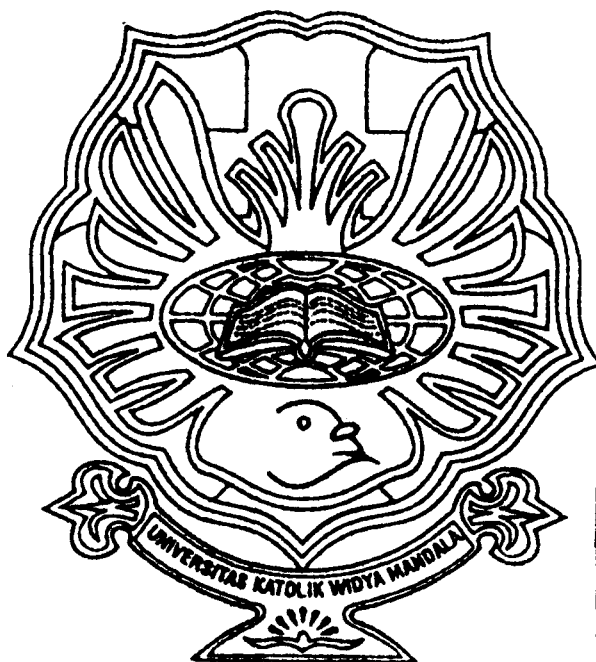


**THE EFFECT OF USING POEMS
ON THE VOCABULARY ACHIEVEMENT OF
THE FIRST YEAR STUDENTS OF
SMU KRISTEN PETRA 3, SURABAYA**

A THESIS

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



By :

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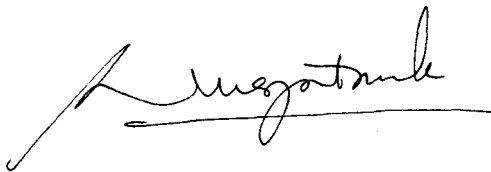
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**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JUNE, 1999**

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This thesis entitled *The Effect of Using Poems on the Vocabulary Achievement of the First Year Students of SMU Kristen Petra 3, Surabaya* which is prepared and submitted by *Lenny Setiawati* has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisor:


A handwritten signature in black ink, appearing to read 'Wuri Soedjatmiko', with a long horizontal stroke extending to the right.

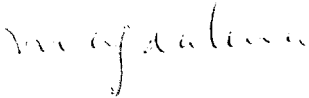
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APPROVAL SHEET

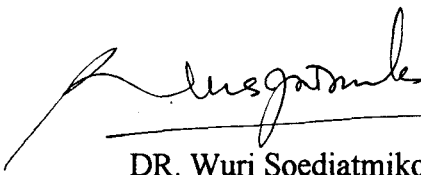
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This thesis has been examined by the Committee of an Oral Examination
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Surabaya, May 12th, 1999.

The Writer.

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ABSTRACT

Setiawati, Lenny. 1999. **The Effect of Using Poems on the Vocabulary Achievement of the First Year Students of SMU Kristen Petra 3, Surabaya.** Thesis. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Katolik Widya Mandala, Surabaya.

Advisor:

DR. Wuri Soedjatmiko.

Key Words:

Contextual Vocabulary, Poems, Vocabulary Achievement, First Year Students of Senior High School.

Based on the 1994 English Curriculum for Senior High School, the focus of the teaching of English is the reading skill. While the most important component to be considered in reading skill is vocabulary. This is due to the fact that the success of reading can be achieved by having the ability to understand and comprehend the vocabulary meanings. However, in fact the writer finds out that most Senior High School students find difficulties in comprehending the reading texts because they are lack of vocabulary stock and mastery. Eventhough the vocabulary are presented in the context of the reading texts, the vocabulary meanings are to be memorized by the students or the students are asked to look up the vocabulary meanings in the dictionary. After a long period of time, most of the vocabulary learned disappear from the students' memories. Therefore, the students still find difficulties in comprehending the reading texts because they are less trained to guess the vocabulary meanings based on the context. In line with the fact, the writer would like to suggest the use of poems in the vocabulary teaching. Furthermore, she conducts a study in order to obtain statistically proved data which will provide a point of consideration whether the suggested reading texts — poems — can really improve the students' vocabulary. The statement of the problem put forth in this study is: "Is there any significant difference between the vocabulary achievement of the first year students of Senior High School taught using the poems and that taught using the reading texts which are taken from the textbook?"

The suggestion of using poems as a means of vocabulary teaching is based on some experts' arguments. According to Nation (1990:6) "By far the most important strategy to cope with new vocabulary is guessing from context". This argument leads the writer to the idea that actually the technique of guessing vocabulary meanings from their context is good to be applied in the vocabulary teaching-learning process in this study. However, based on the fact that the

teacher often has problem with limited time for vocabulary discussion through such reading texts from the textbook, the writer would like to suggest the use of new reading texts namely the poems. Through careful selection and preparation, the poems can be considered as a good means of improving the students' vocabulary achievement as Hill (1992:8) supports "Using a variety of reading texts will give the students a chance in confronting the vocabulary in different context". In addition, interesting reading texts will avoid the students' boredom in the teaching-learning activities and will lead to the development of students' vocabulary (Basturkmen, 1990:18 and Nation, 1990:178).

In conducting this experiment, the writer took the first year students of SMU Kristen Petra 3 Surabaya of the school year 1998–1999 as the population of the study. While for the sample, the writer took two classes from the population as the experimental and the control groups. The experimental group received vocabulary teaching through the poems which included within it the vocabulary and poems discussion. While the control group received vocabulary teaching through the reading texts from the textbook which focused on the vocabulary discussion without reading involvement.

Based on the gain difference between the pre-test and the post-test, the data show that there is a significant difference on the students' vocabulary achievement between the two groups. The students who are taught using the poems have better vocabulary achievement than the ones who are taught using the reading texts from the textbook. In short, the finding of this study leads to the conclusion that the poems can be applied as a means of the teaching of vocabulary to the Senior High School students.