



THE EFFECTS OF NURSERY RHYMES ON EFL LEARNERS' VOCABULARY  
KNOWLEDGE



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THE EFFECTS OF NURSERY RHYMES ON EFL LEARNERS' VOCABULARY  
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A Thesis Submitted in Partial Fulfillment of the Requirements  
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KNOWLEDGE

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This study investigates the effects of teaching English vocabulary through nursery rhymes on the vocabulary knowledge of EFL learners. The objectives were as follows: (1) to study the effects of nursery rhymes on the vocabulary knowledge of third-grade EFL learners; (2) to study the effects of nursery rhymes on the vocabulary knowledge of fourth-grade EFL students; (3) to compare the effects of nursery rhymes on the vocabulary knowledge of third-grade EFL students compared to on fourth grade EFL; and (4) to investigate the attitudes of EFL learners towards learning vocabulary through nursery rhymes. The participants included 57 learners selected via a purposive sampling and were divided into two groups: 29 third-grade learners and 28 fourth-grade learners. The instruments employed in the study were an English vocabulary test, lesson plans, a questionnaire, and interviews. The quantitative data were analyzed utilizing mean scores, standard deviation, dependent *t*-test analysis, and the analysis of covariance. Meanwhile, the qualitative data were analyzed by employing content analysis. The results showed that there were statistically significant differences in the pre-test and post-test mean scores of EFL third-grade learners ( $t = 14.48$ ,  $p < 0.05$ ); similarly, there were statistically significant differences in the pre-test and post-test mean scores of EFL fourth-grade learners ( $t = 10.41$ ,  $p < 0.05$ ). To compare the post-test mean scores of EFL third-grade learners to those of EFL fourth-grade learners, there were no statistically significant differences in the mean score of EFL third-grade learners ( $M = 17.16$ ,  $SE = 0.43$ ) and the mean scores of EFL fourth-grade learners ( $M = 16.36$ ,  $SE = 0.43$ ). This suggested that nursery rhymes positively impacted learners from different backgrounds. Furthermore, the learners had positive attitudes toward learning vocabulary through nursery rhymes. They favored this teaching method and thought that this method helped to improve their reading.

Keyword : Nursery rhymes, Vocabulary, Vocabulary knowledge, EFL learners

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# CHAPTER I

## INTRODUCTION

### Background of the Study

Learning English seems to be the difficulty of EFL learners because they are facing several obstacles in developing English. According to *British Council*, EFL learners are learners who learn English as a Foreign Language (EFL). This means EFL learners are a group of learners whose English is not their mother language. Studying an additional language, such as English, learners are required to learn all the parts of the language. This condition becomes the difficulty that most learners are facing during the study. Many previous research studies reported a variety of the difficulties that obstruct EFL learners to succeed in English (Abolfathiasl & Abdullah, 2015). These difficulties are categorized into five major parts: insufficient vocabulary knowledge, the notoriety of English grammar, the arduousness and inconsistency of pronunciation, cultural differences, and the variations of English (Abolfathiasl & Abdullah, 2015; Alaraj, 2017). Among these difficulties, inadequate vocabulary is considered as the most crucial problem because proficiency in studying English depends on vocabulary possessed by a language learner (Jadoon, Chishti, Afzaal, & Afzal, 2020). In summary, EFL learners facing many difficulties, and vocabulary knowledge is one of the most crucial ones.

Vocabulary is the pivotal element in language acquisition. Generally, vocabulary is the fundamental foundation for language learners. They have to conceive vocabulary knowledge and continue developing it to create a sentence for communication. Knowing vocabulary is the practical process of language access to written and utterance communication (Moeller, Ketsman, & Masmaliyeva, 2009). Many scholars emphasize that vocabulary knowledge is crucial in the improvement of four language skills for language learners (Nation, 2001; Pan & Xu, 2011; Pulido & Hambrick, 2008). This is because vocabulary contributes to the amelioration of listening ability. Vocabulary has a significant role for learners to achieve listening comprehension. Moreover, knowing both of horizons and utilization of words enhances language

learners' listening comprehension (Kelly as cited in Jerotijevic-Tišma, 2016; Nation, 2001). In term of speaking skills, Hammer, Lawrence, and Miccio (2007) and Witkowski and Baker (2012) explain that vocabulary mastery helps learners to choose appropriate words for speaking. In addition, the relationship between vocabulary and reading ability exists because vocabulary knowledge is the main factor in reading comprehension. Martinez (2014) advocates that vocabulary knowledge is a prime supporter in reading academic skills, and it enhances the comprehension of academic passages. Additionally, knowing sufficient vocabulary helps learners to better understand the academic texts (Moghadam, Zainal, & Ghaderpour, 2012; Schmitt, 2000). Fourth, vocabulary plays an important role in writing ability. Inadequate vocabulary knowledge can cause learners to have problems in their writing task because they cannot recall words in writing assignment (Astika, 2016; Walters & Wolf as cited in Solati-Dehkordi & Salehi, 2016). It can be concluded that vocabulary is an essential element for a language learner's success in language acquisition. Vocabulary knowledge builds a strong foundation for EFL learners to access to the four language skills.

Nowadays, it is undeniable that the importance of English has been increasing as the language of communication for people from different countries; among those countries, Thailand is no exception (Somsai & Intaraprasert, 2011). Recently, English has become vital for Thai learners because it has been promoted as a global language. As Asian people, we are aware of the large collaborative organization called ASEAN (the Association of South East Asian Nations). This regional organization is a collaboration among ten countries including Thailand. The purpose of this organization is to drive and support the socio-cultural, political, and economic development of those ten countries (Hayes, 2019). ASEAN consists of ten countries, most of which have their own native languages. In 2007, ASEAN announced English to be an official language (Crocco & Bunwirat, 2014). This means that people will have more opportunities to work abroad and communicate with people of different nationalities if they can use English. To sum up, English is an essential language and is vital for Thai people, especially learners.

Thai learners spend a significant length of time studying English from elementary school to university; however, their English proficiency is still questionable. According to the National Institute of Educational Testing Service (2019), the mean score for English among the nine core subjects for high school learners was 33.81 out of 100. Additionally, the mean score for the General Aptitude Test in 2019 was 53.63 out of 100 (WebyTheBrain.com, 2019). It is clear that the mean scores of those two tests do not meet the expectations for a country in which learners have studied English for more than ten years. According to the Test and Score Data Summary of the Educational Testing Service (2017) comparing the total scores for TOEFL iBT among Asian countries, the score for Thailand was 78, which was lower than Indonesia, Malaysia, and Singapore, which are all member states of ASEAN. In summary, Thai schooling system realizes the importance of English and emphasizes English learning; nevertheless, the result has been disappointing.

In addition, many studies reported that vocabulary knowledge is one of the obstacles mostly faced by Thai learners. According to Saengpakdeejit (2014), the initial problem that blocks Thai learners to accomplish English is the limitation of vocabulary knowledge. Yongkang (2003) indicates that insufficient vocabulary knowledge is the serious problem of Thai learners. According to the studies of Wiriyaichitra (2003), Thai learners could not speak English naturally because they did not have various circumstances to collect new words by sharing English conversations with others. To sum up, the above discussion indicates that one of the biggest problems of Thai learners is limited vocabulary knowledge which hinders their communication.

There are various factors that hinder them to be successful in learning English vocabulary. There are related studies explaining the main factors that obstruct learners to gain more vocabulary knowledge. These obstructions include a limited teacher' training course, a lack of teaching materials, teachers' lack of proper basic knowledge to expand, teachers' lack of high proficiency in teaching, and insufficient ELT research, and a lack of motivation and enjoyment in classroom (Hossain, 2021). These obstructions also effect Thai schooling system both of teaching and learning process.

It is undeniable that classroom environment is necessary to encourage learners in learning. There are several papers discussing the motivation on learning, and some works declared that enjoyment and amusement reflect a powerful effect on learners' learning, memory, and communication skills (Hernik & Jaworska, 2018; Schuitema, Peetsma, & Van der Veen, 2016). There are also earlier studies suggested that nursery rhymes, songs, or games are the need of the classroom (Ara, 2009). Some experts prove that the influence of emotions had effects on learning and enjoyment and happiness led to a positive effect on learning, memory, and social behavior (Hernik & Jaworska, 2018). The reason why teachers should bring entertainment into the classroom is that when learners feel enjoyable, they will feel relaxed and able to learn. According to Ara (2009), 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. Therefore, these tools and techniques will support learners in language acquisition, especially in learning vocabulary (Shweta, 2013; Silalahi, 2019). To sum up, an amusement classroom is needed by learners to continually develop vocabulary knowledge.

Nursery rhymes can be a good tool to promote vocabulary knowledge. Nursery rhymes are verses that usually told or sung to small children (Danielson, 2000). In the addition, nursery rhymes are simple poems easily found in local villages, and the usage of language in nursery rhymes depends on each community (Danielson, 2000; York, 2011). Shweta (2013) admits that the purpose of nursery rhymes is not only for entertainment, but also significant supporters for a language learner to enhance several skills (Shweta, 2013). Moreover, nursery rhymes play a significant role in learning vocabulary knowledge. According to Harper (2011), learners who listen to nursery rhymes will be exposed to the rich vocabulary. They are the store of vocabulary; learners will learn new words and understand how to articulate words (Bryant, Bradley, Maclean, & Crossland, 1989; Kenny, 2015). Therefore, nursery rhymes can be the valuable resources to engage learner in the classroom because of the merriment, and learners' basic skills will be advanced (Shweta, 2013). In summary, nursery rhymes

consist of various ordinary words that learners can understand easily; applying nursery rhymes in a classroom can promote pleasant environment which motivates learners to learn the new vocabulary.

However, there is limited research on the effects of nursery rhymes on EFL learners' vocabulary knowledge. Therefore, the researcher proposes to apply nursery rhymes to enhance EFL learners' vocabulary knowledge.

### **The Objective of the Study**

1. To study the effects of nursery rhymes on EFL third-grade learners' vocabulary knowledge.
2. To study the effects of nursery rhymes on EFL fourth-grade learners' vocabulary knowledge.
3. To compare the effects of nursery rhymes on EFL third-grade learners' vocabulary knowledge to those of EFL fourth-grade learners' vocabulary knowledge.
4. To investigate EFL learners' attitudes toward learning vocabulary through nursery rhymes.

### **Research Questions**

There are four research questions in this study:

1. What are the effects of nursery rhymes on EFL third-grade learners' vocabulary knowledge?
2. What are the effects of nursery rhymes on EFL fourth-grade learners' vocabulary knowledge?
3. What are the effects of nursery rhymes on EFL third-grade learners' vocabulary knowledge to those of EFL fourth-grade learners' vocabulary knowledge.
4. What are the attitudes of EFL learners toward learning vocabulary through nursery rhymes?

### Significance of the Study

This study wants to enhance learners' vocabulary knowledge by using nursery rhymes. Moreover, this study aims to support that nursery rhymes are essential for language learners to acquire more new vocabulary. Therefore, the study could benefit the following:

**Learners:** This study might serve as an instruction and reference for the learners undertaking related studies. Moreover, the direct recipients of this study are the learners with special requirements. Any learners' improvement of this study could lead them to acquire English skills.

**Educational Staffs:** The results would benefit the school personnel, including teachers and administrators. Teachers can design various courses for teaching learners, and the administrators could apply the outcome of this study as a basis for possible innovation to develop curriculum.

**Parents:** This study would suggest parents that nursery rhymes are valuable more than just a song to nurture children. Parents can teach their children to learn plenty of vocabulary through nursery rhymes.

**Other researchers:** The result of this study would help other researchers to expand further research in the future, and this study would serve as guidelines that would be the reference in the future study.

### Scope of the Study

The participants in this study were fifty-seven learners in a private school in Kanchanaburi province, Thailand. The participants were divided into two groups: third-grade learners and fourth-grade selected via a purposive sampling. Both groups of the participants were taught by lesson plans based on nursery rhymes.

### Definition of Terms

The terms used specifically in this study will be defined as below:

**Nursery rhymes** are short poems or songs normally sung to little children.

**Vocabulary knowledge** is the knowledge of vocabulary consisting of the knowledge of spelling, meaning, and the usage of word.

**English as a Foreign Language Learners (EFL)** are non-native English speakers who are learning English in a country where English is not an official language.

**Attitudes** are referred to one's feeling or thought expressed to a particular thing as well as a person.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

The aim of this study is to enhance EFL Learners' vocabulary knowledge through nursery rhymes. This chapter provides five main parts: nursery rhymes, vocabulary, EFL learner, attitudes, and related research.

#### 1. Meaning of Nursery Rhymes

There were various meanings of nursery rhymes that some reliable experts define the similar definitions as follow:

According to *Oxford Online Dictionary*, the word "nursery" refers to "a place where young children are cared for while their parents are at work," and the word "rhyme" refers to "a word that has the same sound or ends with the same sound as another word." The word nursery rhymes are extensively used to refer to a normal tradition poem or song for small children. Danielson (2000) defines, the meaning of nursery rhymes that they are verses told or sung to little children. Similarly, Pratama (2017) states that nursery rhymes are known as verse often sung for children. In addition, nursery rhymes are normal poetries that easily found in local area and the language used in rhymes are a specific language depends on each community (York, 2011). To sum up, nursery rhymes are referred to short poems or songs normally sung to little children, and generally found in a local community. The language used will rely on the native community where nursery rhymes were created.

#### 1.1 History of Nursery Rhymes

There is a pile of interesting sources about the history of nursery rhymes. There is a belief that the earliest nursery rhymes were first found before 1600s. The first rhymes were created from the oral tradition; those rhymes were sung and passed down from one generation to the next generation (Bodden, 2010). However, many nursery rhymes were not originally produced for young children. It was believed that some of nursery rhymes were created to be adult's songs (Bodden, 2010). Some were created

from the yells of vendors or sellers in the streets. Others were connected with old religious traditions. When the time had passed, nursery rhymes were gradually compatible to the daily lives of children. It is obviously seen that children sing those rhymes in their every single day at school and on the street (Bodden, 2010). A few of nursery rhymes were published in England called *A Little Book for Little Children* in the beginning of the 1700s. This popular book was about counting number, and those rhymes are still memorized today (Temple, Ogle, Crawford, & Freppon, 2011). There was a collection of rhymes during 1765 – 1780s called *Mother Goose's Melody* published by John Newbery in England. At that time, it was a successful print because it was copied and soon sold throughout England and also in America (Temple et al., 2011). Nowadays, nursery rhymes are still surrounding children who are the new generation. Cardany (2013) concedes that nursery rhymes have influenced people for centuries, and today *Mother Goose Melodies* was perceived as a main background of children's literature. In conclusion, nursery rhymes have connected with people since the ancient time, and they were developed from time to time. It is obviously seen that even though the time had passed, nursery rhymes are still favorite among children.

## 1.2 Advantages of Nursery Rhymes

Nursery rhymes are considered as an important tool for children's development in several skills. First, nursery rhymes enhance children's pronunciation. Nursery rhymes are the important supporter for children in any age to improve or enhance English pronunciation (Sari, 2008; Sayakhan & Bradley, 2019). When children hear the vowels and consonants through the rhymes, they would try to imitate the sounds (Kenny, 2015). Similarly, when parents or caregivers rhyming or singing for children, this is the way to help children to learn words and practice the pitch, and also help children to understand volume and rhythm, and children who listened to nursery rhymes would imitate the sound that they hear, and that is one of the ways to improve pronunciation (Stephens, 2018).

Apart from learners' pronunciation is developed, the ability of listening is also gradually improved. Listening to nursery rhymes will support children to distinguish

the different sounds (Kelly, 2016). As Solihat, and Utani's study reveal that nursery rhymes reflect a positive effect on learners listening skills. Additionally, rhythm and rhymes of nursery rhymes can allure children, and also support them to improve listening skills (Dodson, 1985). To sum up, nursery rhymes are the essential supporters which can drive learners to have more effective listening skills.

There are evidences support that nursery rhymes work for children to improve reading comprehension. Additionally, nursery rhymes will support children once children begin reading. Virtually, to response with rhyme and alliteration before children go to school is the way to help children develop reading comprehension later on (Bradley & Bryant, 1983; Bryant et al., 1989). Lock and Welsch (2006) described the language and rhythm within nursery rhymes and children's literature can influence children to increase reading comprehension. To sum up, the function of nursery rhymes has a close relationship with reading comprehension; it promotes children to heighten reading ability.

Nursery rhymes are admitted as the powerful tool for children to enhance vocabulary knowledge. It is important to the language learners who are learning English to have a large number of words to recall because learners are required to acquire a huge knowledge of words to expand their knowledge. Nursery rhymes consist of various simple words, and this characteristic help children to expand their knowledge of vocabulary, and they are capable to select words to apply in their daily lives. Listening to nursery rhymes, learners can learn vocabulary, especially words about people, places and ideas which would be constructed for their background of knowledge (Kenny, 2015). This will enlighten children to enlarge a store of words (Shweta, 2013). Moreover, the rhymes support children to recognize and remember a variety of words. In conclusion, nursery rhymes are the effective tool for children to expand their knowledge of vocabulary.

One of the inherent advantages of nursery rhymes is to engage language learning environment. Normally, children enjoy the activity or skill of repetitively practicing something until they truly understand it; to repeat rhyming nursery rhymes is

something that learners are happy and willing to do (Syahrul, 2010 as cited in Anugrah, 2018). In addition, nursery rhymes are unique; nursery rhymes are divided into many lines, and in each rhyme consists the special beats. These beats can attract children to pay more attention to the lines (York, 2011). As Dzanic and Pejic (2016) support that nursery rhymes, songs, and chants affect children's enjoyment, and their English proficiency will develop in unexpected ways as a consequence. Similarly, May (2020) proposes that nursery rhymes serve as ideal teaching material to entertain a classroom; they can engage children by supporting their emotional development as well as improving the classroom atmosphere. Normally, the language used in nursery rhymes are the language that young children are able to conceive words easily, and those words are short enough to draw children's attention (Dodson, 1985). The purpose of using nursery rhymes in the classroom is to provide a more motivating classroom environment, which is more relaxing and provides learning enjoyment; nursery rhymes can drive the interest of the language learners to absorb English (Syahrul, 2010 as cited in Anugrah, 2018). In conclusion, nursery rhymes are suggested for being the entertainment materials to engage children and classroom together, and nursery rhymes are considered the essential supporters to involve children in learning a language.

## **2. Definition of Vocabulary**

Vocabulary was defined as "all the words that a person knows or uses" (Oxford Online Dictionary, 2021). Diamond and Gutlohn (2006) concede that vocabulary is the library of words and the meaning of words. Additionally, vocabulary is defined as words that normally used for communication (Neuman & Dwyer's report as cited in Alqahtani, 2015). While Burns (2005) states that vocabulary is the stock of words mostly used by experts, a person or a class. As Hornby (as cited in Alqahtani, 2015) describes that vocabulary as the whole words in a language and vocabulary is considered as a list of words that each word has its specific meaning. To sum up, vocabulary is the store of words which chiefly used for communication and teaching, and each word determines the particular meaning.

### **2.1 Types of Vocabulary**

Some scholars divided the types of vocabulary into two parts: receptive and expressive vocabulary (Hatch & Brown's work as cited in Alqahtani, 2015).

### **2.2 Receptive Vocabulary**

Receptive vocabulary is the words that are less frequently used and less well known. However, learners are capable to understand and remember when these words appear in the context or a reading text. Even though learners may not genuinely understand the words of receptive vocabulary, they can assign the meaning through reading and listening (Webb, 2009). As Webb (2009) supports that receptive vocabulary is the words that learners remember when these words appear in the reading text, but these words are not often used in speaking and writing. Learning receptive vocabulary customarily occur in the classroom when a teacher gives the definition or meaning of the word; it usually in the form in which a teacher explains the meaning of words, and apply a word to create a context, and ask learners to spell and pronounce only (Nagy, Anderson, & Herman, 1987; Webb, 2009).

### **2.3 Productive Vocabulary**

Productive vocabulary was the type of vocabulary that learners completely understand, pronounced correctly, and applied the words in speaking and writing effectively. Some experts conceded that productive vocabulary could be indicated as an active procedure, and the words of productive vocabulary normally found in a speech or writing assignment. The reason that it was called productive vocabulary because learners could express the words that they spontaneously produced to others (Webb, 2009).

In conclusion, some experts stated that vocabulary are separated into two major types: receptive vocabulary and productive vocabulary. Receptive vocabulary are the words that learners cannot produce it, but they can assume the meaning of it. While productive vocabulary are the words that learners are able use or speak.

## 2.4 Definition of Vocabulary Knowledge

Some experts agree that vocabulary knowledge is perceived as the knowledge of words particularly in speech and writing (Nation, 1990 as cited in Maskor, Baharudin, Lubis, & Yusuf, 2016). Haastруп and Henriksen (2000) stipulate that vocabulary knowledge is the knowledge of words from the aspect of education, meaning, and collocation. Qian (2002) defines vocabulary knowledge as the way that learners can learn the deep meaning of the words, including pronunciation, spelling, meaning, frequency, sound structure, collocation, and syntax depend on the context. In summary, vocabulary knowledge is regarded as the knowledge of words that learners can perceive it through learning a language.

## 2.5 Components of Vocabulary Knowledge

Nation (2001) framework describes the dimension of vocabulary knowledge consisting of three main components: form, meaning, and use. "Form" involves the knowledge of spoken, written, and word parts. Second, the definition of "Meaning" is to understand structure or meaning of words, ideas and preferences, and to comprehend a combination of words. Lastly, "Use" signifies understanding of the grammatical functions of words or phrases, the usage of collocation, and the constraints of using certain words. As Nation (2001) mentions, vocabulary knowledge is related to language use as complementary: knowledge of vocabulary supports the competency of language use, and language use leads to an enlargement of vocabulary knowledge. Meanwhile, Read (2000) stipulates that the components of vocabulary knowledge comprises forms, meanings, word parts, collocations, and register. Whereas Cronbach as cited in Boustani (2020) explicates the definition of five components of vocabulary knowledge which are 1). Generalization which refers to the capability of defining the words, 2). Application, which refers to the capability of using the words, 3). Breadth of meaning, which refers to the knowledge of different senses of words, 4). The precision, which refers to the accuracy of using the meaning of each word in different situations, 5). Availability, which refers to the capability of using the words productively. In summary, although each expert has proposed various vocabulary knowledge

components, they have shared the similarity idea of the components of vocabulary knowledge: meaning, spelling, and usage of vocabulary.

## 2.6 The Importance of Vocabulary Knowledge

Vocabulary knowledge is considered as a knowledge source which is essential in learning and teaching a language.

Vocabulary knowledge is one of the central parts in language, it is necessary for learners in acquiring language (Cameron as cited in Nishanthi, 2018). Additionally, English is the universal language which spoken universally. For learners who study English as a second language (ESL) and also EFL (Alqahtani, 2015), the primary step for learners who aim to learn English is vocabulary (Syarifudin, Marbun, & Novita, 2014). More simply, one of the most important parts for language learners is vocabulary; a language learner is requested to master vocabulary (Alqahtani, 2015). Vocabulary learning is precisely vital for learners who learn EFL and also ESL (Tozcu & Coady, 2004). To sum up, English is a powerful language because this language is mostly used throughout the world. Also, one of the most critical elements in learning English is vocabulary.

Learners' vocabulary knowledge mastery will absorb a variety of advantages. First, Nation (2001) explains that the knowing words enable engage learners and language development; learners will memorize the form of each word, recognize its definition, and select a correct word to use and appropriate with the context or circumstance. Second, there is a correlation between vocabulary knowledge and reading ability. Vocabulary is a foundation of reading comprehension; having rich vocabulary knowledge is a supporting key to enhance learners' reading ability (Hudson, 2007; Nagy et al., 1987). Third, Huebener (1965) states, learning vocabulary knowledge leads learners to comprehend symbols and meaning of words. Fourth, McCarthy and O'Dell (2002) conclude that learning vocabulary knowledge influences learners to heighten oral communication skills. Additionally, mastery vocabulary knowledge is a vital key for a language learner to improve speaking skills (Nation, 2001). Finally, vocabulary knowledge is related to several advantages. Learners who master vocabulary will gain

various benefits. When they learn vocabulary, their other skills also improve simultaneously.

## 2.7 The Significance of Teachers in English Language Teaching

Teaching vocabulary is important in teaching English (Thornbury, 2002). As Alqahtani,'s report as without words, learners' potential in communicating could be decreased. Many researchers agree that teachers play a vital role in teaching English (Archana & Usha Rani, 2017). One of the popular reasons that why learners cannot succeed in English because some teachers are not professional in English, so teachers might not be confident while they are teaching (Berne & Blachowicz, 2008). Therefore, the teachers should prepare themselves seek for the proper techniques, which would be employed to the learners (Walters, 2004). Moreover, teachers should equip themselves with a different and up-to-date method; materials and tool also important in teaching class to draw learners' attention (Walters, 2004).

In teaching vocabulary knowledge, teachers need to find out the various techniques to encourage learners to recognize words that they have learned. It is necessary for learners to learn, practice, and revise which words they have studied to prevent them from forgetting. However, this study employed the method suggested by Marzano (2019) because this framework is for teaching elementary learners. According to Marzano, vocabulary teaching should be divided into six stages as following:

### I. Explain

In this step, teachers introduce, exemplify, and describe about new vocabulary. It is believed that there are numerous methods that aid learners in understanding the new words such as plugging the new words into story-telling, representing words with videos and pictures, applying the words into daily situations, applying the words by using mental images, and searching or build the pictures which describe the words. Some of these activities are used images to encourage learners in learning new words; using both linguistic and nonlinguistic explanations of new vocabulary is the way to help learners to develop a primary understand of a word, as

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

#### II. Restate

In this step, teachers encourage learners to restate the words in their own way. This strategically promotes learners to construct ideas upon explaining new words. This does not require the perfection but using their own version of a vocabulary. This step will request learners to have vocabulary notebooks, learners are able to write down the new words on it. An empty space left should be provided for more activities in Step 3 to 6.

#### III. Show

In step 3, pictorial construction of new vocabulary knowledge will be highlighted. Using graphic, image and drawing, learners need to create their own presentations of the words. This method will enhance learners to think of the words in an entirely different way. To process information in linguistic way, written and oral will be used in the procedure. Whereas to process information in nonlinguistic ways, symbols, pictures, and graphic representations will be used in the procedure. While learners are not accustomed to creating the ideas of graphics and pictures, they might need initial support from an instructor on pictorial construction of words in case they are not familiar with the method. Learners still need some help when they meet the new, difficult words or abstract.

#### IV. Step 4: Discuss

Knowing the words might not be sufficient. In this step, learner will be involved in activities designed to assist them to review and discuss the vocabulary items that they have already written down on their notebooks. Activities are designed for learners to compare and contrast the words, classify the words, and specify synonyms and antonyms for the words listed in their vocabulary notebooks. During this step, the learners will be allowed to add or revise information in their vocabulary notebooks.

#### V. Refine and Reflect

In this step, learners will be asked to participate in the activities (in pairs or small groups). Group works will enhance learners to cross-check and learn deep details from teammates. The sample activities include making a comparison on the explanation of each word, explaining the description of the words using images, describing new learning to each other, asking for clarification and discuss against each other. In this step, learners will be provided opportunities to examine the entries in their vocabulary notebooks to make deletion, changes, and additions.

#### VI. Apply in Learning Games

Recently games are extensively used for educational purpose. Games can be an effective tool for learners to well-memorize new vocabulary, complete their understanding about the terminologies and get familiar with the new entries. Games also can rejuvenate the atmosphere of the classroom. Thus, teachers are encouraged to schedule time in each week to organize games to get all learners involved in learning the lessons and classroom.

### 3. EFL Learners

EFL learners have several definitions. Generally, EFL learners are defined as the learners who learn EFL. According to *Cambridge Learner's Dictionary (2022)*, EFL is defined as “teaching English to learners whose first language is not English.” Hasbi (2013) explicates that English as a Foreign Language (EFL) is people who used English for a limit purpose and situation. They use English in a particular occasion, such as in international conference, English classroom, etc. Del Carmen Garcia (2007) states that EFL learners may live in a country where their first language is primarily used for communication and they may have to learn English for academic studies, for travel to foreign countries or for business purposes. Gebhard (2017) stipulates that EFL learners are individuals who live in a place in which English is not used as a first language for communication; moreover, their native language is used in the classroom. To sum up, EFL learners are non-native English speakers who are learning English in a country where English is not an official language.

Furthermore, some experts mention the factors which obstruct EFL learners to succeed in English learning. According to Alsalihi (2020) states that EFL learners face with various barriers in language learning. These difficulties are: the role of society in discouraging them to learn English, the learners' shyness because they afraid of making a mistake, lack of motivation, and the size of classroom. Del Carmen Garcia (2007), EFL learners only spend a few hours per week studying English, have limited opportunities to use English outside of the classroom, and have little opportunity to develop other language skills. In summary, EFL learners have not had much situation to express English in their daily lives. It seemed hard for them to master in English because it not EFL learners' primary language.

#### **4. Attitudes**

Generally, people's thoughts or feelings constitute their attitudes toward something. Richards and Schmidt (2002) state that attitudes are the opinions and feelings people usually have about something and someone. Similarly, Soetarno (1994 as cited in Ghodang, 2018) defines attitudes as the view or feeling that go with the tendency expressing to the certain object. According to Bohner and Dickel (2011), attitudes are an evaluation of something of thought; additionally, people can show their attitudes toward anything including things, people, groups, and ideas. To sum up, attitudes are referred to one's feeling or thought expressed to a particular thing as well as a person.

Attitudes toward school and learning are related to academic achievement. According to Sejcová (2006), learners' attitudes toward learning in individual courses or subjects are the significant factor contributing to learners' good performance. Similarly, Pavelková & Prochádzková (2006 as cited in Verešová & Mala, 2016) explicate that positive attitudes toward the subjects reflect learners' satisfactions in learning, and learners have a tendency to take a high responsibility in classroom. On the other hand, learners who have negative attitudes toward learning tend to have poor educational performance, and they believe that school and learning will not support them to succeed in the future (Candeias, Rebelo, Oliveira, & Mendes, 2010). Moreover, Mark (1998 as

cited in Verešová & Mala, 2016) suggested that another way to lead learners to achieve in learning was that school should provide an encouraging environment. Once learners enjoy learning, and they feel comfortable and safe in school, these factors would facilitate the learners to academic achievement. In summary, attitudes influence learners' performance in education. Learners with positive attitudes learners are likely to have the satisfied academic results while learners with negative attitudes seem to have the unsatisfied school-record.

According to the multicomponent model of Eagly and Chaiken (1993), attitudes are composed of affective, cognitive, and behavioral components. Many experts agree that these three elements relate to attitude formation (Eagly & Chaiken, 1993; Zanna & Rempel, 1988). The affective component is feelings or emotions associated with an attitude. Affective component relates to a person's feeling or emotions which affect another person or something (Maio & Haddock, 2009). The cognitive component of an attitude refers to the beliefs, thoughts, and attributes that related to a particular attitude. This component correlated to an individual's knowledge (Maio & Haddock, 2009). The behavioral component is one's tendency to behave in a particular reaction to an object or a person (Haddock & Maio, 2009). To summarize, people's attitudes include affective, cognitive, and behavioral components of their attitudes, which are associated with their feelings, beliefs, and behaviors.

## 5. Related Research

Teaching vocabulary knowledge received much attention from scholars. Asyiah (2017) studied teachers' and learners' perception of learning and learning vocabulary, the methods used for teaching and learning the vocabulary, and influences of learners' vocabulary learning strategy on their vocabulary knowledge. A mix method data collection was employed in this study. The school chosen in this study was one of the popular schools in Bandung. The participants were an English teacher and thirty eighth-grade learners chosen via purposive sampling. Four instruments were used: a questionnaire, semi structured interviews, classroom observation, and a receptive vocabulary test. The result of the study showed that after learners received the

treatments, the perception of teacher and learners, were at the positive level. It was revealed that vocabulary teaching and vocabulary learning need to be conducted as it was a key factor for learners to improve their language skills.

In addition, the study of Sa'd and Rajabi (2018) were to 1) to explore vocabulary learning strategies of Iranian English language learners (VLSs), 2) to examine language learners' attitudes toward learning vocabulary, and 3) to explore vocabulary teaching strategies of Iranian English language teachers (VTSs). The participants were 145 intermediate EFL learners. There were 31 females and 114 males aged 15 to 27 involved. The findings showed that the most effective VLSs were reported as following: 1) reciting, repeating and listening to words, 2) using words, and 3) memorizing words. The most effective VTSs included: 1) explanation 2) repetition, and 3) dictation. Moreover, the observations also were in line with the findings collected from the questionnaire and interviews.

There are some studies on teaching vocabulary in Thailand. For example, the study of Xiaofei and Modehiraan (2019) were: 1) to investigate what extent the vocabulary knowledge of the seventh grade Thai learners improved after participating picture storytelling and 2) to explore the learners' opinions about vocabulary teaching using picture storytelling. The participants were forty seventh-grade learners studying in a public Thai school. The instruments employed in this study were: 1) a test and 2) a questionnaire. The data were analyzed by the paired-sample *t*-test, means, and standard deviation. The results revealed that the learners significantly improved vocabulary knowledge, and 2) the result of the questionnaire showed that learners had positive opinions about vocabulary learning using picture storytelling.

Similarly, Hery and Arshad (2020) conducted the research to examine the effect of using nursery rhymes to enhance young English learners' vocabulary skills in Indonesia. Two English teachers and eighty learners located in Depok-Sleman, Yogyakarta were involved in the study. The experimental group was taught English using nursery rhymes, whereas the control group was taught using traditional method. The study lasted eight weeks. Vocabulary test were used as the instruments to collect

the data for analysis. The result revealed that the use of nursery rhymes significantly improved learners' vocabulary knowledge. Learners from experimental group performed better in the test. Therefore, this study suggested that nursery rhymes can be used to improve learners' vocabulary knowledge.

According to the study of Nurhudayah (2018), this study is studied the effect of Teaching vocabulary through nursery rhymes in Indonesia. This study was quasi-experimental design. The population of the study were one hundred and eighteen learners. Sixty participants were the sample selected via purposive sampling. They were divided into two groups: experimental group and control group. The instrument employed in the study was a written vocabulary used in both pre-test and post-test. Only experimental group received the treatment which was nursery rhymes. The results presented that the learners in the experimental group performed better. It can be pointed out that teaching vocabulary by using nursery rhymes was effective.

In conclusion, there are several research studies focusing on teaching vocabulary and using nursery rhymes to enhance learners in learning English both in international countries and in Thailand. Nevertheless, Thai learners who study English as EFL learners are still facing the obstacle in learning English because they have inadequate vocabulary knowledge. Therefore, this study was to investigate the effects of nursery rhymes on EFL learners' vocabulary knowledge.

## CHAPTER III

### RESEARCH METHODOLOGY

The purpose of this chapter is to present the research methodology employed in this study. The following topics will be discussed respectively: research design, participants, instruments, validity and reliability, data collection, data analysis, and ethical considerations.

#### Research Design

This research was to study the effects of teaching English vocabulary through nursery rhymes on EFL learners' vocabulary knowledge. Both quantitative and qualitative data collection were employed in this study. The quantitative data comprised a questionnaire and learners' pre-test and post-test scores obtained from an English vocabulary test. The qualitative data composed of semi-structured interviews.

The research model is also shown in Figure 1.

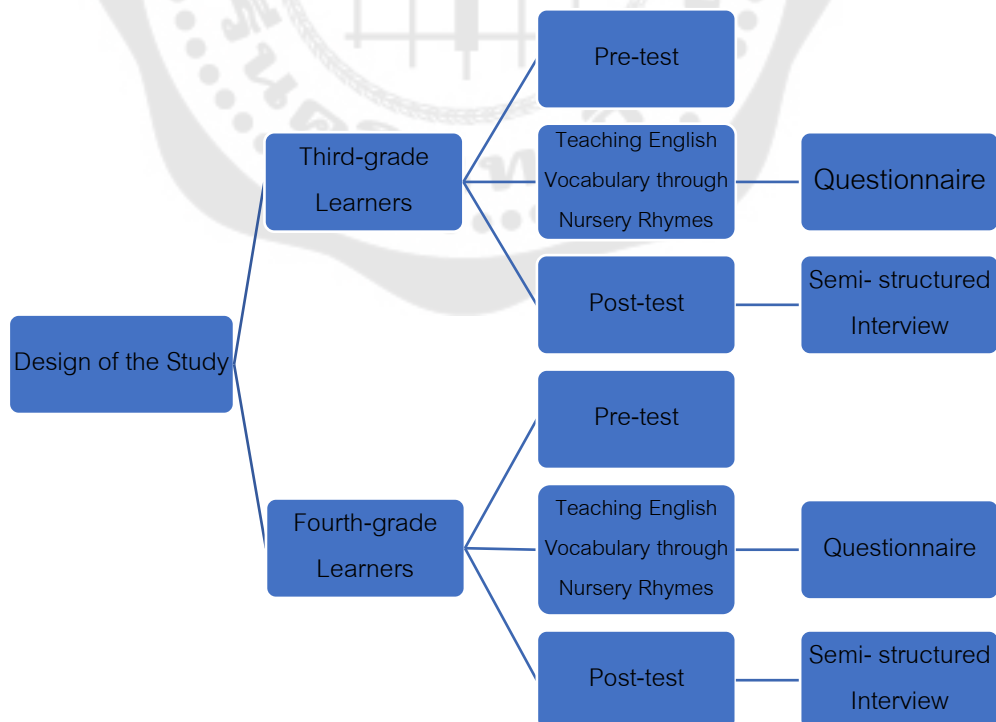


Figure 1 Design of the Study

## Participants

The participants were fifty-seven learners from two classes: third-grade learners (29 learners) and fourth-grade learners (28 learners) selected by a purposive sampling method in the second semester of the 2021 academic year at a private elementary school in Kanchanaburi province. The reasons of selecting these learners are: a) this level of learners seem to appreciate learning through nursery rhymes (Prosic-Santovac, 2015) b) Learners in this age are the proper groups to start learning how to use the word parts and perceive the meaning of vocabulary knowledge (Cynthia and Johnson as cited in Kusumawati & Widiati, 2017), and c) the learners' scores of an English examination in the second semester of the academic year 2021, the score of English vocabulary test of the learners were lower than other English proficiency tests. In this study, both groups of learners were taught by using lesson plans based on nursery rhymes.

## Instruments

The instruments were 1) an English vocabulary test, 2) lesson plans 3) a questionnaire, and 4) interviews. The details of the research instruments were described as follows:

### **An English Vocabulary Test**

An English vocabulary test was designed to evaluate learners' vocabulary knowledge before and after the treatment. The test was divided into three parts: meaning, spelling, and the use of words. There were 20 items; matching pictures with words, rearranging the alphabet following the target colors, and answering multiple choice questions.

The words in the test were chosen based on the following criteria:

1. Selected vocabulary items that third-grade learners and fourth-grade learners should know according to the basic education core curriculum B.E. 2551 (Ministry of Education, 2008).

The description of English vocabulary test is shown in Table 1.

Table 1 Components of the test

Components of the Test	Items
Meaning	1,2,3,4,5,6
Spelling	1,2,3,4,5,6,7
The use of words	1,2,3,4,5,6,7

### Lesson Plans

Five lesson plans were created by the researcher to use nursery rhymes to teach English vocabulary. Each lesson plan lasted 45 minutes. The process of lesson plans designing is as follows: 1) study school curriculum, 2) study the basic education core curriculum B.E. 2551 (Ministry of Education, 2008), 3) identifying contents, 4) choosing nursery rhymes, and 5) creating activities. After that, the contents and the vocabulary item were selected by the researcher. Then, nursery rhymes related to the content were selected in the study: 1) If You Are Happy and You Know It, 2) Old MacDonald Had A Farm, 3) What's Your Favorite Color?, 4) Head, Shoulders, Knees, and Toes, and 5) Look Outside. In this study, the teaching vocabulary methods of Marzano (2019) was employed as a framework to design the lesson plans. Specifically, the teaching methods were divided into six stages, including 1) Explain 2) Restate 3) Show 4) Discuss 5) Refine and reflect, and 6) Apply in learning games.

During the Explain stage, the teacher provided an explanation, description, or example of the new words by using nursery rhymes to introduce and present the words to the learners. In the Restate stage, the teacher focused on assigning learners to work on the assignment 1 to recall the words that learners had learnt through nursery rhymes. In the Show stage, learners were requested to construct a picture, graphic or symbols referring to the target words that they had learnt on the worksheets 2. In the Discuss stage, teacher played a role as a facilitator of an activity which encouraged learners to review and discuss the vocabulary that they had reviewed, in which they noted in their notebooks. The learners were asked to do the activity by following the teacher's instruction. In the Refine and reflect stage, learners worked in a pair or small groups.

This activity encouraged learners to interact together. In the Apply in learning games stage, some games were used to energize and remind the learners to the words that learners had learnt through nursery rhymes.

#### **A Questionnaire to Examine Learners' Attitudes toward Learning English Vocabulary through Nursery Rhymes**

A questionnaire was created by the researcher to examine learners' attitudes toward learning English vocabulary through nursery rhymes. There was one section in a questionnaire. This section included ten statements with positive and negative items. It was designed as a 5-points Likert scale: 5 = Strongly agree; 4 = Agree; 3 = Neutral; 2 = Disagree; and 1 = Strong disagree.

The researcher asked the three experts in English teaching to determine the content validity of a questionnaire by applying the criteria of IOC (Index of Item Objective Congruence). Once the researcher received feedbacks from the experts, a questionnaire was revised. Whereas to determine the reliability of the questionnaire, the instrument was tried out with students who were not involved in the project. Additionally, coefficient Cronbach's alpha was utilized to determine the reliability of the test.

#### **Semi-structured Interviews**

In this study, the semi-structured interviews were used to assess learners' attitudes toward learning English vocabulary words through nursery rhymes. In the semi-structured interview, a set of standard questions is used to ask the interviewees; this kind of an interview is in between the structured and unstructured interview (Young et al., 2018). The semi-structured interviews included a set of open-ended questions related to the points that the interviewer aims to cover; this kind of an interview allows the interviewer to ask further details in case that there is the developing of an interesting point during the process of an interview (Mathers, Fox, & Hunn, 1998; Young et al., 2018). The semi-structured interview is a flexible approach supports the interviewer to discuss with the interviewee in depth about the specific topic (Mannan, 2020). The qualitative data from the interview in this study was used to support and triangulate with the data collected from the questionnaire. For the questions of an interview, there were

three open-ended interview queries. To avoid the language difficulties, the interview was conducted in Thai.

### **Validity and Reliability**

To measure the content validity, the researcher asked three experts in teaching English reviewed vocabulary test, lesson plans, and a questionnaire by applying the criteria of index of item objective congruence (IOC). The experts were three English teachers. The items with the scores higher than 0.5 were suitable; those with the scores lower than 0.5 were revised following the experts' comments (Turner & Carlson, 2003).

To measure the reliability, all research instruments were tested on 28 third-grade learners who were not involved in this study. The instruments were analyzed using the reliability coefficient Cronbach's alpha. The reliability of an English vocabulary test was 0.73 and the reliability of a questionnaire was 0.89. According to Nunnally and Bernstein (1994); Hair, Hult, Ringle, and Sarstedt (2016), as Cronbach's alpha value was higher than 0.7, the instruments were relatively powerful to employ in the study.

### **Data Collection**

This study was conducted in the second semester of academic year 2021. It lasted seven weeks. The learners were asked to complete the pre-test in the first week. After the first week of pre-test, learners were taught English vocabulary by lesson plans based on using nursery rhymes. After the instruction, all learners were asked to do the post-test in the seventh week of the experiment. Also in the seventh week, the learners were asked to answer a questionnaire, and they were asked to have an interview about this teaching methodology. The interview was conducted in groups: six groups in total from two classes, and three interviewees in each group. "Group interview could be an appropriate research tool for data collection since young children and adolescents tend to self-disclosed spontaneously" (Krueger & Casey 2000 as cited in Ho, 2006, p. 3). The interview was audiotaped, Creswell (2012) explicates that audiotapes are often utilized for more precision of the transcription. Additionally, the data from the recording was

transcribed by the researcher immediately once each interview finished. Only the unclear data was verified by the interviewees while they were interviewed.

### Data Analysis

The data analysis process were:

#### Quantitative Data Analysis

1. The data collected from pre-test and post-test were analyzed by mean scores, standard deviations, the dependent *t*-test analysis, and the analysis of covariance. The dependent *t*-test analysis was used to compare the pre-test and post-test mean scores of the learners in both groups. Meanwhile, the analysis of covariance was used to compare the gain of learners in two groups.

2. The data from a questionnaire were scored based on the criteria of Pimental (2019):

#### For the Positive Statements

Opinion		Score
Strongly Agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly Disagree	=	1

#### For the Negative Statements

Opinion		Score
Strongly Agree	=	1
Agree	=	2
Neutral	=	3
Disagree	=	4
Strongly Disagree	=	5

The data from a questionnaire were analyzed by mean scores and standard deviations. The level of learners' attitudes was defined by using the criteria of Pimentel (2019):

Mean scores	Scale Level
0.00-0.99	Highly negative
1.00-1.99	Negative
2.00-2.99	Average
3.00-3.99	Positive
4.00-4.99	Highly positive

#### Qualitative Data Analysis

The qualitative data from an interview was analyzed by content analysis.

#### Ethical Considerations

All the learners in this study volunteered to participate in this project. The consent forms were collected from all learners and their guardians. All the participants were explained about the purposes and process of the project. They knew that involving in this project would improve their language by attending this study. In addition, they were informed that they could withdraw from the project at any time. Moreover, the confidentiality of all data was maintained.

## CHAPTER IV

### FINDINGS

This study was conducted to investigate the effects of the nursery rhymes on EFL third-grade learners' vocabulary knowledge and EFL fourth-grade learners' vocabulary knowledge, and to compare the effects of nursery rhymes on third-grade learners' vocabulary knowledge to those of fourth-grade learners' vocabulary knowledge. Furthermore, this study was to explore the attitudes of EFL learners toward learning vocabulary through nursery rhymes.

There are two parts in this chapter. The first section illustrates the effects of the nursery rhymes on EFL learners' vocabulary knowledge including the effects on the third-grade learners' vocabulary, the effects on the fourth-grade learners' vocabulary knowledge, and the comparison of the effects of the nursery rhymes on third-grade learners' vocabulary knowledge to those of fourth-grade learners' vocabulary knowledge. The second section presents EFL learners' attitudes toward learning vocabulary through nursery rhymes.

#### 4.1 EFL Learners' Vocabulary Knowledge

##### 4.1.1 The Effects of Nursery Rhymes on EFL Learners' Vocabulary Knowledge

To investigate the effects of nursery rhymes on EFL learners' vocabulary knowledge. The data from vocabulary test including pre-test and post-test were analyzed by mean score, standard deviation, and the dependent *t*-test analysis. The results are shown in Table 2.

Table 2 Descriptive Statistic of EFL Learners' Vocabulary Knowledge Mean Score

Group	Pre-test		Post-test	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Third-Grade Learners	8.72	2.30	16.93	1.93
Fourth-Grade Learners	10.97	2.72	16.59	2.56

According to Table 2, the results show that the pre-test mean score of the third-grade learners was 8.72 ( $SD = 2.30$ ), and the pre-test mean score of the fourth-grade learners was 10.97 ( $SD = 2.72$ ). The post-test mean score of the third-grade learners was 16.93 ( $SD = 1.93$ ), and the post-test mean score of the fourth-grade learners was 16.59 ( $SD = 2.56$ ). The data are also shown in Figure 2.

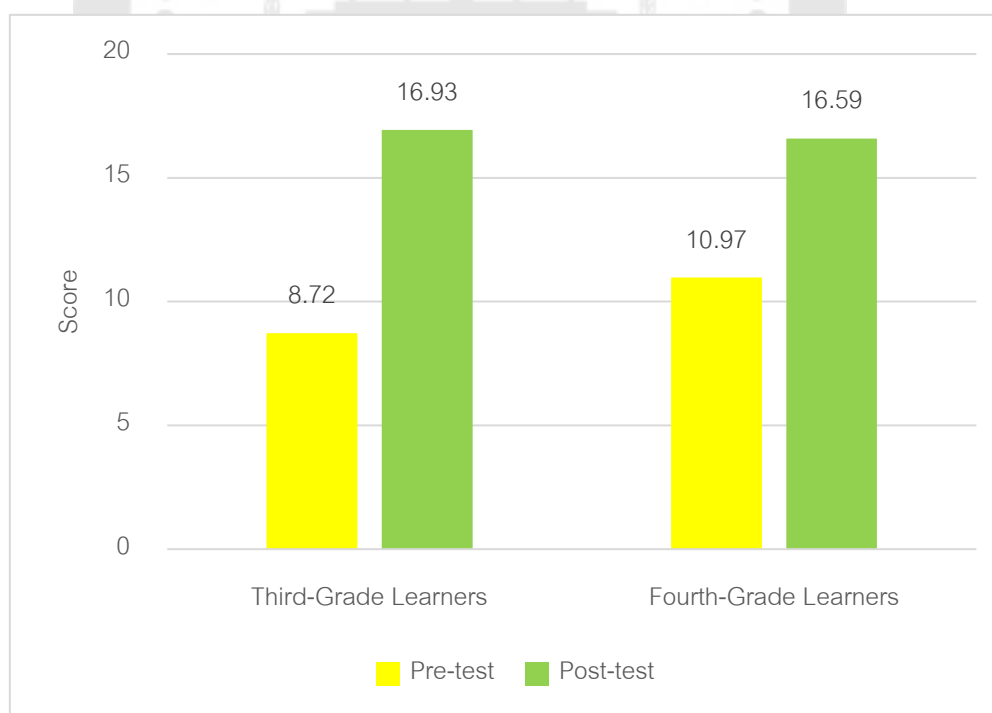


Figure 2 The Mean Scores of the Pre-test and Post-test of the Third-Grade Learners and the Fourth-Grade Learners

In order to determine the effects of nursery rhymes on EFL learners' vocabulary knowledge, the data were analyzed by mean score, standard deviation, and a dependent *t*-test analysis. The findings are shown in Table 3.

Table 3 The Comparison of the Pre-test Mean Score to Post-test Mean Score of EFL Learners

Time	N	Mean	Max	Min	SD	<i>t</i> -value	Df	<i>p</i> -value
Post-test	57	16.76	20	6	2.25	16.30	57	0.00**
Pre-test	57	9.84	16	3	2.74			

\*\*\* $p < 0.05$

According to Table 3, the analysis shows that there were statistically significant differences in the mean scores of the pre-test and post-test ( $t(57) = 16.30$ ,  $p < 0.05$ ). The pre-test mean score was 9.84 ( $SD = 2.74$ ) while the post-test mean score was 16.76 ( $SD = 2.25$ ). The results reveal that learners improved their vocabulary knowledge significantly. The results reveal that teaching English vocabulary through nursery rhymes had potential in developing EFL learners' vocabulary knowledge. The results are also presented in Figure 3.

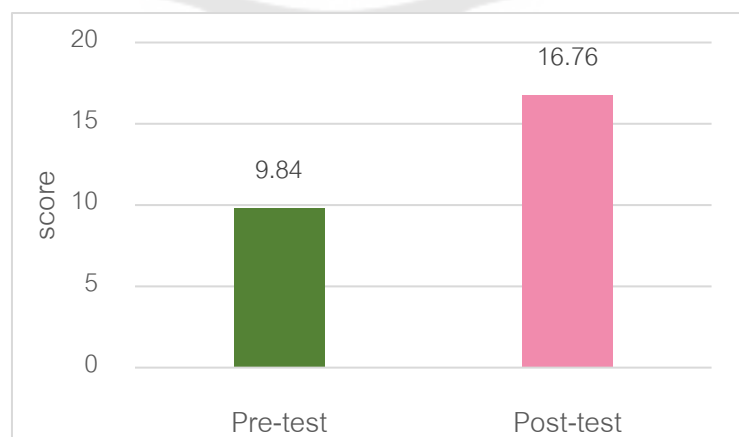


Figure 3 The Mean Scores of the Pre-test to the Post-test of All EFL Learners

#### 4.1.2 The Effects of Nursery Rhymes on the Third-Grade Learners' Vocabulary Knowledge

Table 4 The Comparison of the Pre-test Mean Score to Post-test Mean Score of the Third-Grade Learners

Time	N	Mean	Max	Min	SD	t-value	Df	p-value
Post-test	29	16.93	20	13	1.93	14.48	28	0.00**
Pre-test	29	8.72	14	3	2.30			

\*\*\* $p < 0.05$

According to Table 4, the results present that there were statistically significant differences in the pre-test and post-test mean scores of the third-grade learners ( $t(29) = 14.48, p < 0.05$ ). The pre-test mean score was 8.72 ( $SD = 2.30$ ) while the post-test mean score was 16.93 ( $SD = 1.93$ ). This means that learners improved their vocabulary knowledge significantly. The results reveal the positive effects of teaching English vocabulary through nursery rhymes on the third-grade learners' vocabulary knowledge.

#### 4.1.3 The Effects of Nursery Rhymes on The Third-Grade Learners' Knowledge in Each Component of Vocabulary Knowledge

Table 5 The Comparison of the Pre-test Mean Score to Post-test Mean Score of an English Vocabulary Test of Third-grade Learners

Part of test	Time	N	Mean	Max	Min	S.D.	t-value	Df	p-value
Meaning	Post-test	29	5.86	6	3	0.58	0.97	28	0.34
	Pre-test	29	5.66	6	2	1.05			
Spelling	Post-test	29	5.72	7	2	1.13	11.35	28	0.00**
	Pre-test	29	1.93	7	1	1.46			
The use of words	Post-test	29	5.55	7	4	1.06	12.39	28	0.00**
	Pre-test	29	1.38	3	0	1.21			

\*\*\* $p < 0.05$

Table 5 presents that there were statistically significant differences in the pre-test and post-test mean scores of the spelling part ( $t(29) = 11.35, p < 0.05$ ) and the use of words ( $t(29) = 12.39, p < 0.05$ ). Meanwhile, there were no statistically significant differences ( $t(29) = 0.97, p > 0.05$ ) in the mean scores of the pre-test and post-test of the meaning parts.

The results show that teaching English vocabulary through nursery rhymes had potential in enhancing the EFL third-grade learners in learning the use of words and spelling. Although, learners' vocabulary knowledge in meaning was not improved significantly, their post-test mean score was higher than pre-test mean score.

#### 4.1.4 The Effects of Nursery Rhymes on the Fourth-Grade Learners' Vocabulary Knowledge

Table 6 The Comparison of the Pre-test Mean Score to Post-test Mean Score of the Fourth-Grade Learners

Time	N	Mean	Max	Min	SD	t-value	Df	p-value
Post-test	28	16.59	20	6	2.56	10.41	28	0.00**
Pre-test	28	10.97	16	3	2.72			

\*\*\* $p < 0.05$

The results from Table 6 reveal that there were statistically significant differences in the pre-test and post-test mean scores of the fourth-grade learners ( $t(28) = 10.41, p < 0.05$ ). The pre-test mean score was 10.97 ( $SD = 2.72$ ) while the post-test mean score was 16.59 ( $SD = 2.56$ ). Therefore, the post-test mean score was significantly higher than the pre-test mean score. The analysis suggests that teaching English vocabulary through nursery rhymes had positive effects on the fourth-grade learners' vocabulary knowledge.

#### 4.1.5 The Effects of Nursery Rhymes on The Fourth-Grade Learners' Knowledge in Each Component of Vocabulary Knowledge

Table 7 The Comparison of the Pre-test Mean Score to Post-test Mean Score of an English Vocabulary Test of Fourth-grade Learners

Part of test	Time	N	Mean	Max	Min	S.D.	t-value	Df	p-value
Meaning	Post-test	28	5.86	6	2	0.76	1.78	27	0.09
	Pre-test	28	5.50	6	1	1.37			
Spelling	Post-test	28	6.00	7	2	1.22	9.58	27	0.00**
	Pre-test	28	2.54	7	0	1.58			
The use of words	Post-test	28	4.89	7	2	1.07	8.14	27	0.00**
	Pre-test	28	2.79	6	1	1.20			

\*\*\* $p < 0.05$

Table 7 reveals that there were statistically significant differences in the pre-test and post-test mean scores of the spelling ( $t(29) = 9.58, p < 0.05$ ) and the use of words parts ( $t(29) = 8.14, p < 0.05$ ). Nevertheless, there were no statistically significant differences ( $t(29) = 1.78, p > 0.05$ ) in the mean scores of the pre-test and post-test of the meaning part. The details are shown as follows:

The analysis points out that teaching English vocabulary through nursery rhymes had positive effects on the fourth-grade learners' vocabulary knowledge in spelling and the use of words. Even though, learners' vocabulary knowledge in spelling was not developed significantly, their post-test mean score was higher than pre-test mean score.

#### 4.1.6 The Comparison of the Effects of Teaching English Vocabulary through Nursery Rhymes on the Third-Grade Learners' Vocabulary Knowledge to those of the Fourth-Grade Learners' Vocabulary Knowledge

To compare the effects of teaching English vocabulary through nursery rhymes on third-grade learners' vocabulary knowledge to those of fourth-grade learners' vocabulary knowledge, estimate marginal means was used to find out the results. The mean scores of both groups were adjusted. The adjusted and unadjusted means for the third-grade learners and fourth-grade learners are shown in Table 8.

Table 8 Unadjusted and Covariance Adjusted Descriptive Statistic

Group	Before Treatment			After Treatment (Unadjusted)		After Treatment (Adjusted)	
	N	Mean	SD	Mean	SD	Mean	SE
Third-Grade Learners	29	8.72	2.30	16.93	1.93	17.16	0.43
Fourth-Grade Learners	28	10.97	2.72	16.59	2.56	16.36	0.43

Table 9 The Analysis of Covariance of the Third-Grade Learners and the Fourth-Grade Learners

Source of Variance	SS	Df	MS	F	Sig
Before Treatment	14.63	1	14.63	2.95	0.09
Between Groups	7.70	1	7.70	1.56	0.22
Error	272.27	55	4.95		

\*\*\* $p < 0.05$

According to Table 9, the analysis of covariance was conducted to compare the effects of teaching English vocabulary through nursery rhymes on EFL learners' vocabulary knowledge of third-grade learners to those of fourth-grade learners. No statistically significant differences ( $F = 1.56, p > 0.05$ ) in the mean score of third-grade learners ( $M = 17.16, SE = 0.43$ ) and the mean score of fourth-grade learners ( $M = 16.36, SE = 0.43$ ). This suggests the efficacy of teaching English vocabulary through nursery rhymes on EFL learners' vocabulary knowledge on the third-grade learners and the fourth-grade learners were similar. Therefore, it can be concluded that teaching English vocabulary through nursery rhymes has effects on different background learners.

#### 4.2 EFL Learners' Attitudes toward Learning Vocabulary through Nursery Rhymes

This section presents the answer to the second research question: What are the attitudes of EFL learners toward learning vocabulary through nursery rhymes? To examine the learners' attitudes toward learning vocabulary through nursery rhymes. The data were collected from a questionnaire and semi-structure interview.

##### 4.2.1 A Questionnaire

The data from a questionnaire were analyzed and calculated by using the mean score and standard deviation. Meanwhile, the mean scores were interpreted into five levels from highly negative to highly positive. The results are shown in Table 10, Table 11, and Table 12.

The data from a questionnaire were scored as below:

##### For the Positive Statements

Opinion		Score
Strongly Agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly Disagree	=	1

### For the Negative Statements

Opinion		Score
Strongly Agree	=	1
Agree	=	2
Neutral	=	3
Disagree	=	4
Strongly Disagree	=	5

The data from a questionnaire were analyzed by mean scores and standard deviations. The level of learners' attitudes was defined by using the criteria of Pimentel (2019):

Mean scores	Scale Level
0.00-0.99	Highly negative
1.00-1.99	Negative
2.00-2.99	Average
3.00-3.99	Positive
4.00-4.99	Highly positive

Table 10 EFL Learners' Attitudes toward Learning English Vocabulary through Nursery Rhymes Mean Score

Items	N	M	SD	Level
1. Activities in class allowed me to practice more vocabulary knowledge.	57	4.97	0.18	Highly positive
2. Activities in class were not useful to develop my vocabulary knowledge.	57	4.93	0.26*	Highly positive
3. I enjoyed doing activities in class.	57	4.93	0.26	Highly positive

\*Negative Statements

Table 10 (Continued)

Items	N	M	SD	Level
4. Activities in class were too difficult.	57	4.90	0.31*	Highly positive
5. Learning vocabulary through nursery rhymes wastes my time.	57	4.91	0.28*	Highly positive
6. Activities in class encouraged me to have more confidence in using English	57	4.93	0.26	Highly positive
7. I wanted to study English subject because I liked activities in class.	57	4.93	0.26	Highly positive
8. Activities in class were boring.	57	4.84	0.37*	Highly positive
9. The teacher's techniques were ineffective in improving my vocabulary knowledge.	57	4.95	0.22*	Highly positive
10. I could apply knowledge I learned in class to my daily life.	57	4.93	0.26	Highly positive
Total		4.92	0.19	Highly positive

\*Negative Statements

According to Table 10, EFL learners' attitudes toward learning English vocabulary through nursery rhymes were highly positive ( $M = 4.92$ ). The statements of the highest agreement were: "Activities in class allowed me to practice more vocabulary knowledge" ( $M = 4.97$ ) followed by "The teacher's techniques were ineffective in improving my vocabulary knowledge" ( $M = 4.95$ )\*. In addition, there were five statements which the scores were rated in the third place. These statements were: "Activities in class were not useful to develop my vocabulary knowledge" ( $M = 4.93$ )\*, "I enjoyed doing activities in class" ( $M = 4.93$ ), "Activities in class encouraged me to

have more confidence in using English” ( $M = 4.93$ ), “I wanted to study English subject because I liked activities in class” ( $M = 4.93$ ), and “I could apply knowledge I learned in class to my daily life” ( $M = 4.93$ ).

Although there were three statements received the lowest scores compared to other statements, the mean scores were still in a highly positive level. These statements were: “Learning vocabulary through nursery rhymes wastes my time” ( $M = 4.91$ )\*, “Activities in class were too difficult” ( $M = 4.90$ )\*, and “Activities in class were boring” ( $M = 4.84$ )\*.

In conclusion, the results reveal that third-grade learners and fourth-grade learners favored learning English vocabulary through nursery rhymes. They agreed that this teaching method and was beneficial and enjoyable. Moreover, the activities in classroom facilitate them to develop their proficiency in English vocabulary.

Table 11 EFL Third-Grade Learners' Attitudes toward Learning English Vocabulary through Nursery Rhymes Mean Score

Items	N	M	SD	Level
1. Activities in class allowed me to practice more vocabulary knowledge.	29	4.90	0.38	Highly positive
2. Activities in class were not useful to develop my vocabulary knowledge.	29	4.93	0.26*	Highly positive
3. I enjoyed doing activities in class.	29	4.97	0.19	Highly positive
4. Activities in class were too difficult.	29	4.93	0.26*	Highly positive
5. Learning vocabulary through nursery rhymes wastes my time.	29	4.83	0.31*	Highly positive

\*Negative Statements

Table 11 (Continued)

Items	N	M	SD	Level
6. Activities in class encouraged me to have more confidence in using English	29	4.93	0.26	Highly positive
7. I wanted to study English subject because I liked activities in class.	29	4.97	0.19	Highly positive
8. Activities in class were boring.	29	4.93	0.26*	Highly positive
9. The teacher's techniques were ineffective in improving my vocabulary knowledge.	29	4.97	0.19*	Highly positive
10. I could apply knowledge I learned in class to my daily life.	29	4.90	0.31	Highly positive
Total		4.92	0.19	Highly positive

\*Negative Statements

According to the Table 11, the third-grade learners' attitudes toward learning English vocabulary through nursery were highly positive ( $M = 4.92$ ). There were three statements which received the highest mean scores: "I enjoyed doing activities in class" ( $M = 4.97$ ), "I wanted to study English subject because I liked activities in class" ( $M = 4.97$ ), and "The teacher's techniques were ineffective in improving my vocabulary knowledge" ( $M = 4.97$ )\*. Additionally, there were four statements which the scores were all equal and they were rated in the second place. These statements were: "Activities in class were not useful to develop my vocabulary knowledge" ( $M = 4.93$ )\*, "Activities in class were too difficult" ( $M = 4.93$ )\*, "Activities in class encouraged me to have more confidence in using English" ( $M = 4.93$ ), and "Activities in class were boring" ( $M = 4.93$ )\*. Moreover, two statements were in the third place. These statements were:

“Activities in class allowed me to practice more vocabulary knowledge” ( $M = 4.90$ ), and “I could apply knowledge I learned in class to my daily life” ( $M = 4.90$ ).

Although one statement was scored in the lowest place compared to other statements, the mean score was still in a highly positive level. This statement was: “Learning vocabulary through nursery rhymes wastes my time” ( $M = 4.83$ )\*.

According to the attitude mean score of the third-grade learners, the results reveal that learners were pleased during learning English vocabulary through nursery rhymes. The learners had positive attitudes toward classroom activities and they liked this teaching method.

Table 12 EFL Fourth-Grade Learners’ Attitudes toward Learning English Vocabulary through Nursery Rhymes Mean Score

Items	N	M	SD	Level
1. Activities in class allowed me to practice more vocabulary knowledge.	28	4.86	0.35	Highly positive
2. Activities in class were not useful to develop my vocabulary knowledge.	28	4.93	0.26*	Highly positive
3. I enjoyed doing activities in class.	28	4.90	0.31	Highly positive
4. Activities in class were too difficult.	28	4.93	0.26*	Highly positive
5. Learning vocabulary through nursery rhymes wastes my time.	28	4.97	0.19*	Highly positive
6. Activities in class encouraged me to have more confidence in using English	28	4.90	0.31	Highly positive
7. I wanted to study English subject because I liked activities in class.	28	4.97	0.19	Highly positive

\*Negative Statements

Table 12 (Continued)

Items	N	M	SD	Level
8. Activities in class were boring.	28	4.93	0.26*	Highly positive
9. The teacher's techniques were ineffective in improving my vocabulary knowledge.	28	4.93	0.26*	Highly positive
10. I could apply knowledge I learned in class to my daily life.	28	4.90	0.31	Highly positive
Total		4.92	0.19	Highly positive

\*Negative Statements

According to the Table 12, the fourth-grade learners' attitudes toward learning English vocabulary through nursery were highly positive ( $M = 4.92$ ). Based on the mean scores of learners' attitudes, the statements of the highest agreement were: "Learning vocabulary through nursery rhymes wastes my time" ( $M = 4.97$ )\*, and "I wanted to study English subject because I liked activities in class" ( $M = 4.97$ ). While three statements were rated in the second place as follow: "Activities in class were not useful to develop my vocabulary knowledge" ( $M = 4.93$ )\*, "Activities in class were too difficult" ( $M = 4.93$ )\*, "Activities in class were boring" ( $M = 4.93$ )\*, and "The teacher's techniques were ineffective in improving my vocabulary knowledge" ( $M = 4.93$ )\*. Additionally, "I enjoyed doing activities in class" ( $M = 4.90$ ), "Activities in class encouraged me to have more confidence in using English" ( $M = 4.90$ ), and "I could apply knowledge I learned in class to my daily life" ( $M = 4.90$ ) were scored in the third place.

There was one statement receive the lowest score; however, the mean score was still at a highly positive level. This statement was "Activities in class allowed me to practice more vocabulary knowledge" ( $M = 4.86$ ).

According to the attitude mean score of the fourth-grade learners, the results reveal that learners enjoyed learning English vocabulary through nursery rhymes. They agreed that the classroom activities supported them in learning English vocabulary and this teaching method was useful. According to the attitudes mean scores of the third-grade learners and the fourth-grade learners, the mean scores were at a highly positive level. The results pointed out that learners favored this teaching method. Moreover, it can be concluded that teaching English vocabulary through nursery rhymes had positive effects on learners in both groups.

#### 4.2.2 Semi-Structured Interviews

In this study, the third-grade learners and the fourth-grade learners were asked to volunteer for interviews. There were eighteen learners, nine learners from the third-grade learners and nine learners from the fourth-grade learners. The interview findings complimented the questionnaire interviews. It was found that learners favored learning vocabulary through nursery rhymes. The results were as follow:

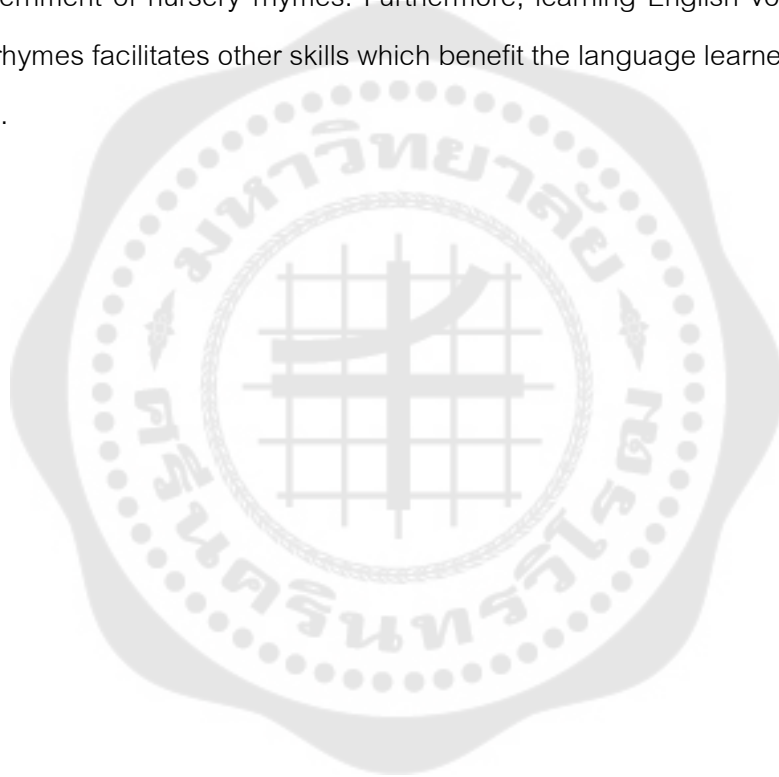
Learners agreed that nursery rhymes supported them in learning English vocabulary. All learners (100%) showed the same ideas that the method of using nursery rhymes was able to expand their vocabulary knowledge. For instance, one learner from the third-grade learners expressed, "I have gained many English words by listening to nursery rhymes." While another learner stated, "Nursery rhymes helped me to remember the words as well as the meanings." Additionally, there was one learner from the fourth-grade learners said, "I like all the nursery rhymes because I can catch up the words easier." Meanwhile, one learner shared his idea during an interview, "Nursery rhymes facilitated me to learn English vocabulary because when I see some vocabulary on the textbook, those words remind me of the words that I learned through nursery rhymes." Another learner mentioned, "Because of beats and rhythms of nursery rhymes, I think learning vocabulary through nursery rhymes is more enjoyable than through the textbooks." Lastly, one learner supported, "I have acquired many vocabularies, such as colors, human body parts, and seasons and I was able to choose the proper words into the context and conversation."

Moreover, nursery rhymes motivate learners in the classroom. All of the participants (100%) stated that they enjoyed studying. Ten learners (55%) mentioned that they enjoyed listening to all nursery rhymes, and they were not bored with the class. Eight learners (45%) accepted that learning English vocabulary through this teaching technique was more enjoyable than learning through textbooks and they could have fun listening to nursery rhymes while participating in activities. Other learners agreed that nursery rhymes encouraged them to participate in class. Some learners stated that when the teacher turned on nursery rhyme songs, they thought that they would enjoy the activities. Additionally, they became more interested in their study and activities while the songs remained turning on. One learner expressed, "Bringing nursery rhymes to the lesson was a wonderful idea because I had fun, so did my classmates. We all had a great time learning English vocabulary." Other learners supported that they were happy during the class, and the class atmosphere made them want to learn more and more. Lastly, fourteen learners (80%) confirmed that learning English vocabulary through nursery rhymes involved them in the class activities, and they had fun during the class due to an amusement environment. They were able to maintain their concentration even learning a long lesson and were asked to do different worksheets; they also agreed that they were pleased and were able to catch the words easier.

Furthermore, it was found that using nursery rhymes benefited learners in several learning skills. There were sixteen learners (90%) agreed that learning English vocabulary through nursery rhymes assisted them to improve their pronunciation. The learners stated that they were more confident to speak English because they had heard the correct pronunciation of each word through nursery rhymes. Additionally, other learners supported that when they heard each rhyme through nursery rhymes, they had a chance to imitate the correct sounds which helped them to pronounce the words correctly. There were fourteen learners (80%) admitted that listening to nursery rhymes led them to develop listening skills. The learners thought that they were more familiar with English words because they had heard some words through nursery rhymes earlier. In addition, they said that they could distinguish some similar English sounds such as

“Like” and “Write.” This ability advantaged them when they were asked to listen to an English audio in other English classes. Meanwhile eleven learners (60%) accepted that their reading skills were improved because the rhymes and alliteration influenced them in reading the context.

In summary, from learners’ attitudes above, they responded that teaching English vocabulary through nursery rhymes assisted them in learning English vocabulary. Additionally, this teaching method engaged them in the class activities due to the merriment of nursery rhymes. Furthermore, learning English vocabulary through nursery rhymes facilitates other skills which benefit the language learners



## CHAPTER V

### CONCLUSION AND DISCUSSION

This study aimed to study the effects of nursery rhymes on EFL learners' vocabulary knowledge. Additionally, it also studied EFL learners' attitudes toward learning vocabulary through nursery rhymes. This chapter presents the conclusion of the research, the effects of nursery rhymes on EFL learners' vocabulary knowledge, and the attitudes of EFL learners toward learning vocabulary through nursery rhymes. It also includes a discussion of the findings, the limitations, and recommendations for future studies.

#### Conclusion

This study was conducted for the following purposes:

1. To study the effects of nursery rhymes on EFL third-grade learners' vocabulary knowledge.
2. To study the effects of nursery rhymes on EFL fourth-grade learners' vocabulary knowledge.
3. To compare the effects of nursery rhymes on EFL third-grade learners' vocabulary knowledge to those of EFL fourth-grade learners' vocabulary knowledge.
4. To investigate EFL learners' attitudes toward learning vocabulary through nursery rhymes.

The participants of this study were fifty-seven third-grade learners and fourth-grade learners in the second semester of the 2021 academic year at a private elementary school in Kanchanaburi province. They were selected by a purposive sampling method and divided into two groups: third-grade learners (29 learners) and fourth-grade learners (28 learners).

The research instruments were 1) an English vocabulary test, 2) five lesson plans based on nursery rhymes, 3) a questionnaire, and 4) an interview. The quantitative data was analyzed by mean score, standard deviation, the dependent *t*-test analysis,

and the analysis of covariance while the qualitative data were analyzed by content analysis.

This study lasted seventh weeks. The learners were asked to complete the consent forms and the pre-test at the first week. During the second week to sixth week, learners were taught by lesson plans based on nursery rhymes. After that, they were asked to do post-test to have an interview at the seventh week. The purpose of the pre-test was to evaluate the learners' background knowledge of English vocabulary knowledge while the purpose of the post-test was to examine learners' English vocabulary knowledge after receiving the treatment for five weeks.

The findings of the study were:

First, the results reveal the effectiveness of teaching English vocabulary through nursery rhymes. First, it was found that this teaching method enhanced the EFL third-grade learners' vocabulary knowledge. The post-test mean score were significantly higher than the pre-test mean score ( $t(29) = 14.48, p < 0.05$ ). Second, it was found that this teaching method enhanced the EFL fourth-grade learners' vocabulary knowledge. The post-test mean score were significantly higher than the pre-test mean score ( $t(28) = 10.41, p < 0.05$ ).

Third, the results reveal that the effects of nursery rhymes on EFL third-grade learners' vocabulary knowledge to those of EFL fourth-grade learners' vocabulary knowledge were similar. It was found that there were no statistically significant differences ( $F = 1.56, p > 0.05$ ) in the mean score of EFL third-grade learners ( $M = 17.16, SE = 0.43$ ) and the mean score of EFL fourth-grade learners ( $M = 16.36, SE = 0.43$ ). It can be concluded that teaching English vocabulary through nursery rhymes had effects on different background learners.

Fourth, the results reveal that in general, EFL learners' attitudes toward learning vocabulary through nursery rhymes were highly positive ( $M = 4.92$ ) in general. This points out that both groups of EFL learners favored learning English vocabulary through nursery rhymes. In addition, the interview findings complimented the questionnaire

findings, showing that the learners favored learning English vocabulary through nursery rhymes.

In conclusion, teaching English vocabulary through nursery rhymes effectively improved both third-grade learners and fourth-grade learners' vocabulary knowledge, and the learners gained positive attitudes toward teaching English vocabulary through nursery rhymes.

### Discussion

It was found that, teaching English vocabulary through nursery rhymes assisted learners to improve their vocabulary knowledge. This is due to many reasons. Firstly, the unique characteristics of nursery rhymes helped learners to develop vocabulary knowledge. Nursery rhymes consist of simple words that learners are able to face or hear in their daily lives and relate to vocabulary knowledge. According to Kenny (2015), learners can learn vocabulary, especially words about places, people, and ideas which would enlighten their background of vocabulary knowledge through nursery rhymes. Similarly, Dodson (1985) stated that the language used in nursery rhymes are the language that young children can catch up easily, and those words are short enough to draw children's attention. In this study, nursery rhymes played a significant role as the powerful tool that assisted learners to gain several words due to the simplicity of each word. In other word nursery rhymes consist of rich ordinary vocabulary which learners easily remember a lot of words. The evidences are the interview statements, such as "I like all the nursery rhymes because I can catch up the words easier," and "I have acquired many vocabulary such as colors, human body parts, and seasons, and I was able to choose the proper words into the context and conversation." These findings are in line with the research of Kenny (2005) which found that nursery rhymes allow the learners to explore vocabulary, the rhymes also prepare models of language use for the learners to imitate once they get older.

Secondly, teaching vocabulary through nursely rhymes provides a merriment atmosphere. Similar to the ideas of Shweta (2013), teaching vocabulary through nursery rhymes offers a non-threatening environment for learners. In this study, teaching English

vocabulary through nursery rhymes decreased learners' stress and increase engagement. According to York (2011), nursery rhymes are unique; nursery rhymes are divided into many lines, and each line consists the special beats. 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. This is clear in the interview statements such as "Bringing nursery rhymes to the lesson was a wonderful idea because I had fun, so did my classmates. We all had a great time learning English vocabulary," and "We enjoy listening to all nursery rhymes, and we are not bored with the class." These findings are consistent with the research of Dzanic and Pejic (2016) which found that nursery rhymes, songs, and chants influence learners' enjoyment, and their English proficiency will develop accordingly.

The results of the study can be pointed out that the classroom activities supported both groups of learners to have better proficiency in spelling and the use of words. This can be seen in the results which reveal that learners in both groups improved spelling and the use of words. This is because teaching English vocabulary through nursery rhymes encouraged the learners to be able to spell and use words in context. Nursery rhymes are full of various words in various contexts of each rhyme. As a result, it allows the learners to learn and acquaint themselves with sentence structure and leads the learners to apply words to the context or sentence properly. The results are in line with the research of Harper (2011) which found that teaching children with new sounds patterns by using nursery rhymes was able to support children with the development of spelling ability and using words in context.

In addition, the findings reveal that the vocabulary improvement EFL third-grade learners and fourth-grade learners were similar. Although these two groups of learners had different level of vocabulary knowledge, teaching English vocabulary through nursery rhymes enhanced their vocabulary knowledge in the same way. This

points out that teaching English vocabulary through nursery rhymes was effective in heightening vocabulary knowledge of learners who have different background.

The results from the qualitative data reveal that both groups of learners favored this teaching method. The learners had positive attitudes toward learning English vocabulary through nursery rhymes. It increased learners' motivation in learning. They enjoyed learning English vocabulary through nursery rhymes and liked doing activities in the class. The reason is that they felt the activities in class were enjoyable and also advantaged them to learn various English words. According to the research of Schuitema et al. (2016) and Hernik and Jaworska (2018), enjoyment and amusement had a powerful effect on learners' learning, memory, and communication skills. Moreover, the study of Ara (2009) supported that one of the best means of drawing learners' attention in the language classroom is to motivate the classroom with fun activities. Songs, rhymes, and games are the most effective ones. In this study, the teacher presented nursery rhymes with video which there are music and pictures. In addition, they also participated in the games at the end of each class. This involved learners in the classroom and engaged them to be active in learning. The attitudes of learners, which expressed that the compositions of those materials positively motivated them to learn English vocabulary ( $M = 4.92$ ), can be the proof of their active participation in classrooms. These findings were in line with the research of May (2020) which found that nursery rhymes served as ideal teaching material to entertain a classroom, and they could engage children by motivating their emotional development as well as improving the classroom environment.

In conclusion, it is worth to note that teaching English vocabulary through nursery rhymes is effective. This teaching method provided several benefits for learners. Firstly, it assisted learners to gain various vocabulary knowledge. Secondly, the merriment of nursery rhymes involved learners in the class activities and attracted learners to more focus on the lessons. Besides, these two advantages led learners to have a better performance in a classroom.

### **Implications of the Study**

The findings of this study may draw a greater encouragement to educational experts to use nursery rhymes in designing curriculum or courses because of the effectiveness of this method that may improve learners' English vocabulary knowledge and enhance learners' attitudes toward learning English vocabulary through nursery. However, following the teaching method in the lesson plans of this study, teachers need to control the time in teaching in each stage because some activities need more time than the expectation.

### **Limitations of the Study**

This study was limited to the third-grade learners and the fourth-grade learners at a private school in Kanchanaburi province, which were the particular groups of learners. The results of this study might not be able to be generalized to other levels and other groups of learners in different circumstances.

### **Recommendations for Future Studies**

Though the results of the study reveal the potential of teaching English vocabulary by using nursery rhymes on EFL learners' vocabulary knowledge, it would be interesting to conduct the further studies by using nursery rhymes to enhance other skills. Additionally, a research study with learners from different levels might be advantageous. The present study applied specific five nursery rhymes to teach learners. It might be interesting to select other nursery rhymes in teaching other skills to learners.

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APPENDICES



APPENDIX A

## Part I: Vocabulary Meaning

(6 items)

Name \_\_\_\_\_

**FARM ANIMALS**

How do we say these following animals in English?

Match the words with the correct picture



•

• Cow



•

• Dog



•

• Cat



•

• Sheep



•

• Duck



•

• Bird

NAME \_\_\_\_\_

## Part 2: Vocabulary spelling (7 items)

## COLOR WORD SCRAMBLE

eegrn \_\_\_\_\_



yoelwl \_\_\_\_\_



prulpe \_\_\_\_\_



eulb \_\_\_\_\_



rde \_\_\_\_\_



hwiet \_\_\_\_\_



rogane \_\_\_\_\_



Name \_\_\_\_\_

Part 3: Vocabulary in context (7 items)

**Direction:** Choose the correct answer.

1. My friend and I wear sweater in the \_\_\_\_\_ because the weather is cold.
  - a. Summer
  - b. Winter
  - c. Spring
  - d. Autumn
  
2. Jane: How about the movie you saw last night?  
Marry: It was so funny, I \_\_\_\_\_ so hard.
  - a. Laugh.
  - b. Laughed.
  - c. Laughs
  - d. Laughing.
  
3. \_\_\_\_\_ you \_\_\_\_\_ your meal everyday?
  - a. Do, cooks
  - b. Do, cook
  - c. Does, cooks
  - d. Does, cook
  
4. Ginny is \_\_\_\_\_ on the couch now.
  - a. sleeping
  - b. swimming
  - c. eating

- d. talking
5. What part of the body is the top of your body?
- a. Head
  - b. Toes
  - c. Knees
  - d. Shoulders
6. Jane: *Good morning Marry.*  
Marry: *How are you today?*  
Jane: \_\_\_\_\_
- e. I am ten years old.
  - f. So-so.
  - g. Today is Monday!
  - h. It's pink.
7. \_\_\_\_\_ a loud noise. I am doing homework.
- a. Make
  - b. Please don't make
  - c. Please make
  - d. I love a loud noise.



APPENDIX B

## LESSON PLAN 1

Course: EN 13101

Level: 3<sup>rd</sup> - 4<sup>th</sup> Grade

Topic: If You Are Happy and You Know It.

Time: 45 minutes

Target Vocab: Clap, Sneeze, Say, and Laugh.

Materials: Nursery Rhyme, Pictures, PPT Presentation, and Flashcards.

Video Reference: <https://www.youtube.com/watch?v=zbflttfKc9U>

Teacher: Miss Natnaree Saibauthong

## 1. Learning Objectives

- 1.1. Learners will learn the meaning of the target words.
- 1.2. Learners will know how to spell the target words.
- 1.3. Learners will be able to apply the target words to the sentence or context.

## Procedures

Stage	Techniques/Activities	Time (mins)	Material
1. Explain	<ol style="list-style-type: none"> <li>1. The teacher says, "Are you happy now?" and then says "If you are happy and you know it, clap you hand" the teacher also claps the hands as a model for learners.</li> <li>2. The teacher asks learners to listen to the nursery rhyme "If You Are Happy and You Know It".</li> <li>3. The Teacher asks learners to sing along with the nursery rhyme while the video is shown.</li> <li>4. The teacher explains the meaning of the whole nursery rhyme and focuses on the target words.</li> </ol>	7	1. Nursery rhyme
2. Restate			

Stage	Techniques/Activities	Time (mins)	Material
	<p>1. The teacher presents vocabulary words about action verbs by using PPT presentation, gestures, and movements.</p> <p>2. The teacher asks learners to pronounce and spell vocabulary words.</p> <p>3. The teacher turns on the video “If You Are Happy and You Know It” again to help learners to remember how to spell the words.</p> <p>4. The teacher asks to do assignment 1: matching the words with pictures.</p>	7	<p>1. Nursery rhyme</p> <p>2. PPT presentation</p>
3. Show	<p>1. The teacher asks some learners to choose some cards and do the action as the cards chosen.</p> <p>2. The teacher shows some pictures of actions with PPT presentation and asks learners what the people in the pictures are doing.</p> <p>3. Learners are asked to draw the actions on the worksheet 1.</p>	7	<p>1. Cards of people's actions</p> <p>2. PPT presentation</p>
4. Discuss	<p>1. The teacher presents the grammar forms of the vocabulary words by using the PPT Presentation</p> <ul style="list-style-type: none"> <li>- I like + to + infinitive</li> <li>- I like + ing form</li> </ul> <p>2. The teacher asks learners what he/she like to do, and learner answers. Then the teacher asks learners to work in pairs practice asking</p>	7	<p>1. PPT presentation</p> <p>2. Nursery rhyme</p>

Stage	Techniques/Activities	Time (mins)	Material
	<p>and answering together.</p> <p>3. The teachers teaches other action verb using PPT presentation.</p> <p>4. The teacher ask learners to work in pair to group the action verbs learned into categories while the teacher is turning on the nursery rhyme to assist learners remember the actions and to energize the classroom. The pairs who can group the words into the correct categories are the winners.</p>		
5. Refine and reflect	<p>1. The teacher asks learners to divide into six groups.</p> <p>2. The teacher shows six pictures of people's actions, and then asks each group to create the sentences following the pictures. Then the teacher asks each group to present their answers.</p>	7	1. PPT presentation

Stage	Techniques/Activities	Time (mins)	Material
6. Apply in learning games	<p>1. The teacher asks learners to participate in the game called "Jump on it".</p> <p>2. The teacher scatters a pile of pictures and word cards on the floor.</p> <p>3. The teacher turns on a nursery rhyme song and then pause it during the song. When the song is stopped, learners start searching for the cards which have the word and picture of the last word that they heard from the nursery rhyme song. There are two types of cards that learners need to pick up in one round, the first card is the word, and another is the picture of the word. The winner of this game is the person who can find the most cards.</p>	10	<p>1. Nursery rhyme</p> <p>2. Cards of words and pictures</p>

## LESSON PLAN 2

Course: EN 13101

Level: 3<sup>rd</sup> - 4<sup>th</sup> Grade

Topic: Old MacDonald Had A Farm

Time: 45 minutes

Target Vocab: Cow, Dog, Sheep, Duck, and Cat.

Materials: Nursery Rhyme, Plastic animals, Pictures, Flashcards, and PPT Presentation.

Video Reference: [https://www.youtube.com/watch?v=13DEH\\_lh3Sw](https://www.youtube.com/watch?v=13DEH_lh3Sw)

Teacher: Miss Natnaree Saibauthong

### 1. Learning Objectives

- 1.1. Learners will learn the meaning of the target words.
- 1.2. Learners will know how to spell the target words.
- 1.3. Learners will be able to apply the target words to the sentence or context.

### Procedures

Stage	Techniques/Activities	Time (mins)	Material
1. Explain	<ol style="list-style-type: none"> <li>1. The teacher asks learners to divide into six groups, and give plastic animals to each group for playing together without any direction from the teacher.</li> <li>2. The teachers introduces the topic "Today, we are going to learn about Farm Animals". Then the teacher asks learners to watch a video of nursery rhyme "Old MacDonald Had A Farm".</li> <li>3. The Teacher asks learners to sing along with the nursery rhyme while the video is shown.</li> <li>4. The teacher explains the meaning of the whole nursery rhyme and focuses on the</li> </ol>	7	<ol style="list-style-type: none"> <li>1. Nursery rhyme</li> <li>2. Plastic animals</li> </ol>

Stage	Techniques/Activities	Time (mins)	Material
	target words.		
2. Restate	<p>1. The teacher asks learners which animals that they heard and the teacher writes learners' answers on the board. The teacher asks learners to write down the words on their notebooks to help them to remember how to spell the words.</p> <p>2. The teacher turns on only audio of the nursery rhyme again without showing a video. Then the teacher asks learners to focus on listening to the animals' sounds, and teaches them which animals they are.</p> <p>3. The teacher asks learners to do assignment 2: write the names of animals following the sounds chosen.</p>	7	1. Nursery rhyme
3. Show	<p>1. The teacher shows the colorful pictures of Farm Animals with PPT presentation, and asks learners "How many types of animals in the picture?"</p> <p>2. The teacher asks learners to do worksheet 2: color on the pictures following the instruction. For instance, "sheep in White", "dog in Brown". While learners are working on the worksheets, the teacher turns on the nursery rhyme to help learners remembering the character of the animals and to</p>	7	1. PPT presentation

Stage	Techniques/Activities	Time (mins)	Material
	rejuvenate the classroom.		
4. Discuss	<p>1. The teacher asks learners to divide into six groups.</p> <p>2. The teacher shows pictures of different types of animals on the screen. Then the teacher asks learners to compare the speed or size of three animals in one round. This activity has three rounds. The group who gives fastest correct answer in each round receives a reward.</p>	7	<p>1. PPT presentation</p> <p>2. Nursery rhyme</p>
5. Refine and reflect	<p>1. The teacher selects the plastic animals and gives them to each group. Then the teacher asks each group to describe the type, color, and behavior of that animal as a short sentence to their classmates.</p>	7	1. Plastic animals

Stage	Techniques/Activities	Time (mins)	Material
6. Apply in learning games	<ol style="list-style-type: none"> <li>1. The teacher asks learners to participate in “Spelling Throw” game.</li> <li>2. The teacher asks learners to sit in a circle and then turns on the nursery rhyme “Old MacDonald Had A Farm”.</li> <li>3. The teacher pronounces the name of animal such as “Dog”, and then the teacher gives a ball to the first learner, then a learner passes the ball to to other friends until the nursery rhyme stops.</li> <li>4. Once the song stops, a learner who holds a ball have to spell the word that the teacher given.</li> </ol>	10	<ol style="list-style-type: none"> <li>1. Nursery rhyme</li> <li>2. flashcards</li> </ol>

## LESSON PLAN 3

Course: EN 13101

Level: 3<sup>rd</sup> - 4<sup>th</sup> Grade

Topic: What's Your Favorite Color?

Time: 45 minutes

Target Vocab: Blue, Red, Green, Yellow, Orange, and Purple.

Materials: Nursery Rhyme, Colorful balls and materials, Pictures, PPT Presentation, Artificial fruit and vegetable.

Video Reference: [https://www.youtube.com/watch?v=zxlpA5nF\\_LY](https://www.youtube.com/watch?v=zxlpA5nF_LY)

Teacher: Miss Natnaree Saibauthong

## 1. Learning Objectives

- 1.1. Learners will learn the meaning of the target words.
- 1.2. Learners will know how to spell the target words.
- 1.3. Learners will be able to apply the target words to the sentence or context.

## Procedures

Stage	Techniques/Activities	Time (mins)	Material
1. Explain	<ol style="list-style-type: none"> <li>1. The teacher asks learners to watch a video of nursery rhyme "What's Your Favorite Color?" Learners give their attention to the nursery rhyme. They listen to nursery rhyme and learn the meaning of colors without any Thai word.</li> <li>2. The Teacher asks learners to sing along with the nursery rhyme while the video is shown.</li> <li>3. The teacher explains the meaning of the whole nursery rhyme and focuses on the target words.</li> </ol>	7	1. Nursery rhyme

Stage	Techniques/Activities	Time (mins)	Material
2. Restate	<p>1. After the video, the teacher asks learners which colors that they heard and the teacher writes learners' answers on the board.</p> <p>2. The teacher asks learners to give some examples of the target colors. For instance, the learners can say "red is for tomato", "green is for cucumber".</p> <p>3. The teacher turns on the video "What's Your Favorite Color?" to help learners to remember how to spell the words before they are asked to do assignment 3: arranging the alphabets to match with the color.</p>	7	1. Nursery rhyme
3. Show	<p>1. The teacher shows some materials and pictures used as the model for learners to color the pictures in the worksheets.</p> <p>2. The teacher shows some pictures of fruit and vegetable with PPT presentation and asks learners to guess what color they are.</p> <p>3. Learners are asked to colors fruits and vegetable on the worksheet 3.</p>	7	<p>1. Artificial fruit and vegetable</p> <p>2. PPT presentation</p>
4. Discuss	<p>1. The teacher asks learners to divide into six groups.</p> <p>2. The teacher gives colorful balls to every group and asks them to write down the objects which have that color in 3 minutes.</p>	7	<p>1. Colorful balls</p> <p>2. Nursery rhyme</p>

Stage	Techniques/Activities	Time (mins)	Material
	<p>3. While learners are doing activity, the teacher turns on the nursery rhyme to help learners remember the color and to energize the classroom.</p> <p>4. After 3 minutes, the group who can write the most and correct words is the winner and receive a prize</p>		
5. Refine and reflect	<p>1. The teacher asks learners to create the sentences from the words that the teacher gives. Then the teacher asks each group each group to present their answers (sentences or contexts).</p>	7	
6. Apply in learning games	<p>1. The teacher asks learners to participate in “What’s your favorite color?” game. There are many materials with different colors in the basket. 2. The teacher turns on the nursery rhyme “What’s Your Favorite Color?” When the song states the color, learners need to find the materials matched with that color. The learner who collects the highest number of materials will receive a reward.</p>	10	<p>1. Nursery rhyme 2. Colorful materials</p>

## LESSON PLAN 4

Course: EN 13101

Level: 3<sup>rd</sup> - 4<sup>th</sup> Grade

Topic: Head, Shoulders, Knees, and Toes.

Time: 45 minutes

Target Vocab: Head, Shoulders, Knees, and Toes.

Materials: Nursery Rhyme, Pictures, PPT Presentation, and Flashcards.

Video Reference: <https://www.youtube.com/watch?v=h4eueDYPTlg>

Teacher: Miss Natnaree Saibauthong

## 1. Learning Objectives

- 1.1. Learners will learn the meaning of the target words.
- 1.2. Learners will know how to spell the target words.
- 1.3. Learners will be able to apply the target words to the sentence or context.

## Procedures

Stage	Techniques/Activities	Time (mins)	Material
1. Explain	<ol style="list-style-type: none"> <li>1. The teacher tells learners they are going to study vocabulary words about human body, and asks learners to watch the nursery rhyme "Head, Shoulders, Knees, and Toes".</li> <li>3. The Teacher asks learners to sing along with the nursery rhyme while the video is shown.</li> <li>4. The teacher explains the meaning of the whole nursery rhyme and focuses on the target words.</li> </ol>	7	1. Nursery rhyme
2. Restate	<ol style="list-style-type: none"> <li>1. The teacher turns on a video of nursery rhyme again. This time, the teacher expresses the actions encourage learners to imitate the teacher's movement during the nursery rhyme</li> </ol>	7	1. Nursery rhyme

Stage	Techniques/Activities	Time (mins)	Material
	<p>is playing.</p> <p>2. The teacher asks learners to pronounce and spell the vocabulary words that they heard from the nursery rhyme, and the teacher writes the learners' answers on the board.</p> <p>3. The teacher asks learners to do assignment</p> <p>4: write the names of body parts matching with the given picture.</p>		
3. Show	<p>1. The teacher shows a picture of body parts with PPT presentation, and then turns on a video of nursery rhyme "Head, Shoulders, Knees, and Toes". The teacher points at each body part on the picture when the song states it.</p> <p>2. The teacher chooses some learners to answer the name of the particular body part when the teacher points at.</p> <p>3. The teacher asks learners to do worksheet 4: draw the face.</p>	7	<p>1. Nursery rhyme</p> <p>2. PPT presentation</p>
4. Discuss	<p>1. Learners are asked to work in groups of six.</p> <p>2. The teacher shows the various words of body parts with PPT presentation and asks learners to categorize which word belongs to which part. For example, "head belongs to body", "eyes belong to face".</p> <p>3. While learners are doing activity, the teacher turns on the nursery rhyme to help learners</p>	7	<p>1. PPT presentation</p> <p>2. Nursery rhyme</p>

Stage	Techniques/Activities	Time (mins)	Material
	remembering the body parts and to motivate the classroom. The group who can match the most and correct answers are the winner.		
5. Refine and reflect	<ol style="list-style-type: none"> <li>1. The teacher checks learners' understanding by asking some questions. For instance, "Which part of the body do we use to see?"</li> <li>2. The teacher assigns each group to create sentences with the given words. Then each group is asked to present their answers.</li> </ol>	7	1. PPT presentation
6. Apply in learning games	<ol style="list-style-type: none"> <li>1. The teacher asks learners to participate in the game called "The Pictionary".</li> <li>2. The teacher chooses three learners and assigns them to draw the given word about body part on the board. Their classmates need to guess what vocabulary word being drawn within a time limit. This game will play five rounds. The teacher turns on the nursery rhyme while the learners are playing the game.</li> </ol>	10	1. Nursery rhyme

## LESSON PLAN 5

Course: EN 13101

Level: 3<sup>rd</sup> - 4<sup>th</sup> Grade

Topic: Look Outside

Time: 45 minutes

Target Vocab: Spring, Summer, Autumn, and Winter.

Materials: Nursery Rhyme, Pictures, and PPT Presentation.

Video Reference: <https://www.youtube.com/watch?v=dV5m3XB3-4g>

Teacher: Miss Natnaree Saibauthong

## 1. Learning Objectives

- 1.1. Learners will learn the meaning of the target words.
- 1.2. Learners will know how to spell the target words.
- 1.3. Learners will be able to apply the target words to the sentence or context.

## Procedures

Stage	Techniques/Activities	Time (mins)	Material
1. Explain	<ol style="list-style-type: none"> <li>1. The teacher raises a discussion about seasons. The potential questions include “Do you know how many seasons are there in a year?”, “What activities do people do in each season?”.</li> <li>2. The teacher asks learners to watch a video of nursery rhyme “Look Outside”.</li> <li>3. The Teacher asks learners to sing along with the nursery rhyme while the video is shown.</li> <li>4. The teacher explains the meaning of the whole nursery rhyme and focuses on the target words.</li> </ol>	7	1. Nursery rhyme
2. Restate	<ol style="list-style-type: none"> <li>1. The teacher asks learners to identify all the</li> </ol>	7	1. Nursery

Stage	Techniques/Activities	Time (mins)	Material
	<p>seasons that they heard and the teacher writes learners' answers on the board, and then the teacher asks learners to pronounce and spell vocabulary words.</p> <p>2. The teacher shows a chart with PPT presentation and explains when each season starts and ends in a year, and then asks learners to give some examples. For instance, learners can say "April is a summer month", "December is a winter month"</p> <p>3. The teacher turns on the video "Look Outside" to help learners to remember the vocabulary words.</p> <p>4. The teacher asks learners to do assignment</p> <p>5. matching pictures of seasons with the pictures given.</p>		<p>rhyme</p> <p>2. PPT presentation</p>
3. Show	<p>1. The teacher shows pictures of activities that people do in each season with PPT presentation, and then asks learners to share their idea. For instance, what did they do on last summer?</p> <p>3. The teacher turns on the nursery rhyme again to let learners see some activities that the boy in the nursery rhyme does.</p> <p>4. The teacher asks learners to draw and color the season on the worksheet 3.</p>	7	<p>1. Nursery rhyme</p> <p>2. PPT presentation</p>

Stage	Techniques/Activities	Time (mins)	Material
4. Discuss	<p>1. The teacher asks learners to work in group of six.</p> <p>2. The teacher shows various pictures of clothes and accessories on the screen by using PPT presentation, and then ask learners to classify them. For example, which clothes and accessories that people use or wear in Summer.</p> <p>3. The teacher turns on the nursery rhyme while learners are working as a group to motivate the classroom. The group who can classify the clothes and accessories with correct season is the winner and will receive a prize</p>	7	<p>1. Nursery rhyme</p> <p>2. PPT presentation</p>
5. Refine and reflect	<p>1. The teacher asks turns on the nursery rhyme again, and ask the learners to describe the boy in the video, which season that he meets and how about his clothes.</p>	7	1. Nursery rhyme

Stage	Techniques/Activities	Time (mins)	Material
6. Apply in learning games	<p>1. The teacher asks learners to participate in “Charades” game. The learners are divided into six groups, one of the team members will go in front of the room, and then the teacher will show the sentence on the paper to the first learners which is one sentence from the nursery rhyme, the teacher also read that sentence quietly to the first learner. Then the first learner needs to whisper the sentence to the next friend until the last one. The last person of the group that can speak the sentence almost close to the original sentence and can answer which season it is will be the winner. The teacher also turns on the nursery rhyme while learners are playing a game to freshen up the classroom.</p>	10	1. Nursery rhyme



APPENDIX C

## A QUESTIONNAIRE

The Effects of Nursery Rhymes on EFL Learners' Vocabulary Knowledge

**Part I:** Please tick the choice of the following statements that is closet to your attitudes.

Items  Statements	Rating Scale				
	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1. Activities in class allowed me to practice more vocabulary knowledge.					
2. Activities in class were not useful to develop my vocabulary knowledge.					
3. I enjoyed doing activities in class.					
4. Activities in class were too difficult.					
5. Learning vocabulary through nursery rhymes wastes my time.					
6. Activities in class encouraged me to have more confidence in using English					
7. I wanted to study English subject because I liked activities in class.					
8. Activities in class were boring.					
9. The teacher's techniques were ineffective in improving my vocabulary knowledge.					
10. I could apply knowledge I learned in class to my daily life.					

Part II: Please write your response.

Are there any comments or ideas about this class that you would like to say?

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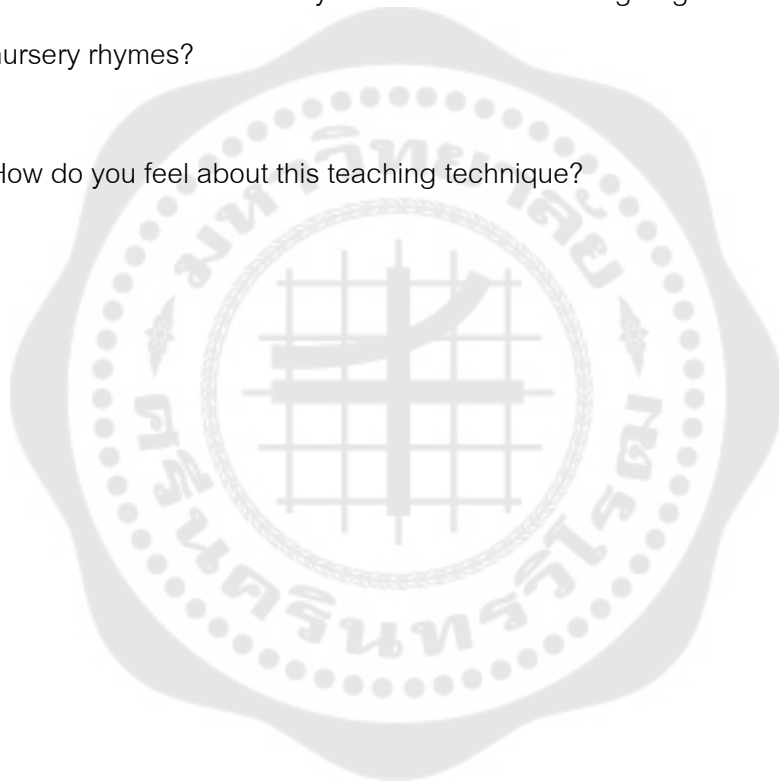


APPENDIX D

### Interview

Ask the participants about their attitudes  
toward learning English vocabulary through nursery rhymes

1. Do nursery rhymes support you to increase vocabulary knowledge?
2. What are the benefits that you receive from learning English vocabulary by nursery rhymes?
3. How do you feel about this teaching technique?



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