

**THE INFLUENCE OF USING POEMS ON CHILDREN'S
VOCABULARY ACHIEVEMENT**

A THESIS

**As Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree
in English Language Teaching Faculty**



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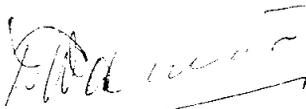


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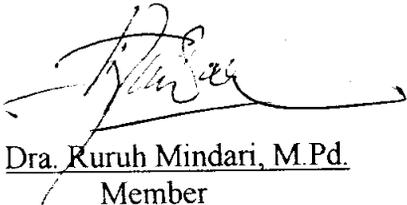
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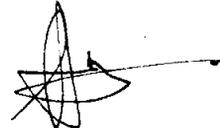
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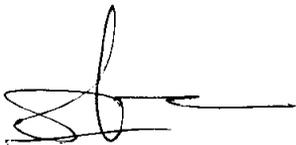


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ABSTRACT

Danibao K. Bernardus, 2003, **The Influence of Using Poems on Children's Vocabulary Achievement. Thesis**, The English Faculty of Widya Mandala Catholic University. Advisors : (1) Dr. Agustinus Ngadiman, (2) Dra. Agnes Santi Widiati, M.Pd.

Poetry which can be used as a variation of materials in teaching English has now been put aside. Some teachers say that teaching poetry in primary or secondary school is useless, a waste of time, and not proper to cover the objectives of learning. However, if we care to study more about poetry, we will realize that poetry can be used as an ideal means for teaching and learning English as a secondary language.

Teacher may use poems primarily as a light relief and only incidentally for practicing the different language skills or he may use the poems for practicing certain points such as pronunciation, vocabularies, particular structure, conversational exchanges, and even writing practice. This is because poetry has necessary elements which can be used such as repetitions, rhymes, and single words phrases or clauses.

However, not all the poems are appropriate for children and can be used in teaching and learning. Some of them may talk about children but they are not for children. Therefore, a teacher should select them before presenting them to his students. Besides, the teacher should also know how to present poems to children. A creative teacher will always have the way to present the poems in front of the students. This is not a difficult job because generally poems for children are simple and short.

In order to prove that poems can be used as an ideal means of teaching English vocabulary, the writer conducted a research at SDK St. Theresia 2, on Jl. Kalijudan, Surabaya. The subjects of his study were two classes of the third grade students, one as the experimental group and the other one as the control group. The experimental group was taught using poems while the control group was taught using lists of words to be memorized. After teaching both groups three times each, the writer gave them a post test covered all the materials which had been taught. Having analyzed the result of the test, the writer found out that the students who were taught using poems got better scores than those who were not. The result of this study showed that at 0,05 level of significance the t-table was 1.9886 and the t-calculation was 2.249

Since the t-calculation was greater than the t-table at the 0,05 level of significance the alternative hypothesis (H_a) is accepted. This means that there is a significant difference between the vocabulary achievement of the students who were taught using poems and those who were taught using words list. In short, it can be stated that poems can influence the students' vocabulary achievement.