberitahu alat transportasi ke sekolah menggunakan “I go to school by...”	Use	Collocation matching	6 and 10

**Table 3.6 Blueprint of the questionnaire<sup>66</sup>**

### **b. Writing the Vocabulary Test**

The vocabulary test consists of guidelines and test items. The material being taught should be clear in order for learners could grasp the question of reading assessment. In the present research, the researcher created 10 multiple-choice items that span three levels for producing a reading assessment based on Riddle stated. The tests consist of a pre-test and a post-test. The researcher used multiple choice because this tests can be scored easily, quickly, and have high objectivity for measuring cognitive level learners.<sup>67</sup> However, to compile a test in the form of quality multiple choice questions, it takes a long time and the question writer will have difficulty making a homogeneous distractor.<sup>68</sup> Before compiling a multiple choice test there are things that must considered in preparing multiple choice tests, namely: 1) Yes suitability between questions and answers, 2) Compilation of

<sup>66</sup> Paidi Gusmuliana, 2011, improving pupils' Vocabulary by using relia at grade III A of state elementary school 006 sukajadi pekanbaru, Departement English education state university of Padang, p.11

<sup>67</sup> Wulan Hajjatul Zamzania, adea and Aristia, Risa (2018) *Jenis - Jenis Instrumen dalam Evaluasi Pembelajaran*. Universitas Muhammadiyah Sidoarjo, <http://eprints.umsida.ac.id/id/eprint/4050>

<sup>68</sup> Idrus Alwi, The Effect of the Number of Alternative Objective Test Answers in the Form of Multiple Choice on the Reliability of Difficulty Levels and Discriminating Power, Scientific Journal of Factor Exacta, Vol. 3 No. 2, 2010

sentences for each question must be clear, 3) The language used is easy to understand, 4) Every question must contain one problem.<sup>69</sup>

### **c. Expert Validation**

An expert is required by the researcher to validate the instrument. In this research, the expert validation is the lecture of English Tadris Study Program which is Nastiti Handayani, M.Pd. The researcher submitted the vocabulary test to expert validation in order to obtain comments and feedback. In the Professional validation form, there are two criteria stated: the first is content, including the coherence between the statements and indicators stated in theory, and the second is accuracy of the grammatical aspects used in the instrument. The validation results table can be found in the *Appendix* section.

### **d. First Revision**

The goal of the first revision was to determine whether or not there was a test and which points needed to be revised. Based on the expert's suggestions, the researcher corrected the test, and revised some items. *Appendix 5*

### **e. Trying Out the Test**

The purpose of the trial test was to generate the required data using a relatively valid instrument. The practice run came before the real test. This test was administered to students from a different group who shared the same characteristics as the subjects of this study. Except for the experimental and control classes, the

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<sup>69</sup> Asrul, Rusydi Ananda, etc., *Evaluasi Pembelajaran*, (Bandung: Citapustaka Media, 2014), p.45

tryout was given to another class. However, the class that was given the opportunity to participate should share the same characteristics as the subject of this study. Apart from SDIT al-Husna Lebong, there are 2 other Islamic elementary schools that apply the English curriculum in Lebong Regency. Namely SDIT Al-Ahzhar Lebong which consist 25 students' at third grade and SDIT Al-Kahfi Lebong which consist 30 students' at third grade. According to Sugiyono validity testing was carried out using 30 respondents because the test results were close to the normal curve.<sup>70</sup> So the try out in this research is carried out in third grade at SDIT Al-Kahfi Lebong. The result on the *Appendix 8*

#### **f. Analyzing the Result of the Try Out**

The trial results were analyzed to determine the test's reliability and validity. As a result, the researcher want to know the instrument so that the questions are ideal or not too easy or too difficult, difficult or too difficult. By using SPSS v 22 Pearson Correlation, so the result of validity test served on the table bellows:

<b>Index Range</b>	<b>Interpretation</b>
0.800 – 1.000	Highest
0.600 – 0.800	High
0.400 – 0.800	Enough
0.200 – 0.400	Low
0.000 – 0.200	Lowest

**Table 3.7 Index range and interpretation of validity<sup>71</sup>**

<sup>70</sup> Sugiyono, 2009, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung : Alfabeta

<sup>71</sup> Arikunto Suharsimi. 2010 *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta

Try out-Test	
<b>Highest</b>	-
<b>High</b>	<b>2,4,6,9,10</b>
<b>Enough</b>	<b>1,3,5,7,8</b>
<b>Low</b>	-
<b>Lowest</b>	-

**Table 3.8 The Result of Validity Test Using SPSS v 22**

Based on the information and provisions in the table above, all the items of the instrument are categorized into good range validity. Some questions are in the high range and the others are in the enough range. Moreover, it can be drawn that the instrument on this research is valid. *Appendix 9*

#### Reliability Statistics

Cronbach's Alpha	Part 1	Value	.489
		N of Items	5 <sup>a</sup>
	Part 2	Value	.749
		N of Items	5 <sup>b</sup>
	Total N of Items		10
Correlation Between Forms			.829
Spearman-Brown Coefficient	Equal Length		.907
	Unequal Length		.907
Guttman Split-Half Coefficient			.894

a. The items are: Q1, Q2, Q3, Q4, Q5.

b. The items are: Q6, Q7, Q8, Q9, Q10.

**Table 3.8 Reliability Test of Try out Using SPSS v 22**

According to the table value of the  $r$  product moment value, if the final result is greater than 0.36, it can be concluded that the instrument is reliable.<sup>72</sup> And the results obtained from the pliers test were 0.894, which means that the instrument is reliable and can be used in the research.

### **g. Final revision**

The final step is final instrument, after conducting validity and reliability tests and getting the appropriate results, the instrument can be used. Which means the instrument is of good or excellent quality in areas where the instrument is appropriate. The vocabulary test was used as the data collection instrument, and the results were used to describe the significance and differences in the speaking skills of learners who were taught using nursery rhymes with techniques via English transcript video. The researcher used two tests: a pre-test (before treatment) and a post test (after treatment).

### **F. Treatment**

The research was carried out from May 2023 to June 2023 in 10 meetings.

Sequence of teaching	Class		Date
	III A	III B	
1 <sup>st</sup> Meeting	Pre-test	Pre-test	16 <sup>th</sup> May 2023
2 <sup>nd</sup> Meeting	Treatment	Conventional	17 <sup>th</sup> May 2023
3 <sup>rd</sup> Meeting		Technique	19 <sup>th</sup> May 2023

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<sup>72</sup> Search <https://www.spssindonesia.com/2019/01/cara-membaca-nilai-r-tabel-product-moment.html> on 6th July 2023

Sequence of teaching	Class		Date
	III A	III B	
4 <sup>th</sup> Meeting	Using nursery rhymes with shadowing technique	Conventional Technique	22 <sup>nd</sup> May 2023
5 <sup>th</sup> Meeting			24 <sup>th</sup> May 2023
6 <sup>th</sup> Meeting			26 <sup>th</sup> May 2023
7 <sup>th</sup> Meeting			29 <sup>th</sup> May 2023
8 <sup>th</sup> Meeting			31 <sup>st</sup> May 2023
9 <sup>th</sup> Meeting			2 <sup>nd</sup> June 2023
10 <sup>th</sup> Meeting	Post-test	Post-test	3 <sup>rd</sup> June 2023

**Table 3.9 Sequence of Teaching**

The table above shows the sequence of teaching that the researcher do during the period of the research to collecting the data from the students'. The researcher started on 16<sup>th</sup> may 2023 and gave the pre-test, then do the treatment on the experimental and controlled group, then on 3<sup>rd</sup> finally finish with the post-test.

### **G. Technique of Data Analysis**

In analyzing the data, the researcher uses statistical calculating of t-test to find out the difference scores of student's achievement in teaching vocabulary using nursery rhymes with shadowing technique. Data processing is the step to know the result of both experimental class using nursery rhymes with shadowing technique as variable X and controlled class using conventional teaching as variable Y.

After the test are administered to students in the pre-test and post-test, the scores will be tested. The will focus on the normality and homogeneity od students' pre-test and post-test scores. If the students' pre-test and post-test scores are normally

distributed and homogenous, the researcher can process with the paired sample t-test and independent sample t-test. Following are the steps to analyze the data:

### **1 . Normality test**

Normality test used to check whether the post-test score of experimental group and control group are normally distributed or not. The test of normality in this study will be measured by using SPSS v. 22 windows program. It is use to know whether both variable X and Y are normally distributed. The score of normally test must be  $\geq 0.05$  (based on table of product moment) to obtain the normal data.

### **2. Homogeneity test**

Homogeneity test used to check whether the post test score of experimental group and control group have similar variance or not. The test of homogeneity in this study will be measured by using SPSS v. 22 windows program. It use to know the similarity of variable Y score that has been categorized to variable X score. The score must be higher than 0,05 to obtain the homogenous data.

### **3. T-test**

T-test is used to know the effect of Nursery rhymes with Shadowing technique. It is adopted from the score that has been acquired by conducting pre-test and post-test. By using t-test formula, the researcher calculated the student post test score from both group. The term in using t-test should be in normal distribution and homogenous variants. There are two kind of t-test on



this research. Paired sample t-test which used to know the different between pre-test and post-test and independent sample t-test is used to see the different between experimental group and control group.

An independent sample t-test is used in this research project to compare the vocabulary mastery of the experimental and control groups. The t-test for the independent sample is used to determine whether there is a probably significant difference between the average of the two independent samples.<sup>73</sup> The independent sample T-test is used by the researcher to find out whether the difference in the average of two groups is caused by the independent variable or by chance.

#### Independent Sample T-test Formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{\bar{X}_1 - \bar{X}_2}}$$

$$s_{\bar{X}_1 - \bar{X}_2} = \sqrt{\left( \frac{N_1 s_1^2 + N_2 s_2^2}{N_1 + N_2 - 2} \right) \left( \frac{N_1 + N_2}{N_1 N_2} \right)}$$

$\bar{X}_1$  = Average sample before treatment

$\bar{X}_2$  = Average sample after treatment

$S_1$  = Standard deviation before treatment

$S_2$  = Standard deviation after treatment

$n_1$  = Number of samples before treatment

2 = Number of samples after treatment

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<sup>73</sup> Gay, L.R and Peter Airasian. *Educational Research*, New Jersey: (Prentice-Hall. Inc. 2000) , P. 389.

Another statistical method is the T-Test. It's used to determine whether there are differences between two means or whether a sample's mean deviates from the population's mean. However, depending on the amount of samples, there are a few other forms of t-tests that can be utilized. When compared the mean of a sample with the mean of the population, one uses the first type, commonly known as the "single sample t-test." When determining if there are differences between the means of two independent samples, the second type of t-test, referred to as the "independent sample t-test," is utilized. The third type of t-test, also known as the "correlated sample t-test" or "paired sample t-test," is used to determine if two sample means from the same sample differ from one another.

In this research, the scores of the experimental group and the control group for learning English is compared using an independent sample t-test. If an independent sample t-test can be used to evaluate two or more variables, the formula for the independent sample t-test is employed to determine whether or not there is a significant difference.<sup>74</sup> In order to determine whether there is possibly a significant difference between the means of the two independent samples, Gay added, the t-test for the independent sample is used.<sup>75</sup> So, to determine if the difference between the means of two groups or conditions is

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<sup>74</sup> Hartono, *Statistik Untuk Penelitian* (Pekanbaru: Pustaka, 2010), P. 177

<sup>75</sup> Gay, L.R and Peter Airasian. *Educational Research*, New Jersey: (Prentice-Hall. Inc. 2000), P. 389.

caused by the independent variable or if the difference is just the result of chance, the researcher uses an independent sample T-test.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The researcher presents the research findings in this chapter. This chapter includes data description, normality testing, hypotheses testing, and discussion.

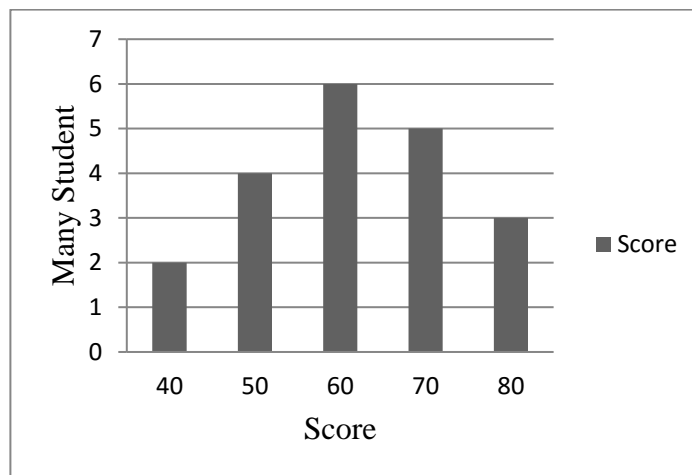
#### **A. Research Findings**

The pre-test was submitted directly to the treatment in class III A as the experimental class and class III B as the controlled class, and the post-test was completed after the treatment. The researcher played the nursery rhymes then let the students shadowing the song in the experimental class, while the standard procedure was used in the control class. The students were asked to answer 10 questions about going shopping and vehicles with time allocation 15 minutes.

The researcher used a multiple choice test to assess the students' vocabulary mastery for learning English in order to determine the level of student vocabulary mastery at SDIT Al-Husna Lebong. Multiple choice includes a number of indicators based on the syllabus. . To give score of the answer, the researcher gave score 10 for the correct answers and 0 for the wrong answer. After collecting the data, the researcher used SPSS v 22 to figure out the normality, homogeneity, and t-test of the data. This section of the chapter presented the findings of research conducted using an experiment approach between May 16 and June 3, 2023.

## 1. The Students' Vocabulary Mastery Using Conventional Technique

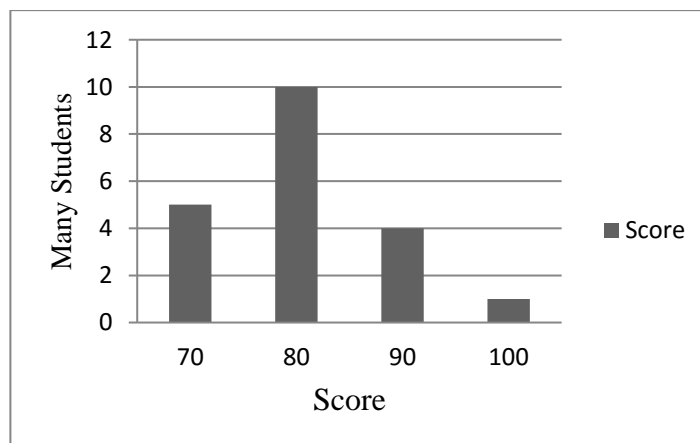
### a. Pre-test Controlled Group



**Chart 4.1 Pre-test Controlled Group**

After giving the test for the pre-test the researcher finally got the student value data as on the chart above. According to the experimental group pre-test data, from 20 students there was 3 students with highest score is 80 and 2 students got the lowest score is 40.

### b. Post-test Controlled Group



**Chart 4.2 Post-test Controlled Group**

The researcher collected the student value data shown in the chart above after administering the post-test. Based on the chart above, from 20 students there was 1 students who got the highest score is 100 and 5 students got the lowest score is 70. As on the experimental group and based on the data that shows as in this table above will be used to find the final results and conclusions in the controlled group.

### c. Paired T-test of Controlled Group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	61.50	20	12.258	2.741
	Post-test	80.50	20	8.256	1.846

**Table 4.1 Paired Sample Statistic Controlled Class using SPSS v 22**

The table above shows that the mean or average of 20 N (total students' on controlled group) the pre-test is 61,50, and the average before the treatment under teaching conventional technique or post-test of controlled group is 80,50. So, there is a significant improvement on students' vocabulary mastery.

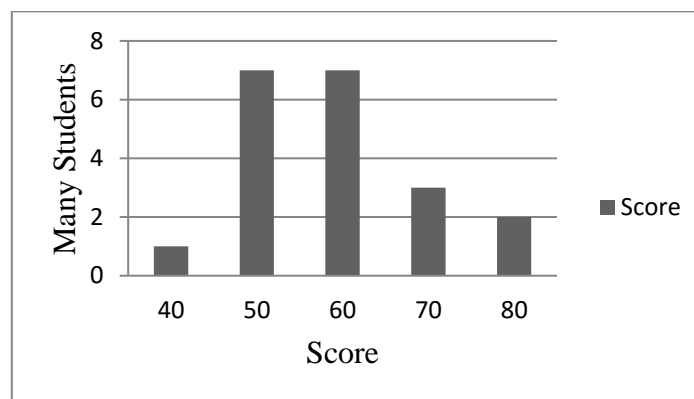
		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test - Post-test	-19.000	7.182	1.606	-22.361	-15.639	-11.831	19	.000

**Table 4.2 Paired Samples Test on Controlled Group using SPSS v 22**

To know the difference between the pre-test and post-test on controlled group result, the researcher used the paired samples t-test. Which the paired samples the significant 2 tailed is  $0.000 \leq 0.05$  (product moment) it means there is a significant improvement between pre-test and post test result on controlled group. There is a substantial increase on students' vocabulary mastery under the teaching conventional method.

## 2. The Students Vocabulary Mastery Using Nursery Rhymes with Shadowing Technique

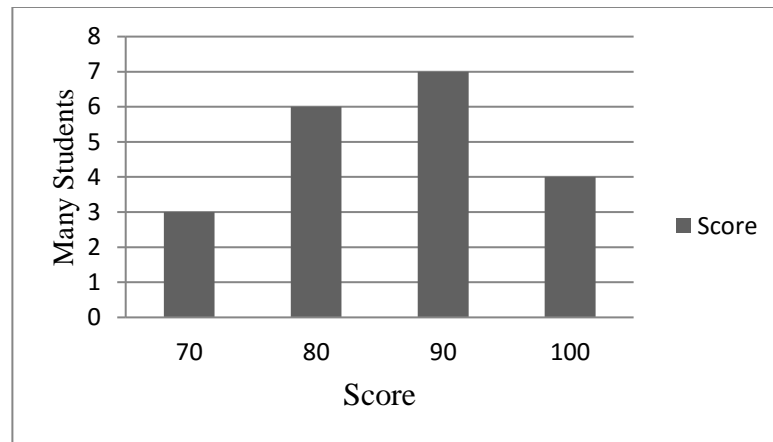
### a. Pre-test Experimental Group



**Chart 4.3 Pre-test Experimental group**

The researcher collected the student value data shown in the chart above after administering the pre-test test on experimental group. According to the Controlled group pre-test data, from 20 students there was 2 students who got the highest score is 80 and only 1 student got the lowest score is 40. The controlled group's average is 59 .

### b. Post-test Experimental Group



**Chart 4.4 Post-test Experimental Group**

After delivering the post-test, the researcher obtained the student value data illustrated in the line chart above. According to the experimental group post-test data, from 20 students there was 4 students who got the highest score is 100 and 3 students got the lowest score is 70. Based on the data that shows as in this chart above will be used to find the final results and conclusions in the experimental group.

### c. Paired Sample T-test on Experimental Group

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	59.00	20	10.712	2.395
	Post-test	86.00	20	9.947	2.224

**Table 4.3 Paired Samples Statistic using SPSS v 22**

From the table above, from 20 N (total students' on experimental group) the average or mean pre-test experimental group is 61,50 and the average of post-test on experimental group is 86. Which means there is a very significant



increase the scores after the using nursery rhymes with shadowing technique on experimental group.

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	-27.000	4.702	1.051	-29.200	-24.800	-25.682	19	.000

**Table 4.4 Paired Samples Test using SPSS v 22**

The table above shows the results of the paired samples t-test analysis of student vocabulary mastery. According to the table, significant (2-tailed) is  $0.000 \leq 0.005$  (based on table of product moment) which indicates there is a significant difference between the pretest and posttest results, which indicates that using nursery rhymes with shadowing technique can help students improve their vocabulary mastery.

After got the pre-test and post-test result, the researcher conducted to analysis;

#### **a. Normality Test**

Used to check whether the post-test score of experimental group and control group are normally distributed or not. The test of normality in this study will be measured by using SPSS v. 22 windows program. The score of normally

test must be  $\geq 0.05$  (based on table of product moment) to obtain the normal data.

		Unstandardized Residual
N		20
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.57670517
Most Extreme Differences	Absolute	.131
	Positive	.131
	Negative	-.097
Test Statistic		.131
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

**Table 4.5 Normality**

Based on the table above, asymptotic significance 2-tailed of experimental and controlled group is  $0.200 \geq 0.05$  so the  $H_0$  (data is in normal distribution) is accepted and the  $H_a$  (data is not normal distribution) is rejected. So, the data is in normal distribution.<sup>76</sup>

### b. Homogeneity

Used to check whether the post test score of experimental group and control group have similar variance or not. The test of homogeneity in this study will be measured by using SPSS v. 22 windows program. The score must be higher than 0,05 to obtain the homogenous data.

<sup>76</sup> Adam Lund and Mark Lund, 2015, Testing for Normality using SPSS Statistic, retrieved from <https://statistics.laerd.com/spss-tutorials/testing-for-normality-using-spss-statistics.php> on 4th july

**Test of Homogeneity of Variances**

Score

Levene Statistic	df1	df2	Sig.
.550	1	38	.463

**Table 4.6 Homogeneity test using SPSS v 22**

Based on the table above, the significance score is  $0.463 \geq 0.05$  which means significance value between experiment and controlled class are higher than 0.05 and the sample is behave the same or homogeneous variance, so we could continue the t-test and both class can be used as the sample of the research.

**3. Significant effect of using nursery rhymes with shadowing technique on students' vocabulary mastery**

**Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score post test	Class III A	20	86.00	9.947	2.224
	Class III B	20	80.50	8.256	1.846

**Table 4.7 Group Statistic using SPSS v 22**

According to the table group statistic between experimental group and controlled group above, the average score of both experimental group and controlled group is totally different. Average score experimental class is 86, whereas the average of students in controlled class is 80,5.

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Score post test	2.420	.128	1.903	38	.004	5.500	2.891	-352	11.352	
Equal variances assumed			1.903	36.752	.004	5.500	2.891	-358	11.358	
Equal variances not assumed			1.903	36.752	.004	5.500	2.891	-358	11.358	

**Table 4.8 Independent Sample T-test using SPSS v 22**

The table above shows that the sig 2 tailed value is less than 0.05, which equals 0.04, indicating that there is a significant difference between the experimental and control classes. It is also supported by the experimental class's average value of 86, which is higher than the control class's average value of 80,5. Based on the table above, it is possible to conclude that the using nursery rhymes with shadowing technique has a significant effect on students' vocabulary mastery.

## **B. Discussion**

Research findings on students SDIT Al-Husna Lebong in the control group and experimental group show the different vocabulary mastery after the treatment, which is the experimental group using nursery rhymes with shadowing technique in learning and the control group using the conventional method. In this section, the findings are discussed more detailed based on the previous findings.

To figure out the vocabulary mastery of students at SDIT Al-Husna Lebong, researchers distributed multiple choice to all respondents for the pre-test and post-test, the researcher used a multiple choice to assess the students' vocabulary mastery. Questions with multiple choices are used by the researcher because they can be scored quickly and easily, and they have a high objectivity for measuring cognitive level learners.<sup>77</sup> After distributing the printed multiple choices to 40 respondents of the third grade students at SDIT Al-Husna Lebong and the researchers successfully collected and also got the result. The Multiple choice contains 10 statements and 2 indicators: meaning and spelling. The researcher gives a score of 10 for the correct answer and 0 for the wrong answer.

### **1) Students' vocabulary under conventional technique**

Following the result of the pre-test and post-test, it has been found that the students' vocabulary mastery is a little improving, as indicated by the following results The control group's average pre-test score is 61.50 and the average of the post-test is 80,5. These findings show that the control groups'

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<sup>77</sup> Op.cit Wulan Hajjatul Zamzania, adea and Aristia, Risa (2018)

post-test scores improved more than their pre-test scores. To know the students' vocabulary mastery under conventional technique, researcher compares students score and do document analysis checklist. Researcher analyzed students answers and compare with list of checklist that researcher put in the findings. After got the data researcher discussed it. Based on table in the finding researcher conclude that S5, S10, S16, S17, S19 and S20 are very less in vocabulary mastery. It indicate with students increase score lower than the others. It is because they cannot distinguish the question. Their answer is just based on their feeling. But after the treatment they can improve their vocabulary more than before.

## **2) Students' vocabulary mastery using nursery rhymes with shadowing technique**

The findings shows that the experimental groups' post-test scores improved more than their pre-test scores. As indicated by the following results The experimental group's average pre-test score is 59. The mean of the post-test is 86 in the experimental group. First to know the students' vocabulary mastery using nursery rhymes with shadowing technique, researcher compare students score and do document analysis checklist. Researcher analyzed students answers and compare with list of checklist that researcher put in the findings. After got the data researcher discussed it. Based on table in the finding researcher conclude that S1, S6, and S15 are very less in vocabulary mastery. It indicate with students' increase score. It is because they cannot

distinguish the question. Their answer is just based on their feeling. But after the treatment the vocabulary mastery of hole students' in experimental group improved and shows the significant increase based on their pre-test and post-test. It is in line with Kanellopuolou et. al., the students would engage and interact actively if the relevant teaching medium is suitable for their characters.<sup>78</sup> According to York, nursery rhymes are unique; nursery rhymes are divided into many lines, and each line consists the special beats.<sup>79</sup> These beats can attract children's concentration to pay more attention to the lines and also provide learners with a merriment. In this study, Nursery rhymes helped to create a relaxing and cheerful classroom. This environment motivates learners to involve in classroom activities. As a result, the learners enjoyed learning English vocabulary, and their learning performance was developed.

Although both classes' post-test averages improved, the experimental class outperformed the control group. Furthermore, after the pre-test, the researcher used nursery rhymes with shadowing technique to increase the students' vocabulary mastery. As what Millington said that songs can be used for a variety of activities and are beneficial as a teaching tool for a variety of reasons.<sup>80</sup> Besides, Nursery rhymes

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<sup>78</sup> Kanellopoulou, C., Kermanidis, K. L., & Giannakouloupoulos, A. (2019). The Dual- Coding and Multimedia Learning Theories: Film Subtitles as A Vocabulary Teaching Tool. *Education Sciences*, 9(3), 210.

<sup>79</sup> York, J. (2011). Music and MEXT: How songs can help primary school English teachers teach and their students learn. *The Language Teacher*, 35(4), 62-67.

<sup>80</sup> Millington, Neil T. (2011). *Using Songs Effectively to Teach English to Young Learners*. Japan: Ritsumeikan Asia Pasific University.

with shadowing technique also activate the students five senses, it can be seen when the students are likely to imitate the video movements during the rhymes are played. It positively affects the students' memorization and vocabulary while they create certain gestures and connect it into the things around them, for example when they sing the body parts song and point out their own body parts at the same time.<sup>81</sup> This research finding is also parallel with what Morett found that using gesture and image would have a better recall for the learners than using the gesture only.<sup>82</sup> Meanwhile, in this research, the students are actively use their gesture, videos, and also the vocabulary itself. Then, they tend to be easier to remember what they have said, they pointed out, and they formed. This finding also shows the aspect of use in vocabulary knowledge where the students are able to recognize the words that might be occurred when they talked about their own body, their own house, or their daily activities.

Researcher used a level of significance of 0.05 in this study.  $T_{\text{value}} > T_{\text{table } t_0}$  is higher than  $t_t$  which the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $h_a$ ) was accepted. Which means there is a significant effect of using nursery rhymes with shadowing technique on students' vocabulary mastery. As well as Opie state that nursery rhymes are full of rhymes and alliterations that can be used by teachers to train their students' skills.<sup>83</sup> In line with this, Brown in Syakur stated

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<sup>81</sup> Long, G. L. J., & Mustafa, M. C. (2020). Early Childhood Teachers' Perspectives on the Effectiveness of Teaching Vocabulary through Nursery Rhymes. *Jurnal Pendidikan Awal Kanak-Kanak Kebangsaan*, 9, 9–17.

<sup>82</sup> Morett, L. M. (2019). The Power of An Image: Images, Not Glosses, Enhance Learning of Concrete L2 Words in Beginning Learners. *Journal of Psycholinguistic Research*, 48(3).

<sup>83</sup> Opie, Peter. 1997. *The Oxford Dictionary of Nursery Rhymes* (2nd ed.). Oxford: Oxford University Press. p. 376



that the class atmosphere is more pleasing for students and the teacher since nursery rhymes with shadowing technique serve colorful and interesting videos or rhymes which are suitable to fulfill the younger learners' characteristics; easily interested in movement and attractive melody.<sup>84</sup> Nursery Rhymes were used as the media of this research. And shadowing is defined as a listening act or task in which the learner tracks the target speech and repeats it as accurately as possible without looking at a text.<sup>85</sup> From the results the researcher can prove that the use of nursery rhymes with shadowing technique is effective in increasing students' vocabulary mastery.

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<sup>84</sup> Syakur, M. A. (2020). The Use of Board Game in Teaching Speaking to Young Learners. *English Education: Journal of English Teaching and Research*, 5(2), 149–155.

<sup>85</sup> Richards, J. C., & Richard S. (2002). *Longman: Dictionary of Language teaching and applied linguistics*. England: Pearson Education Limited. p.413

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents conclusion and suggestion based on results of this research which has been explained on the finding and discussion on the fourth chapter. The following are the conclusion and suggestion of this research.

#### **A. Conclusion**

After conducting the research, the researcher concluded that the research conducting at third grade students on SDIT Al-Husna Lebong in academic year 2022/2023 about “The Effect of Using Nursery Rhymes with Shadowing Technique on Young Learners’ English Vocabularies” was successful. This study using two classes which became the control class and experimental class. According to the research finding, the control group's average pre-test score is 61.50, and the mean of the post-test is 80,5. Besides, the experimental group's average pre-test score is 59. And the average of the post-test is 86. It means that both classes have an improvement regarding vocabulary mastery. However, the experimental class has more significant improvement than control group. It could say that nursery rhymes with shadowing technique could increase students’ vocabulary mastery. It means that the treatment which has been applied was successful.

## **B. Suggestion**

From the conclusion above the researcher would like to give some suggestion as follow :

### 1) For English Teacher

They should be more creative and innovative regarding the way they use media in the learning process. Teachers should be able to find interesting ways to get students excited, active, and interested in the material. The nursery rhymes with shadowing technique could be an innovative method of English learning styles. So, the teacher should consider implementing a method that will increase students' vocabulary mastery.

### 2) For Further Researcher

This research is hopefully useful for the further researcher, nursery rhymes with shadowing technique also can be used as the next research in other area and subject with other method of the research and theory. This study is expected to provide readers with useful information about using nursery rhymes with the shadowing technique to improve students' vocabulary mastery. It can be used as a reference for this study.

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## Appendix 5

### PRE-TEST AND POST-TEST

Name : \_\_\_\_\_  
Class : \_\_\_\_\_  
Time Allocation : 15 Minutes

1. What is this?



- A. ~~It~~ This is a cucumber
- B. ~~It~~ This is some nuts
- C. ~~It~~ This is a spinach
- D. ~~It~~ This is some beans

2. "Saya ingin memakan melon" ~~Which is the meaning in English?~~ What is "saya ingin memakan melon" in English?



- A. I want to eat a watermelon
- B. I want to eat an water apple
- C. I want to eat a melon
- D. I want to an apple

3. ~~Arrange this jumbled word into good sentence!~~ From this jumbled word, which is the true sentence? Eat – Corn – My Sister – To - Likes



- A. My sister to eat likes corn
- B. My sister likes to eat corn
- C. Corn likes to eat my sister
- D. Eat corn to likes my sister

4. "I want jackfruit". ~~Choose~~ Which ~~is~~ are the jackfruit?

A.



B.



C.



D.

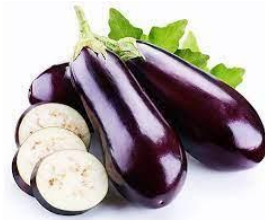


5. "I want to buy some eggplants". Which ~~is~~ **are** the eggplants?

A.



B.



C.



D.



6. ~~Arrange this jumbled word into good sentence!~~ **From this jumbled word, which is the true sentence?**

The Zoo – We – By – To – Go - Train



- A. The zoo go to train by we
- B. We go to the zoo by train
- C. Train go to the zoo to we by
- D. Go to the zoo we by train

7. What is this?



- A. ~~It~~ **This** is a jet plane
- B. ~~It~~ **This** is a helicopter
- C. ~~It~~ **This** is a plane
- D. ~~It~~ **This** is a ship

8. "Bagaimana cara kamu pergi ke sekolah". ~~Which the meaning in English?~~ **What is "Bagaimana cara kamu pergi ke sekolah" in English?**



- A. How old are you?
- B. How do you go to school?
- C. What is your school name?
- D. What are you doing at school?

9. "I go to school by a car". ~~Choose~~ **Which is** the car?

A.



B.



C.



D.



10. Fatimah: Hi Ali, ~~how are you go to school this morning?~~ How do you go to school every morning?

Ali: Hello Fatimah, I go to school by school bus.

~~Choose~~ which is the school bus?

A.



B.



C.



D.



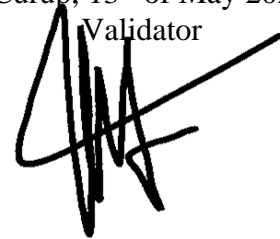
Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument.

- The blue color words or statements mean the validator's additional point for your instrument.
- The red color means something that you need to revise or delete.

Curup, 13<sup>th</sup> of May 2023

Validator



Nastiti Handayani, M.Pd



## Appendix 6

### PRE-TEST AND POST-TEST

Name : \_\_\_\_\_  
Class : \_\_\_\_\_  
Time Allocation : 15 Minutes

1. What is this?



- A. This is a cucumber
- B. This is some nuts
- C. This is a spinach
- D. This is some beans

2. “Saya ingin memakan melon” What is “saya ingin memakan melon” in English?



- A. I want to eat a watermelon
- B. I want to eat an water apple
- C. I want to eat a melon
- D. I want to an apple

3. From this jumbled word, which is the true sentence?

Eat – Corn – My Sister – To - Likes



- A. My sister to eat likes corn
- B. My sister likes to eat corn
- C. Corn likes to eat my sister
- D. Eat corn to likes my sister

4. “I want jackfruit”. Which are the jackfruit?

A.



B.



C.



D.

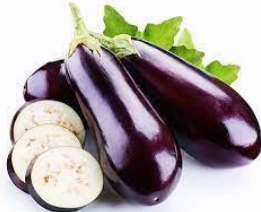


5. "I want to buy some eggplants". Which are the eggplants?

A.



B.



C.



D.



6. From this jumbled word, which is the true sentence?

The Zoo – We – By – To – Go - Train



- A. The zoo go to train by we
- B. We go to the zoo by train
- C. Train go to the zoo to we by
- D. Go to the zoo we by train

7. What is this?



- A. This is a jet plane
- B. This is a helicopter
- C. This is a plane
- D. This is a ship

8. "Bagaimana cara kamu pergi ke sekolah".

What is "Bagaimana cara kamu pergi ke sekolah" in English?



- A. How old are you?
- B. How do you go to school?
- C. What is your school name?
- D. What are you doing at school?

9. What vehicles has four wheels?

A.



B.



C.



D.



10. Fatimah: Hi Ali, How do you go to school every morning?

Ali: Hello Fatimah, I go to school by school bus.

which is the school bus?

A.



B.



C.



D.

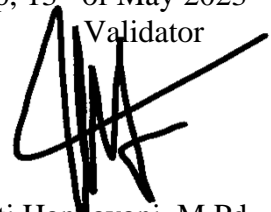


Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument.

- The **blue color words or statements** mean the validator's additional point for your instrument.
- The **red color** means something that you need to revise or delete.

Curup, 13<sup>th</sup> of May 2023  
Validator

A handwritten signature in black ink, appearing to be 'Nastiti Hanayani'.

Nastiti Hanayani, M.Pd

## Appendix 1

**PEMERINTAH KABUPATEN LEBONG  
YAYASAN ANAK SHOLEH MANDIRI (ASMA) LEBONG  
SEKOLAH DASAR ISLAM TERPADU  
(SDIT AL-HUSNA)**

**DATA SANTRIWAN DAN SANTRIWATI**



*Alamat : Jalan Suharto Gang Imam Mahdi Kelurahan Taba Anyar Kecamatan Lebong Selatan Kabupaten Lebong  
Kode POS 39162 – Provinsi Bengkulu*



*Yayasan Pendidikan Anak Sholeh Mandiri (ASMA) Lebong*

**SEKOLAH DASAR ISLAM TERPADU (SDIT)**

**AL-HUSNA**

**KECAMATAN LEBONG SELATAN**

Jalan Suharto Gang Imam Mahdi, Kel. Taba Anyar Kec. Lebong Selatan Kab. Lebong

<b>N O</b>	<b>NISN</b>	<b>NIS</b>	<b>NAMA SISWA</b>	<b>TTL</b>	<b>ALAMAT</b>	<b>NAMA IBU</b>	<b>NAMA AYAH</b>	<b>J K</b>	<b>KELAS</b>
1	01320659 22	02019 7	AGUS RAMA HARDIANTO	KARANG DAPO, 07 Aug 2013	KARANG DAPO ATAS	TESATRI ANDRIBBI	TRI HARDIANTO	L	Kelas 3B
2	31450002 42	02019 8	AILA HAFRIZA AFIFAH	TALANG LIAK I, 18 Feb 2014	TALAG LEAK I	ELPI PUSPITA	ELFI SYARFANI	P	Kelas 3B
3	01467959 94	02022 6	AL GIBRAN KURNIAWAN	TABA ANYAR, 28 Feb 2014	BUNGIN	WIWIN WINARTI	DIDI KURNIAWAN	L	Kelas 3A
4	31378153 91	02020 0	ALICIA ALZIRA	LEBONG, 21 Nov 2013	TIK JENIAK	ERMA SURYANI	NIKSEN HERI	P	Kelas 3A
5	31459549 93	02019 9	ALIKA YUMNA NAUFALYN PUTRI	TABA ANYAR, 16 Mei 2014	TABA ANYAR	SELFY YANTI	JUWANDA	P	Kelas 3A
6	31314434 52	02020 1	ANDHARA ZAHRA QANITA	LUBUK LINGGAU, 05 Nov 2013	TABA ANYAR	REVI YUNITA	RIAN APRILDO	P	Kelas 3A
7	01449109 37	02020 3	AQEELA SHAFI SIENEBA	TABA ANYAR, 12 Jan 2014	TABA ANYAR	KRISMAW ATI	FIRO INDRIYANDI	P	Kelas 3A

8	01442541 67	02020 2	ATALLA ZELVINO.D	TABA ANYAR 15 Jul 2014	TIK JENIAK	HESTI FITRIANI	DEDI DORES	L	Kelas 3A
9	31437849 68	02020 4	AZKIA SAMHA SAUFA	TABA ANYAR 02 Mei 2014	TABA ANYAR	ANGGI PUSPITAS ARI	SUDARYONO	P	Kelas 3B
10	31495000 24	02020 5	BERLIANI ASLAM ALKIROMAH	PUNGGUK PEDARO, 11 Apr 2014	PUNGGUK PEDARO	WINDA SARI	WAWASYAH	P	Kelas 3B
11	31431173 86	02020 6	DANISH HAMSARI	CURUP, 06 Mar 2014	TABA ANYAR	DESI YUNARA	HARYANTO	L	Kelas 3B
12	31490719 40	01917 3	DASTAN HERAWADI	TABA ANYAR, 09 Mar 2014	TURAN LALANG	DELIANA	DONNY HERAWADI	L	Kelas 3B
13	31442499 14	02020 7	DIRGANTARA AL-AZIIZ	KEDIRI, 20 Mar 2014	TES	WENI DIANITA	HERI RISKANDAR	L	Kelas 3B
14									
15	01439291 00	02020 9	DZAKIYAH AQILAH SAKHI	UJUNG TANJUNG, 08 Mar 2014	UJUNG TANJUNG III	EMI SUSWATI	APLIN SANI	P	Kelas 3A
16	31354258 85	02021 0	FAITH ABIYU VIAN	CURUP, 02 Sep 2013	KARANG DAPO ATAS	VIVI SUSTIKA SARI	ANTONIO FRASISKO	L	Kelas 3B
17	01387993 09	02021 1	FAIZ LIAN HIBATULLAH	BENGKULU, 09 Okt 2013	TABA ANYAR	DWILIUS APRILIA	ANGGA NOVRIAN	L	Kelas 3A
18	31397670 42	02021 2	GHAZEMA FITRAH	UJUNG TANJUNG I, 10 Agus 2013	UJUNG TANJUNG III	ROZE NOVELDA	DESWEN TANJUNG	L	Kelas 3A
19	31427012 11	02021 3	GIBRAN AL GHAZALI FITRA	LUBUK LINGGAU, 20 Jan 2014	TES	SARI FITRIYANI	GUNADI NOVRI	L	Kelas 3A

20	01425782 18	02021 4	ISCHO ADRATAMA BRAWIJAYA	UJUNG TANJUNG II, 03 Jun 2014	UJUNG TANJUNG III	LIYA WAROKA	MELZI	L	Kelas 3A
21	31447807 16	02021 6	KHALYLAH VRIPADILA	REJANG LEBONG, 19 Mar 2014	TES	MADALEN A	ANDI YANSA	P	Kelas 3B
22	31482077 36	02021 7	M ALHAZIM NUR HABSIY	MUNING AGUNG, 04 Jun 2014	TIK JENIAK	NURLELA	YUNEZ FIYANTO	L	Kelas 3A
23	31343050 12	02021 8	M.AZKA AL-HABSYI	TABA ANYAR, 25 Sep 2013	TABA ANYAR	PITRIYANI	HARNODI	L	Kelas 3A
24	01333479 89	02022 1	M.AZVIO DHIRGHAM HADZIQ	TABA ANYAR, 12 Des 2013	TURAN LALANG	OVA MARYA	VICTORI PUTRA	L	Kelas 3B
25	31363310 72	02021 9	M.DZAKI AL ZAHY	TURAN LALANG, 14 Sep 2013	TURAN LALANG	LETI SUWAIBA H	REKO HARYANTO	L	Kelas 3B
26	01376466 10	02022 2	MUHAMMAD DANISH ZAAFARANI	BENKULU, 01 Sep 2013	TABA ANYAR	YUNI AZIZA	REZA FAHLEVI	L	Kelas 3B
27	31449557 42	02022 3	MUHAMMAD FAUZAN	LEBONG, 18 Jun 2014	KOTA DONOK	PIRMA	ADLI JUMRIANSYA H	L	Kelas 3A
28	01381521 07	02022 0	MUHAMMAD GAZANO MULYA WIJAYA	TABA ANYAR, 22 Okt 2013	TES	FITRIA HARNININ GSIH	HERIYANTO	L	Kelas 3B
29	31346977 18	02022 5	NASYWA KHAFIFAH AZZAHRAH	CURUP, 06 Nov 2013	TES	RADAR ERYANI	INDRA LUBIS	P	Kelas 3B
30	31329958 29	02022 7	QIZWA ZAZKIA	CURUP, 12 Sep 2013	TALANG GAUNG (TES)	PEGGI TRI DINANTI	HERDI SISWANTO	P	Kelas 3A

31	31324790 72	02022 9	RADHIKA AYDIN ARIF	K. DAPO BAWAH, 09 Apr 2013	KARANG DAPO ATAS	NELDA LENSI	ARIF SULASTYONO	L	Kelas 3B
32	31397965 81	02022 8	RAGHIB FARIS ATTHAHIR	BENGGULU, 05 Sep 2013	TALANG LIAK II	LINCE MAYASARI	HEDI PARINDO	L	Kelas 3A
33	31432037 73	02023 0	RIDHO NUR HIDAYATULLAH	TABA ANYAR, 21 Mar 2014	TABA ANYAR	DESI	MULYADI	L	Kelas 3B
34	31419484 77	02023 0	RIRI ADELIA	TABA ANYAR, 28 Jun 2014	TABA ANYAR	ICE ERLINDA	REDI SAPUTRA	P	Kelas 3B
35	01372750 84	02023 2	SALZAKIYAH	UJUNG TANJUNG 3, 10 Jul 2014	UJUNG TANJUNG III	YULIA NINGSIH	PADRULLAZI	P	Kelas 3A
36	31329099 31	02023 3	STAVHEN ALVARO SKAY	TABA ANYAR, 29 Sep 2013	TABA ANYAR	DELTA PUTRIANI	APRIANTO	L	Kelas 3A
38	31374118 34	02023 4	SYAKIRA SINA AL KHAWARIZMI	BENGGULU, 25 Nov 2013	TES	SITI WAROMA H	ZULKARNAIN	P	Kelas 3A
39	31374773 50	02023 5	VALEN DIPA ALVARO PRATAMA	TABA ANYAR, 23 Sep 2013	KARANG DAPO ATAS	ELISTIKA YULYASIH	AGUNG PRATAMA	L	Kelas 3B
40	31430286 33	02023 6	VINDO FAZAL MUTAQQIN	BENGGULU, 25 Mar 2014	BUNGIN	HERLIS HARTATI	BUDI WILANTARA	L	Kelas 3A

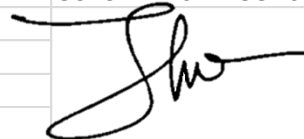




## Appendix 9

DAFTAR PENILAIAN												
SEMESTER GENAP												
KELAS III B TA 2022/2023												
NAME	Tugas								RT	PTS	PAS	NA
	1	2	3	4	5	6	7	8				
AGUS RAMA HARDIANTO	72	82	80	84						80		
AILA HAFRIZA AFIFAH	80	84	72	80						80		
AZKIA SAMHA SAUFA	70	72	78	82						76		
BERLIANI ASLAM ALKIROMAH	76	68	88	77						78		
DANISH HAMSARI	80	81	78	75						76		
DASTAN HERAWADI	72	72	80	69						78		
DIRGANTARA AL-AZIIZ	80	78	82	80						80		
FAITH ABIYU VIAN	68	80	60	84						74		
GHAZEMA FITRAH	80	81	78	85						78		
KHALYLAH VRIPADILA	79	82	85	88						82		
M.AZVIO DHIRGHAM HADZIQ	83	78	84	76						80		
M.DZAKI AL ZAHY	84	88	79	72						80		
MUHAMMAD DANISH ZAAFARANI	77	85	80	80						76		
MUHAMMAD GAZANO MULYA	84	80	78	75						83		
NASYWA KHAFIFAH AZZAHRAH	84	78	69	76						80		
RADHIKA AYDIN ARIF	72	80	82	85						73		
RIDHO NUR HIDAYATULLAH	84	82	72	80						82		
RIRI ADELIA	88	84	82	80						80		
VALEN DIPA ALVARO PRATAMA	80	73	78	80						76		
VINDO FAZAL MUTAQQIN	88	81	80	84						78		
<b>AVERAGE</b>	79.1	79.5	78.3	79.6						78.5		

TABA ANYAR, 2023  
GURU BAHASA INGGRIS



SUSILAWATI, S.Pd.I

## Appendix 10

### Pre-test Result

Pre-test Result	
Class III A (Experimental Group)	
NAME	Score
AL GIBRAN KURNIAWAN	40
ALIKA YUMNA NAUFALYN P.	50
ALICIA ALZIRA	50
ANDHARA ZAHRA QANITA	50
AQEELA SHAFI SIENEBA	50
ATALLA ZELVINO.D	50
BUSTIAN ARAFAH	50
DZAKIYAH AQILAH SAKHI	50
FAIZ LIAN HIBATULLAH	60
GIBRAN AL GHAZALI FITRA	60
IKSAN DWI CAHYO	60
ISCHO ADRATAMA BRAWIJAYA	60
M ALHAZIM NUR HABSIY	60
M.AZKA AL-HABSYI	60
M. FAUZAN	60
QIZWA ZAZKIA	70
RAGHIB FARIS ATTHAHIR	70
SALZAKIYAH	70
STAVHEN ALVARO SKAY	80
SYAKIRA SINA AL KHAWARIZMI	80
<b>N = 20</b>	<b>ΣX = 1180</b>
<b>Mean = 59</b>	

Pre-test Result	
Class III B (Controlled Group)	
NAME	Score
AGUS RAMA HARDIANTO	60
AILA HAFRIZA AFIFAH	50
AZKIA SAMHA SAUFA	60
BERLIANI ASLAM ALKIROMAH	50
DANISH HAMSARI	60
DASTAN HERAWADI	50
DIRGANTARA AL-AZIIZ	50
FAITH ABIYU VIAN	80
GHAZEMA FITRAH	60
KHALYLAH VRIPADILA	50
M.AZVIO DHIRGHAM HADZIQ	70
M.DZAKI AL ZAHY	50
MUHAMMAD DANISH ZAAFARA	60
MUHAMMAD GAZANO MULYA	70
NASYWA KHAFIFAH AZZAHRAH	60
RADHIKA AYDIN ARIF	70
RIDHO NUR HIDAYATULLAH	60
RIRI ADELIA	80
VALEN DIPA ALVARO PRATAMA	50
VINDO FAZAL MUTAQQIN	40
<b>N = 20</b>	<b>ΣX = 1230</b>
<b>Mean = 61,5</b>	

## Appendix 11

### Post-test Result

<b>Post-test Result</b>	
<b>Class III A (Experimental Group)</b>	
NAME	Score
AL GIBRAN KURNIAWAN	70
ALIKA YUMNA NAUFALYN P.	90
ALICIA ALZIRA	80
ANDHARA ZAHRA QANITA	80
AQEELA SHAFI SIENEBA	80
ATALLA ZELVINO.D	70
BUSTIAN ARAFAH	80
DZAKIYAH AQILAH SAKHI	100
FAIZ LIAN HIBATULLAH	80
GIBRAN AL GHAZALI FITRA	90
IKSAN DWI CAHYO	100
ISCHO ADRATAMA BRAWIJAYA	90
M ALHAZIM NUR HABSIY	90
M.AZKA AL-HABSYI	90
M. FAUZAN	90
QIZWA ZAZKIA	70
RAGHIB FARIS ATTHAHIR	90
SALZAKIYAH	100
STAVHEN ALVARO SKAY	80
SYAKIRA SINA AL KHAWARIZMI	100
<b>N = 20</b>	<b>ΣX = 1720</b>
<b>Mean = 59</b>	

<b>Post-test Result</b>	
<b>Class III B (Controlled Group)</b>	
NAME	Score
AGUS RAMA HARDIANTO	90
AILA HAFRIZA AFIFAH	80
AZKIA SAMHA SAUFA	80
BERLIANI ASLAM ALKIROMAH	90
DANISH HAMSARI	70
DASTAN HERAWADI	80
DIRGANTARA AL-AZIIZ	80
FAITH ABIYU VIAN	100
GHAZEMA FITRAH	80
KHALYLAH VRIPADILA	70
M.AZVIO DHIRGHAM HADZIQ	80
M.DZAKI AL ZAHY	80
MUHAMMAD DANISH ZAAFARA	80
MUHAMMAD GAZANO MULYA	80
NASYWA KHAFIFAH AZZAHRAH	80
RADHIKA AYDIN ARIF	70
RIDHO NUR HIDAYATULLAH	70
RIRI ADELIA	90
VALEN DIPA ALVARO PRATAMA	70
VINDO FAZAL MUTAQQIN	70
<b>N = 20</b>	<b>ΣX = 1610</b>
<b>Mean = 80,50</b>	

## Appendix 2

### SILABUS

Satuan Pendidikan : SDIT Al-Husna Lebong  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : III/1  
 Tujuan : Siswa dapat berinteraksi secara lisan dengan guru dan teman dalam bahasa Inggris sederhana terkait dengan lingkungan terdekat dan sesuai dengan dunia anak-anak.

Tema	Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi Waktu	Bahan/Sarana/ Alat
<b><i>Going Shopping</i></b>	<ol style="list-style-type: none"> <li>1. Menyebutkan nama-nama buah dan sayuran.</li> <li>2. Meminta sesuatu dalam konteks berbelanja.</li> <li>3. Memahami daftar belanja.</li> </ol>	<i>Fruits</i> <i>Vegetables</i>	<ul style="list-style-type: none"> <li>• Menyebutkan nama-nama buah dan sayuran dalam bahasa Inggris dengan ucapan dan lafal yang benar.</li> <li>• Meminta sesuatu dengan menggunakan ungkapan “<i>I want . . .</i>”</li> <li>• Melengkapi daftar belanja</li> </ul>	<ul style="list-style-type: none"> <li>• Melihat dan mengucapkan</li> <li>• Membaca nyaring</li> <li>• Menyanyikan lagu</li> <li>• Mengidentifikasi gambar</li> <li>• Menyanyikan <i>chant</i></li> <li>• Mendengar dan mengidentifikasi</li> <li>• Bertanya jawab (berdialog)</li> <li>• Mendengar dan melakukan</li> <li>• Bermain</li> <li>• Membaca nyaring</li> <li>• Membaca dan mengidentifikasi</li> <li>• Membaca dan menulis</li> </ul>	Autentik dengan unjukkerja ( <i>performance, role play</i> )	4 JP	Realia yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> <li>• Gambar benda</li> <li>• Buku bergambar yang relevan</li> <li>• pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)</li> </ul>

Tema	Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi Waktu	Bahan/Sarana/Alat
<b>Transportation</b>	<ol style="list-style-type: none"> <li>1. Menyebutkan nama-nama alat transportasi.</li> <li>2. Bertanya mengenai alat transportasi apa yang digunakan.</li> <li>3. Menyebutkan alat transportasi apa yang digunakan untuk pergi ke sekolah.</li> </ol>	<i>Vehicle</i>	<ul style="list-style-type: none"> <li>• Menyebutkan nama-nama alat transportasi dalam bahasa Inggris dengan ucapan dan lafal yang benar.</li> <li>• Bertanya mengenai alat transportasi yang digunakan dengan ungkapan “<i>How do you go to school?</i>”</li> <li>• Memberitahu alat transportasi yang digunakan untuk kesekolah dengan ungkapan “<i>I go to school by bus, I go to school by bike etc.</i>”</li> </ul>	<ul style="list-style-type: none"> <li>• Melihat dan mengucapkan</li> <li>• Membaca nyaring</li> <li>• Mendengar dan melakukan</li> <li>• Menyanyikan <i>chant</i></li> <li>• Bertanya jawab (berdialog)</li> <li>• Mendengar dan mengidentifikasi</li> <li>• Menggambar dan menceritakan</li> <li>• Menyanyikan lagu</li> <li>• Membaca nyaring</li> <li>• Mengidentifikasi gambar</li> <li>• Membaca dan menulis</li> <li>• Bermain</li> </ul>	Autentik dengan unjuk kerja ( <i>performance/role play/making dialogue</i> )	4 JP	Realia yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> <li>• Gambar benda</li> <li>• Buku bergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)</li> </ul>

### Appendix 3

#### RENCANA PROGRAM PEMBELAJARAN KELAS EKSPERIMEN

Nama Sekolah : SDIT Al-Husna Lebong  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : III/2 (Dua)

#### A. Kompetensi Dasar:

1. Menyebutkan nama-nama buah dan sayuran.
2. Meminta sesuatu dalam konteks berbelanja.
3. Memahami daftar belanja.

#### B. Indikator:

- Menyebutkan nama-nama buah dan sayuran dalam bahasa Inggris dengan ucapan dan lafal yang benar.
- Meminta sesuatu dengan menggunakan ungkapan “*I want . . .*”
- Melengkapi daftar belanja

#### C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- menyebutkan nama-nama buah dan sayuran dalam bahasa Inggris dengan ucapan dan lafal yang benar.
- meminta sesuatu dengan menggunakan ungkapan “*I want . . .*”
- melengkapi daftar belanja

#### D. Materi Pembelajaran: Going Shopping

E. Alokasi Waktu: 4 jam pelajaran (4 kali pertemuan)

F. Metode: *Nursery Rhymes with Shadowing Technique* (menonton, mendengarkan, memperagakan, menirukan)

#### G. Langkah-langkah Kegiatan Pembelajaran:

Pert I – Keg. Awal

Guru menyapa siswa dengan sapaan, “*Hello how are you today? Let’s learn English!*” sambil melambaikan tangan. Siswa menjawab sapaan tersebut dengan baik dan benar.

Keg. Inti

1. Mendengarkan : siswa diminta mendengarkan dengan cermat nursery rhymes yang ditampilkan oleh guru yang berjudul “fruit salad song”

2. Slash shadowing : siswa diminta menulis lirik dan artinya yang guru telah terjemahkan kedalam bahasa indonesia
  3. Mumbling : guru memutar ulang lagu "fruit salad song" dan siswa diminta untuk mengingat liriknya
  4. Parallel reading : sembari mumbling, siswa akan melakukan parallel reading, dimana mereka akan membaca dan mempelajari pengucapan kata yang baik dan benar
  5. Understanding the meaning : siswa akan diminta untuk memahami arti setiap kata yang mereka dengar dan catat
  6. Prosody shadowing : siswa diminta untuk menutup buku kemudian mengucapkan lirik dengan pronoun yang benar
  7. Content Shadowing : siswa diharapkan memahami arti kata dan meniru pengucapan dengan baik dan benar
  8. Listen and Compare : siswa diminta untuk bergantian mendengarkan temannya kemudian membandingkan dengan pengucapan sebenarnya pada video
  9. Review and Reflect : Guru mengoreksi setiap pengucapan dan jawaban yang siswa berikan
- Guru menutup pembelajaran.

Keg. Akhir

Pert II – Keg. Awal

Guru menyapa siswa dengan berkata, "*Hello. How are you? Are you ready to learn English?*" Siswa menjawab sapaan guru dengan baik dan benar.

Keg. Inti

1. Mendengarkan : siswa diminta mendengarkan dengan cermat nursery rhymes yang ditampilkan oleh guru yang berjudul "vegetable song"
2. Slash shadowing : siswa diminta menulis lirik dan artinya yang guru telah terjemahkan kedalam bahasa indonesia
3. Mumbling : guru memutar ulang lagu "vegetable song" dan siswa diminta untuk mengingat liriknya
4. Parallel reading : sembari mumbling, siswa akan melakukan parallel reading, dimana mereka akan membaca dan mempelajari pengucapan kata yang baik dan benar



5. Understanding the meaning : siswa akan diminta untuk memahami arti setiap kata yang mereka dengar dan catat
6. Prosody shadowing : siswa diminta untuk menutup buku kemudian mengucapkan lirik dengan pronoun yang benar
7. Content Shadowing : siswa diharapkan memahami arti kata dan meniru pengucapan dengan baik dan benar
8. Listen and Compare : siswa diminta untuk bergantian mendengarkan temannya kemudian membandingkan dengan pengucapan sebenarnya pada video
9. Review and Reflect : Guru mengoreksi setiap pengucapan dan jawaban yang siswa berikan

Keg. Akhir

Guru menutup pembelajaran.

Pert III – Keg. Awal

Guru menyapa siswa, “*Hello, how are you? It’s time to learn English!*” dan siswa menjawab sapaan guru. Kemudian guru mengulangi materi pembelajaran sebelumnya.

Keg. Inti

1. Mendengarkan : siswa diminta mendengarkan dengan cermat nursery rhymes yang ditampilkan oleh guru yang berjudul ”let’s plant a seed”
2. Slash shadowing : siswa diminta menulis lirik dan artinya yang guru telah terjemahkan kedalam bahasa indonesia
3. Mumbling : guru memutar ulang lagu ”let’s plant a seed” dan siswa diminta untuk mengingat liriknya
4. Parallel reading : sembari mumbling, siswa akan melakukan parallel reading, dimana mereka akan membaca dan mempelajari pengucapan kata yang baik dan benar
5. Understanding the meaning : siswa akan diminta untuk memahami arti setiap kata yang mereka dengar dan catat
6. Prosody shadowing : siswa diminta untuk menutup buku kemudian mengucapkan lirik dengan pronoun yang benar

Keg. Akhir	<p>7. Content Shadowing : siswa diharapkan memahami arti kata dan meniru pengucapan dengan baik dan benar</p> <p>8. Listen and Compare : siswa diminta untuk bergantian mendengarkan temannya kemudian membandingkan dengan pengucapan sebenarnya pada video</p> <p>9. Review and Reflect : Guru mengoreksi setiap pengucapan dan jawaban yang siswa berikan Guru menutup pembelajaran.</p>
Pert IV – Keg. Awal	<p>Guru memberi salam kepada siswa dan bertanya jawab mengenai sayur-sayuran dan buah-buahan. Siswa menjawab pertanyaan guru dengan tepat.</p>
Keg. Inti	<ol style="list-style-type: none"> <li>1. Mendengarkan : siswa diminta mendengarkan dengan cermat nursery rhymes yang ditampilkan oleh guru yang berjudul "Give me something good to eat"</li> <li>2. Slash shadowing : siswa diminta menulis lirik dan artinya yang guru telah terjemahkan kedalam bahasa indonesia</li> <li>3. Mumbling : guru memutar ulang lagu "Give me something good to eat" dan siswa diminta untuk mengingat liriknya</li> <li>4. Parallel reading : sembari mumbling, siswa akan melakukan parallel reading, dimana mereka akan membaca dan mempelajari pengucapan kata yang baik dan benar</li> <li>5. Understanding the meaning : siswa akan diminta untuk memahami arti setiap kata yang mereka dengar dan catat</li> <li>6. Prosody shadowing : siswa diminta untuk menutup buku kemudian mengucapkan lirik dengan pronoun yang benar</li> <li>7. Content Shadowing : siswa diharapkan memahami arti kata dan meniru pengucapan dengan baik dan benar</li> <li>8. Listen and Compare : siswa diminta untuk bergantian mendengarkan temannya kemudian membandingkan dengan pengucapan sebenarnya pada video</li> <li>9. Review and Reflect : Guru mengoreksi setiap pengucapan dan jawaban yang siswa berikan</li> </ol>

Keg. Akhir

Guru menutup pembelajaran.

**H. Penilaian:**

<b>Jenis</b>	<b>Halaman</b>	<b>Keterangan</b>
Tertulis	128	Mencocokkan gambar
	130	Mencocokkan gambar dengan rekaman
	137	Mengidentifikasi gambar
	138	<i>true/false</i>
	140	Melengkapi teks rumpang
Lisan	125	Menirukan ucapan guru
	132	Bertanya jawab dengan temannya mengenai keinginan

**I. Sumber belajar:** Buku *Grow With English 3* Unit 1 halaman 124–140, Lagu nursery rhymes berjudul Fruit salad song, Vegetables song, Let’s plant a seed, and Give me something good to eat.

**J. Alat:** Laptop dan Speaker

Mengetahui  
Kepala Sekolah

Guru

\_\_\_\_\_

\_\_\_\_\_

**RENCANA PROGRAM PEMBELAJARAN  
KELAS EKSPERIMENT**

**Nama Sekolah : SDIT Al-Husna Lebong  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : III/2 (Dua)**

**A. Kompetensi Dasar:**

1. Menyebutkan nama-nama alat transportasi.
2. Bertanya mengenai alat transportasi yang digunakan.
3. Menyebutkan alat transportasi yang digunakan untuk pergi ke sekolah.

**B. Indikator:**

- Menyebutkan nama-nama alat transportasi dalam bahasa Inggris dengan ucapan dan lafal yang benar.
- Bertanya mengenai alat transportasi yang digunakan dengan ungkapan “*How do you go to school?*”
- Memberitahu alat transportasi yang digunakan untuk ke sekolah dengan ungkapan “*I go to school by bus, I go to school by bike etc.*”

**C. Tujuan Pembelajaran:**

Pada akhir pembelajaran, siswa dapat:

- menyebutkan nama-nama alat transportasi dalam bahasa Inggris dengan ucapan dan lafal yang benar.
- bertanya mengenai alat transportasi apa yang digunakan dengan ungkapan “*How do you go to school?*”
- memberitahu alat transportasi yang digunakan untuk ke sekolah dengan ungkapan “*I go to school by bus, I go to school by bike etc.*”

**D. Materi Pembelajaran: I Go to School by Bus (Transportation)**

**E. Alokasi Waktu:** 4 jam pelajaran (4 kali pertemuan)

**F. Metode:** *Integrated Skills* (mendengarkan, memperagakan, menirukan, bercakap-cakap, menulis, penugasan)

**G. Langkah-langkah Kegiatan Pembelajaran:**

Pert I – Keg. Awal

Guru menyapa siswa dengan sapaan, “*Hello how are you today? Let’s learn English!*” sambil

Keg. Inti	<p>melambatkan tangan. Siswa menjawab sapaan tersebut dengan baik dan benar.</p> <ol style="list-style-type: none"> <li>1. Mendengarkan : siswa diminta mendengarkan dengan cermat nursery rhymes yang ditampilkan oleh guru yang berjudul "Vehicles"</li> <li>2. Slash shadowing : siswa diminta menulis lirik dan artinya yang guru telah terjemahkan kedalam bahasa indonesia</li> <li>3. Mumbling : guru memutar ulang lagu "Row row your boat" dan siswa diminta untuk mengingat liriknya</li> <li>4. Parallel reading : sembari mumbling, siswa akan melakukan parallel reading, dimana mereka akan membaca dan mempelajari pengucapan kata yang baik dan benar</li> <li>5. Understanding the meaning : siswa akan diminta untuk memahami arti setiap kata yang mereka dengar dan catat</li> <li>6. Prosody shadowing : siswa diminta untuk menutup buku kemudian mengucapkan lirik dengan pronoun yang benar</li> <li>7. Content Shadowing : siswa diharapkan memahami arti kata dan meniru pengucapan dengan baik dan benar</li> <li>8. Listen and Compare : siswa diminta untuk bergantian mendengarkan temannya kemudian membandingkan dengan pengucapan sebenarnya pada video</li> <li>9. Review and Reflect : Guru mengoreksi setiap pengucapan dan jawaban yang siswa berikan</li> </ol>
Keg. Akhir	<p>Guru memperdengarkan "<i>Here Comes the Bus</i>" dan bernyanyi bersama siswa. Guru menutup pembelajaran.</p>
Pert II – Keg. Awal	<p>Guru menyapa siswa dengan berkata, "<i>Hello. How are you? Are you ready to learn English?</i>" Siswa menjawab sapaan guru dengan baik dan benar.</p>
Keg. Inti	<ol style="list-style-type: none"> <li>1. Mendengarkan : siswa diminta mendengarkan dengan cermat nursery rhymes yang ditampilkan oleh guru yang berjudul "Here comes the bus"</li> </ol>

2. Slash shadowing : siswa diminta menulis lirik dan artinya yang guru telah terjemahkan kedalam bahasa indonesia
3. Mumbling : guru memutar ulang lagu "Here comes the bus" dan siswa diminta untuk mengingat liriknya
4. Parallel reading : sembari mumbling, siswa akan melakukan parallel reading, dimana mereka akan membaca dan mempelajari pengucapan kata yang baik dan benar
5. Understanding the meaning : siswa akan diminta untuk memahami arti setiap kata yang mereka dengar dan catat
6. Prosody shadowing : siswa diminta untuk menutup buku kemudian mengucapkan lirik dengan pronoun yang benar
7. Content Shadowing : siswa diharapkan memahami arti kata dan meniru pengucapan dengan baik dan benar
8. Listen and Compare : siswa diminta untuk bergantian mendengarkan temannya kemudian membandingkan dengan pengucapan sebenarnya pada video
9. Review and Reflect : Guru mengoreksi setiap pengucapan dan jawaban yang siswa berikan

Keg. Akhir

Guru menutup pembelajaran.

Pert III – Keg. Awal

Guru menyapa siswa, "*Hello, how are you? It's time to learn English!*" dan siswa menjawab sapaan guru. Kemudian guru mengulangi materi pembelajaran sebelumnya.

Keg. Inti

1. Mendengarkan : siswa diminta mendengarkan dengan cermat nursery rhymes yang ditampilkan oleh guru yang berjudul "Here comes the fire truck"
2. Slash shadowing : siswa diminta menulis lirik dan artinya yang guru telah terjemahkan kedalam bahasa indonesia
3. Mumbling : guru memutar ulang lagu "Here comes the fire truck" dan siswa diminta untuk mengingat liriknya

Keg. Akhir	<p>4. Parallel reading : sembari mumbling, siswa akan melakukan parallel reading, dimana mereka akan membaca dan mempelajari pengucapan kata yang baik dan benar</p> <p>5. Understanding the meaning : siswa akan diminta untuk memahami arti setiap kata yang mereka dengar dan catat</p> <p>6. Prosody shadowing : siswa diminta untuk menutup buku kemudian mengucapkan lirik dengan pronoun yang benar</p> <p>7. Content Shadowing : siswa diharapkan memahami arti kata dan meniru pengucapan dengan baik dan benar</p> <p>8. Listen and Compare : siswa diminta untuk bergantian mendengarkan temannya kemudian membandingkan dengan pengucapan sebenarnya pada video</p> <p>9. Review and Reflect : Guru mengoreksi setiap pengucapan dan jawaban yang siswa berikan</p> <p>Guru menutup pembelajaran.</p>
Pert IV – Keg. Awal	<p>Guru memberi salam kepada siswa dan bertanya jawab mengenai kendaraan (guru dapat menunjukkan <i>flashcard</i>). Siswa menjawab pertanyaan guru dengan tepat.</p>
Keg. Inti	<p>1. Mendengarkan : siswa diminta mendengarkan dengan cermat nursery rhymes yang ditampilkan oleh guru yang berjudul "Finger family (vehicles version)"</p> <p>2. Slash shadowing : siswa diminta menulis lirik dan artinya yang guru telah terjemahkan kedalam bahasa indonesia</p> <p>3. Mumbling : guru memutar ulang lagu "Finger family (vehicles version)" dan siswa diminta untuk mengingat liriknya</p> <p>4. Parallel reading : sembari mumbling, siswa akan melakukan parallel reading, dimana mereka akan membaca dan mempelajari pengucapan kata yang baik dan benar</p> <p>5. Understanding the meaning : siswa akan diminta untuk memahami arti setiap kata yang mereka dengar dan catat</p>

6. Prosody shadowing : siswa diminta untuk menutup buku kemudian mengucapkan lirik dengan pronoun yang benar

7. Content Shadowing : siswa diharapkan memahami arti kata dan meniru pengucapan dengan baik dan benar

8. Listen and Compare : siswa diminta untuk bergantian mendengarkan temannya kemudian membandingkan dengan pengucapan sebenarnya pada video

9. Review and Reflect : Guru mengoreksi setiap pengucapan dan jawaban yang siswa berikan Guru menutup pembelajaran.

Keg. Akhir

#### H. Penilaian:

Jenis	Halaman	Keterangan
Tertulis	148	Mendengarkan dan mencocokkan informasi
	153	Mengidentifikasi gambar
	154	Mengidentifikasi gambar
	156	Melengkapi teks rumpang
Lisan	143	Menirukan ucapan guru
	147	Bertanya jawab dengan temannya mengenai alat transportasi

**I. Sumber belajar:** Buku *Grow With English 3* Unit 1 halaman 142–158, Audio *Grow With English 3* Unit 1.

**J. Alat:** Laptop dan Speaker

Mengetahui  
Kepala Sekolah

Guru

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## Appendix 4

### Nursery Rhymes that used in this research

#### **Meeting 1 : Fruit Salad Song**

Watermelon, watermelon

Banana, banana

Apple, apple, apple

Apple, apple, apple

Avocado, avocado

Strawberry, strawberry

Pineapple, pineapple

Pineapple, pineapple

Fruit salad

Watermelon! Banana! Apple! Avocado! Strawberry! Pineapple!

(Repeat 2x)

#### **Meeting 2 : Vegetables song**

Look, look inside the basket. There is the carrot, long and orange, long and orange.

Look, look inside the basket. Carrot! Carrot! That is their name.

Look, look inside the basket. There's the tomato, round and red, round and red. Look, look inside the basket Tomato! Tomato! That is their name.

Look, look inside the basket. There is the pepper, green, red and yellow, green, red and yellow. Look, look inside the basket Pepper! Pepper! That is their name.

Look, look inside the basket. There is the potato, oval and brown, oval and brown.

Look, look inside the basket Potato! Potato! That is their name.

Look, look inside the basket. There is the cucumber, long and green, long and green.

Look, look inside the basket Cucumber! Cucumber! That is their name.

Look, look inside the basket. There's the lettuce, big and green, big and green. Look, look inside the basket Lettuce! Lettuce! That is their name.

### **Meeting 3 : Let's plant a seed**

We have one seed each, Let's plant them all.

They need some water, To grow big and tall.

Boom baka, boom baka, Magic song is boom baka.

Boom baka, boom baka, Grow big, tall boom baka.

Watering my plant, With watering can. We have some sprouts, Under the clouds.

Boom baka, boom baka, Magic cloud, boom baka.

Boom baka, boom baka, Grow big, tall boom baka. (Repeat 2x)

### **Meeting 4 : Gimme something good to eat**

Trick or treat? Trick or treat? Give me something good to eat. Apples, peaches, tangerines. Happy Happy Halloween.

Trick or treat? Trick or treat? Give me something sweet to eat. Strawberry, dragon fruit. Happy Happy Halloween.

Trick or treat? Trick or treat? Give me something sour to eat. Lemons, grapefruits, limes so green. Happy Happy Halloween.

Trick or treat? Trick or treat? Give me something good to eat. Nuts and candy. Lollipops. Now it's time for us to stop

### **Meeting 5 : Vehicles**

La la la Vehicles vehicles Oh, I'm sorry. Welcome to vehicles world!

Today we'll gonna drive vehicles! Are you ready?

Step one Ring ring the bicycle (3x) I'm riding a bicycle.

Step two Vroom-vroom vroom the car (3x) I'm driving a car.

Step three Beep beep beep the bus (3x) I'm driving a bus!

Step four Choo-choo choo the train (3x) I'm driving a train!

Ring ring the bicycle Vroom-vroom vroom the car Beep the bus

Choo-choo the train

Let's drive vehicles! Yeah!

### **Meeting 6 : Here comes the bus**

Here comes the bus, Here comes the bus, On a sunny day,  
With the beep beep here and the beep beep there, beep beep all a way.  
Here comes the Aeroplan, Here comes the Aeroplan, On a Sunny Day,  
With the zoom zoom here and the zoom zoom there, zoom zoom all a way.  
Here comes the motor bike, Here comes the motor bike, On a Sunny Day,  
With the broom broom here and broom broom there, broom broom all a way.  
Here comes the cycle, here comes the cycle, On a sunny Day,  
With the Tring Tring here and tring tring there, Tring Tring all a way

### **Meeting 7 : Here comes the fire truck**

Here comes the fire truck, driving down the street.  
Here comes the fire truck. “Beep beep beep.”  
Here comes the fire truck. Look at it go.  
Here comes the fire truck. Wave hello.  
Ooh-wee-oooh. Ooh-wee-oooh. Ooh-wee-oooh-wee-oooh-wee-oooh. Ooh-wee-oooh. Ooh-  
wee-oooh. Ooh-wee-oooh-wee-oooh-wee-oooh.  
Connect the hose. Connect the hose. Connect the hose. Connect the hose.  
Raise the ladder. Raise the ladder. Raise the ladder. Raise the ladder.  
Spray the water. Spray the water. Spray the water. Spray the water.  
(Repeat 3x)

### **Meeting 8 :Finger family (Vehicles version)**

1, 2, 3, 4, 5 Finger Family

Bus finger bus finger where are you? Here I am here I am how do you do?

Bus finger bus finger where do you go? Across the town that’s where I go

Train - To the city

Plane - To the sky

Fire truck – Fire station

Boat – To the sea

## Appendix 9

### Correlations

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	TS
Q1 Pearson Correlation	1	.111	.118	-.134	-.196	.167	.389*	.118	.111	.294	.402*
Sig. (2-tailed)		.559	.534	.481	.299	.379	.034	.534	.559	.115	.027
N	30	30	30	30	30	30	30	30	30	30	30
Q2 Pearson Correlation	.111	1	.342	.356	.196	.667**	.259	.342	.630**	.523**	.621**
Sig. (2-tailed)	.559		.065	.053	.299	.000	.167	.065	.000	.003	.000
N	30	30	30	30	30	30	30	30	30	30	30
Q3 Pearson Correlation	-.134	.356	.484**	1	.288	.535**	-.089	.484**	.356	.681**	.555**
Sig. (2-tailed)	.481	.053	.007		.122	.002	.640	.007	.053	.000	.001
N	30	30	30	30	30	30	30	30	30	30	30
Q4 Pearson Correlation	.118	.342	1	.484**	.247	.315	.342	.627**	.604**	.479**	.661**
Sig. (2-tailed)	.534	.065		.007	.188	.090	.065	.000	.000	.007	.000
N	30	30	30	30	30	30	30	30	30	30	30
Q5 Pearson Correlation	.118	.342	.627**	.484**	.015	.315	.079	1	.342	.479**	.561**
Sig. (2-tailed)	.534	.065	.000	.007	.935	.090	.679		.065	.007	.001
N	30	30	30	30	30	30	30	30	30	30	30
Q6 Pearson Correlation	.167	.667**	.315	.535**	.049	1	.111	.315	.389*	.784**	.755**

	Sig. (2-tailed)	.379	.000	.090	.002	.797		.559	.090	.034	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30
Q7	Pearson Correlation	.389*	.259	.342	-.089	.196	.111	1	.079	.630**	.196	.386*
	Sig. (2-tailed)	.034	.167	.065	.640	.299	.559		.679	.000	.299	.035
	N	30	30	30	30	30	30	30	30	30	30	30
Q8	Pearson Correlation	.118	.342	.627**	.484**	.015	.315	.079	1	.342	.479**	.561**
	Sig. (2-tailed)	.534	.065	.000	.007	.935	.090	.679		.065	.007	.001
	N	30	30	30	30	30	30	30	30	30	30	30
Q9	Pearson Correlation	.111	.630**	.604**	.356	.523**	.389*	.630**	.342	1	.523**	.715**
	Sig. (2-tailed)	.559	.000	.000	.053	.003	.034	.000	.065		.003	.000
	N	30	30	30	30	30	30	30	30	30	30	30
Q10	Pearson Correlation	.294	.523**	.479**	.681**	.135	.784**	.196	.479**	.523**	1	.897**
	Sig. (2-tailed)	.115	.003	.007	.000	.478	.000	.299	.007	.003		.000
	N	30	30	30	30	30	30	30	30	30	30	30
Tot al Sco re	Pearson Correlation	.402*	.621**	.555**	.661**	.561**	.755**	.386*	.561**	.715**	.897**	1
	Sig. (2-tailed)	.027	.000	.001	.000	.001	.000	.035	.001	.000	.000	
	N	30	30	30	30	30	30	30	30	30	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

### Appendix 7

Result of Trying out the test			
SDIT AL-KAHFI LEBONG			
Name	Scores	Name	Score
S1	70	S16	50
S2	50	S17	50
S3	80	S18	70
S4	50	S19	60
S5	70	S20	60
S6	60	S21	50
S7	70	S22	80
S8	80	S23	70
S9	60	S24	60
S10	70	S25	70
S11	60	S26	60
S12	50	S27	50
S13	60	S28	70
S14	50	S29	50
S15	50	S30	60
<b>TOTAL</b>	930	<b>TOTAL</b>	910
<b>AVERAGE</b>	61,3		

## Appendix 12

### Documentations



**Appendix 8**  
**Homogeneity Sampling**

Name : \_\_\_\_\_

Class : \_\_\_\_\_

**Please answer the question bellow with the right Answer!**

**A. Write 10 names part of body !**

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

**2. Write 5 name of hobbies !**

- 1.
- 2.
- 3.
- 4.
- 5.

**3. Write 5 names jobs and place of work !**

- 1.
- 2.
- 3.
- 4.
- 5.



## BIOGRAPHY



Silvi Dayang Sari was born on November 1<sup>st</sup>, 2000 in the village of Karang Dapo, Lebong Regency. She is Mr. Suandi and Mrs. Reni Munsana's eldest daughter. She is only has a dearest younger sister named Nia Kurniati. She completed her elementary school at SDN 48 Lebong and graduated in 2013. Then she continues her study to junior high school at SMPN 05 Lebong and graduated in 2016. Following that, she attended senior high school at SMAN 3 Lebong also known as SMANDOLI, where she majored in science and graduated in 2019. Then in 2019 she passed the SPANPTKIN (*Seleksi Prestasi Akademik Nasional Perguruan Tinggi Keagamaan Islam Negeri*) system and was registered as a student at the Tarbiyah Faculty with an English Study Program as her major at Islamic State Institute of Curup. She decided to continue her studies there because she has been obsessed with the English language since she was in elementary school. She hopes to be an awesome English educator after having graduated in 2023 with a bachelor's degree in English education.