THE USE OF GESTURE REPRODUCTION IN YOUNG LEARNERS' VOCABULARY RETENTION IN EFL CLASSROOM

Submitted by:

IKHWANI

The Student of English Department

Faculty of Education and Pedagogy

Reg. No : 231 324 194

FACULTY OF EDUCATION AND PEDAGOGY

STATE ISLAMIC UNIVERSITY OF AR-RANIRY

BANDA ACEH

2017/2018

THESIS

Submitted to Faculty of Education and Teacher Training

Ar-Raniry State Islamic University Darussalam Banda Aceh

In partial fulfillment of the requirements for *Sarjana Degree* (S-1)

on Teacher Education

By:

IKHWANI

Student of Faculty of Education and Teacher Training
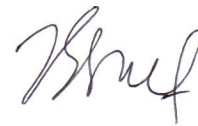
Department of English Language Education

Reg. No: 231324194

Approved by:

Main Supervisor,   Co-Supervisor,

Dr. T. Zulfikar, M. Ed   Risdaneva, MA

It has been defended in *Sidang Munaqasyah* in front of the counsil of Examiners for Working Paper and has been accepted in partial Fulfillment of the Requirements for *Sarjana* Degree S-1 on Teacher Education

On:
Wednesday, February 2nd, 2018 M
Jumadil Awwal 17th, 1439 H

Darussalam-Aceh

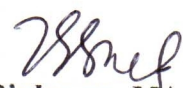Chairperson,   Secretary,

Dr. T. Zulfikar, M. Ed   Mulia, M. Ed

Member,   Member,

Risdaneva, MA   Drs. Mustafa AR MA., Ph. D

Certified by:
The Dean of Faculty of Education and Teacher
Training Ar-raniry State Islamic University

Dr. Mujiburrahman, M. Ag
NIP 197109082001121001

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama	: Ikhwani
NIM	: 231324194
Tempat/Tgl. Lahir	: Cot Raya, 03 Desember 1995
Alamat	: Desa Cot Raya, Kec. Kuta Baro, Kab. Aceh Besar

Menyatakan bahwa sesungguhnya Skripsi yang berjudul: The Use of Gesture Reproduction in Young Learners' Vocabulary Retention in EFL Classroom adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

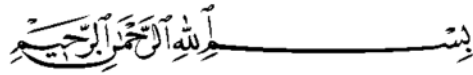Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 26 Januari 2018

Saya yang membuat pernyataan

(Ikhwani)

ACKNOWLEDGEMENT

بِسْــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to Allah, the Lord of the universe. Because of His *rahmah* and *hidayah*, the researcher could eventually finish this thesis entitled "The Use of Gesture Reproduction in Young Learners' Vocabulary Retention in EFL Classroom" in order to achieve her first academic degree in English Deparment of Tarbiyah Faculty of UIN Ar-Raniry Banda Aceh. Also, *shalawat* and *salam* be upon the Prophet Muhammad SAW, who has brought us from the darkness era to the lightness era.

Admittedly, the researcher found some difficulties in finishing her research because of her lack of experience and knowledge. However, due to her hardwork, patience, persistence, and all her due respect, she would like to convey her unlimited gratitude and high appreciation to the people who have contributed to this research.

Initially, she would like to thank her beloved husband (Nashrullah, S. Pd) who always supports her to complete this thesis. His optimism and resilience have served a wonderful source of strength for the researcher. Also the researcher's gratitude goes to her baby (Muhammad Ramahurmuzi) whose smile has served the researcher motivation.

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

This current study explored the role of gesture reproduction in young learners' vocabulary retention as well as the way this nonverbal support can help the 22 students of the 4th grade in SD Leupung 26 in retaining lexical items. The students were treated with gesture reproduction based approach which required them to reproduce the same gesture as what the teacher did. At the end, they were tested to recall the previous words through translation and comprehension task in the fifth meeting. The result shows that t_0 (8.797) was greater than t_{table} (1.721) which means that there was an improvement in the students' vocabulary retention. It might happen by the help of their attention on teacher's gesture, repetition on teacher's pronunciation as well as reproduction of the same gesture as the teacher. Thus, all of those acts became the support to students in recalling the previous words given by the teacher.

CHAPTER I

INTRODUCTION

1.1. Background of Study

Teaching English to young learners has been considered important in recent years. In Indonesia, English is generally taught from junior high school to the university level. However, as it is also considered significant to be taught to young learners, then it will be found some primary schools which also include this subject in their curriculum.

At primary school, vocabulary becomes the first element introduced by teachers to their beginner due to its important role in language learning. In line with this, Gough (2002, p.3) points out that vocabulary is important because without it, we cannot carry the meaning of what we want to say. According to Zimmerman (1997, p.5), vocabulary is central to language and it is really important to the language learners. Furthermore, Richard and Renandya (2002) support the statement by arguing that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Given the importance of vocabulary in learning English and in order to convey meaning in communication, then it is very important for teachers to know and apply an effective way in teaching vocabulary.

1

However, teaching vocabulary to young learners is not an easy thing to do. Teachers have to struggle more in teaching and understanding them as well as providing the appropriate way for them. According to Ellis (2008), as foreign language learning styles of an adult and a child are different, it is essential to prepare different programs with suitable approaches, methods or techniques for adults and children. However, the national curriculum does not mention the specific method to be applied in teaching vocabulary.

In addition, the reality in daily English learning processes shows that some young learners still find it difficult to retain the new words given by the teachers. Then, it seems to be important to have other related sources about the strategy or technique to help young learners, especially in retaining the new words as the ability of vocabulary retention is also important in communication. Dealing with this problem, Macedonia and Kriegstein (2012) points out that foreign language teachers use gestures as a tool which favors and enhances the language acquisition process (see Kusanagi 2005; Taleghani-Nikazm 2008). Furthermore, Zimmer (2001a, as cited in Macedonia and Kriegstein 2012) argues that gestures can do even more; if they are performed during learning of words and phrases, they enhance memory compared to pure verbal encoding. Also, gestures accompanying foreign language items enhance their memorability (Quinn-Allen 1995; Macedonia 2003; Tellier 2008) and delay their forgetting.

Therefore, I am really interested in doing this research since I assume that gesture-based approach can help the learners retain the new words better. The reason

for that is based on the fact shown by many researchers in their studies (see Tellier 2008; Allaf and Mosalli 2015; Engelkamp and Zimmer 1985) which point out that reproducing gesture during vocabulary learning can reinforce students' retention on the given lexical items. It happens as the process of reproduction not merely involves the visual and spoken modality, but also motor modality which is activated during the students' act on gesture reproduction included here as well. As the result, the combination of these different modalities will leave richer traces in memory system.

Another reason for my assumption is based on my preliminary experiment on my course student. This mini research was an assignment of seminar and discussion course which demanded all students to have a tutee to be tutored in order to see the improvement after tutoring process finished. It was aimed to make the students experience how to conduct a mini research before they come to a bigger experiment. All processes during the experiment were asked to be recorded in a form of narrative explanation. As I had been interested on gesture-based approach as my research focus at that time, then I used the method to teach the student who was in the 3rd grade of SD Kartika Banda Aceh by coming up with the theory proposed by Clark & Paivio (1991) suggesting that learning is reinforced when both verbal and non-verbal modalities co-occur. Of course, gesture which would be used in this study is one of non-verbal modalities.

Concerning about the experiment, the tutoring process lasted 1 month which was conducted from April 08, 2016 until May 13, 2016 with two meetings per week, on Friday and Saturday. From this experiment, I could see how this student was

interested in learning new words via gesture which could be seen from her reaction since the first meeting interacted with the method. She even eager to create her own gesture in the second and the next meetings after understanding the concept I had implemented before. Moreover, as the provided words were also common words and easy to gesture, then I gave her the chance to create it herself with the help of mine whenever necessary.

Furthermore, besides enhancing her motivation in learning vocabulary, the method was also successful to help her in retaining the new words. It was proved as she could remember well the words when I asked her the previous lexical items in each meeting before presenting the words. In addition, not only the words that she could remember, but also the related gesture could be produced well with no different at all. Finally, at the last meeting I did a free recall task. It was in the form of spoken and written as I also had taught her the way to write those words in each meeting. The result of oral test shown that the fifteen words (wash, sweep, write, open, cook, sleep, read, tree, house, wall, mirror, pillow, trousers, veil, shirt) had been given a month before could be answered all correctly. Meanwhile, result of the written test showed that she only misspelled in four words, those are: read, sleep, trousers, veil which was written as reed, sliip, trooses and vild. It might happened since I had been more focus on the pronunciation which is in the verbal form that I could easily ask them in each meeting then the written form which would be time consuming if it is tested in every meeting.

From the facts above, then I could assume that implementing gesture reproduction in teaching vocabulary can be an effective way especially in dealing with young learners. Therefore, it would be interesting if the method also implemented for a large number of students to see whether it is also suitable for the chosen sample of my research.

Corresponding to this field, there are some studies that investigated about the effectiveness of using gesture in teaching vocabulary. For example, the study of Tellier, 2008 examined the effect of gesture reproduction on long-term memorization of L2 vocabulary in children. Twenty French children whose ages are 5 took part in the experiment. They were divided into two groups. One group of children was taught words with pictures and another group with accompanying as well as reproducing the gestures while repeating the words. Results show that gestures and especially their reproduction significantly influences the memorization of second language (L2) lexical items as far as the active knowledge of the vocabulary is concerned (being able to produce words and not only understand them). This study shows that gestures - a motor modality - leave an even richer trace in memory.

The other relevant study was conducted by Allaf and Mosalli(2015) which involved twenty of five years old students. They were true beginner who had not studied English and did not have any previous English background. They were selected and assigned into two groups of experimental and comparison. In experimental group, the students had to produce, repeat the words and gesture. However, those in the comparison group were required to show the picture of the

words posed to them. As a result, the picture group gave a mean of 4.10 correct words and the gesture group 6.20 words. The difference between the means of answers of both groups was thus 2.10 words. From the statistical data, it can be concluded that there was a statistically significant difference between the experimental and comparison groups. As it turned out, the gesture group outperformed the picture group in recalling the twelve target lexical items. The superiority of gestures over pictures can be attributed to the number of modality that they include. This is in line with the trace theory of memory (Baddeley, 1999) which argues that if a phenomenon leaves more traces in the memory chances are that will be remembered with a high probability. However, when these traces are in different modes of modality, they make the tracing process in memory richer and facilitate retention. It seems that when several modalities are combined in teaching and learning vocabulary, the ultimate achievement is accomplished by more efficient and effective. This finding is in line with the result of the study reviewed above.

In Indonesia, the similar study was also conducted by Susanti (2009) which took place in SD Muhammadiyah Bekonang, Mojolaban. The sample in this research was the third grade of SD Muhammadiyah Bekonang, Mojolaban. In collecting the data, the researcher used observation, test and documents. The result of the research points out that gesture can improve the students' vocabulary mastery by looking at students' vocabulary achievement during the research was better than their previous vocabulary achievement.

Another study was conducted by Winarni (2013) which investigated the effectiveness of using gesture in improving the vocabulary mastery of the fifth grade students at SD Negeri Keduren. 33 students of the fifth grade took part in this study. Pre test and post test were used to help the researcher proves her hypothesis. The result of this research reveals that using gesture is effective toward the student's vocabulary mastery by looking at the result pre-test and post-test. The mean of the post-test is 71.51, and the mean of pre-test is 48.24. It shows that teaching vocabulary using gesture is effective to improve the vocabulary mastery at SD Negeri Keduren in the academic year 2012/2013.

As the analysis of the four literatures which have been shown earlier, to bridge the existing empirical gap, I want to examine whether it also can be implemented for learning vocabulary in Aceh, especially in the school in Aceh Besar since there is still no research found about this topic that took place in Aceh Besar.

Therefore, corresponding to the fact above, I am highly motivated in investigating the issue whether gesture reproduction will effectively help young learners in retaining the new words as well exploring the process in which this method can help them remember the lexical items well.

1.2. Research Question

Based on the background of study, this research is guided by the following research questions:

1. To what extent does gesture reproduction enhance young learners' vocabulary retention?

2. In what ways does gesture reproduction help young learners' vocabulary retention?

1.3. The Aim of Study

In line with the research questions, the aims of this research are as follow:

1. To investigate the extent of gesture reproduction in enhancing young learners' vocabulary retention.

2. To figure out in what ways the gesture reproduction helps young learners' vocabulary retention.

1.4. Hypothesis

The assumption is that using gesture during vocabulary instruction will be one of the effective ways that would lead young learners retain the words better. Based on the fact mentioned earlier, the author also assumes that gesture-based approach allows the pupils to learn new words via playful activities and enhance motivation and engagement of young learners at elementary school.

1.5. Significance of the Study

This research is expected to be important in giving information and suggestion for teachers, students and researchers about the effectiveness of using gesture in helping students' vocabulary retention.

Teachers can apply this approach in order to improve their students' vocabulary retention. In addition, by using this approach, they can also increase motivation and engagement of the students in the classroom, as the gestures provide the opportunities not only for mere drilling the wordlists but also could be applied easily in playful activities, which the pupils enjoyed. Furthermore, by using this approach, teacher can make the students more active since they do not only see the action of the teacher but are also involved in producing the action. This situation can help the teachers measure and find out the weakness of the students easily.

For the students, the method will make them easier in remember the new words in which the ability of retaining these lexical items is still considered difficult among young learners, especially English words. As the result, they can use those words in daily communication as they are needed rather than merely functioning it as the wordlists in the note book.

The result of this study is also expected to give an alternative source and reference to other researchers in their attempts to study about gesture especially for improving vocabulary retention.

1.6. Research Terminologies
a. Vocabulary Retention

According to Hornby (1995), vocabulary is the total number of words in a language or vocabulary is a list of words with their meanings. While Ur (1998) states:

"Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words."

From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate and express the speakers' ideas. However, the term of vocabulary meant in this study is merely limited to the words given by the researcher during the experiment. It means that the vocabulary words which have been obtained before the study are not included in this research.

Meanwhile, the term "retention" according to Merriam Webster.com is defined as the act of retaining or the state of being retained. Further, the definition found in oxforddictionaries.com states that retention is the fact of keeping something in one's memory.

Summing up, vocabulary retention in this study is referred to the students' ability of keeping the given vocabulary words during the study in their memory, so that the words can be recalled and remembered easily when they are needed.

b. **Young learners**

According to Purwaningsih, "Young learners are learners in Elementary school aging 9-10 years old. While Etty Maryati Hoesein defines young learners as

the students of elementary school who are at grade four up top grade six. Their age range from ten to twelve years of age. The last definition comes from the online course that uses the definitions provided by Slatterly and Willis (2001): "Young Learners" (YL) were 7–12 years old. From the definition above, we can conclude that young learners are the students who are studying in elementary school aging 7-12. But in this study, the term of young learners is merely defined as the students who are at grade 4 of elementary school.

c. Gesture Reproduction

According to Kendon (2004), gesture is name for 'visible action' when it is used as an utterance or as a part of utterance. While the definition found in Cambridge Dictionary states that gesture is a movement of the hands, arms, or head, etc. to express an idea or feeling.

In this study, the term *gesture* is used in a sense of *co-verbal gestures*, proposed by McNeil and Levi (1982, as cited in Rossini 2012). The definition of *co-verbal gestures* is: "a subset of gestures strictly correlated to and co-occurring with speech within communicative acts". This concept encompasses the whole range of gestures that can only occur together with speech.

In addition, reproduction is a noun from the verb "reproduce" which is defined in Merriam-webster.com as the following: "to produce again" or "to imitate closely". While the definition defined for English Language Learners is "to produce

11

something that is the same as or very similar to (something else)" or "to cause (something) to happen again in the same way". So, reproduction can be defined as the act of imitating something closely or in the same way.

Therefore, gesture reproduction in this study is referred to the act of students in producing again or imitating closely the teacher's movement. It means that the students move in the same way as the teacher did.

CHAPTER II

LITERATURE REVIEW

This chapter presents some issues as well as previous experiments related to the gesture and its effects on vocabulary learning. Further, the issues provided here were also used to provide information as the answer for the research question posed in the first chapter of this study.

2.1. Gesture as Nonverbal Support

When people speak, they spontaneously gesture. They do this to illustrate or to emphasize what they say (Hostetter 2011, as cited in Macedonia and Kriegstein, 2012). According to Richards and Schmidt (2010) gesture is "a movement of the face or body which communicates meaning, such as nodding the head to mean agreement". Many spoken utterances are accompanied by gestures which support or add to their meaning.

People trying to express themselves in a foreign language make use of gestures. Teachers tend to gesture a lot (Sime, 2001; Hauge, 1999, as cited in Tellier 2008) especially when addressing young learners and/or beginners. In addition, foreign language teachers use gestures as a tool which favors and enhances the language acquisition process (for reviews, see Kusanagi 2005; Taleghani-Nikazm

2008, as cited in Macedonia and Kriegstein, 2012). This is not a surprising phenomenon, as McNeill (1992) argues that gestures are a natural part of speech, and gesture and speech form an integrated communicative system. In line with this, Allaf and Mosalli (2015) claim that language teaching experts dealing with young learners advise teachers to use gestures to illustrate their speech and thus to improve the children's understanding and memorization of the foreign language items, particularly words. Supporting this view, Goldin-Meadow (2003) and Gullberg (2008) also suggest that the gestures can help to convey meaning and to compensate for speech difficulties.

2.2. The Effect of Gestures in Language Learning On Young Learners.

Focusing on language learning specifically, a number of studies suggest that gestures may promote the retention rate in lexical learning. In line with this, several studies have shown the positive impacts of gesture in vocabulary learning. However, only very little work can be found on the impact of gesture in foreign language retention.

Experiment set up by Susanti (2009) has demonstrated that gesture-based approach successfully helped students to retain the new words given by the teachers as well as build their motivation in learning. She worked with the third grade students of SD Muhammadiyah Bekonang. In her experiment, the participants were presented with the words accompanied by gesture. By using observation, test and document in collecting the data, Susanti found that using gesture during vocabulary learning can

improve the students' vocabulary mastery. In addition, the method is also effective to increase students' participation in learning vocabulary as well as to make the students easier in learning English.

A similar experiment conducted by Winarni (2013) which took place in SD Negeri Keduren confirms Susanti's result. Different from Susanti, she only used pre and post test in calculating the data. It means that the researcher merely worked with the statistical data by comparing the result of pre test and post test without any supports from other data. Winarni found that the result of post-test was higher than pre-test. It can be inferred that using gesture during teaching vocabulary is quite helpful in learning English, especially in retaining the lexical items. Therefore, it proves the theory of multimodality (the co-occurrence of several modalities) proposed by Clark and Paivio (1991) which suggests that learning is reinforced when both verbal and non-verbal modalities co-occur. Supporting comprehension on this theory, Baddeley (1990, as cited in Tellier, 2008) also argues that coding a piece of information through different modalities has an impact on memorization because it leaves more traces in the memory system. After reviewing the result of the two experiments earlier, these theories meet the fact in this case.

In Second Language context, the similar study was conducted by Kelly et al. (2007) which investigated whether gestures play a role in second language learning. In this experiment, the adults were taught novel Japanese verbs with and without iconic hand gestures. As the result, they demonstrated that words learned with gesture produced deeper and stronger neural memory traces. It is in line with Hebb's (1949)

suggestion which reveals that early visual experience is essential for the development of normal perception and promotes brain plasticity that facilitates learning and memory later on. This finding again is consistent with the multimodality theory proposed by Baddeley above and the claim suggested by Zimmer (2001a) which states that performing a gesture to a word/phrase enhances its memorability.

Corresponding to the findings above, Tellier (2005, as cited in Tellier, 2008) also investigated about the use of gesture in vocabulary learning. The study which involved 32 French children who were divided into 2 groups (control and experimental) had the participants to watch 3 videos (each contained a list of 10 words in the L1). The children watched the videos alone with the experimenter and had to do a free recall task immediately afterwards. The three videos watched by the control group only presented them with words pronounced by a person on the screen. The first video watched by the experimental group was the same as the control group. The second video was illustrated with gestures and the third with pictures. The experimental group had significantly better results with video 2 and 3. This suggests that the use of visual modalities (pictures and gestures) improves short term memorization in a free recall task. Importantly, this finding also gives one more additional information that there was no statistical difference between the effect of the picture and of the gesture on memorization. In this case, gestures acted as a mere visual modality since they were only looked at.

A slightly different experiment was set up by Rowe et al. (2013) on the role of pictures and gestures as nonverbal aids in preschoolers' word learning in a novel

language. Different from prior work which only examined the impact of nonverbal aids (gesture and/or picture) in language learning, this study added one more interesting question; "do nonverbal supports help learners equally if the learners vary in gender, language ability, and language background. This kind of question brought them to their hypothesis that nonverbal aids (both gestures and pictures) should help children learn the words, but the effect of nonverbal aids might vary based on children's individual differences.

In their study, they employed 62 children consisting 31 male and 31 female. 36 children were monolingual English speakers, and 26 children had exposure to one or more languages other than English at home as reported by parents and this group called as dual language learners (DLLs). However, they were not assessed in terms of the extent of their knowledge of the non-English language(s) spoken at home. The experiment which lasted approximately 15 minutes per session presented the participants with six words and each child was taught two new words in each of three conditions; word-only, word + gesture, and word + picture. The result revealed that the use of various nonverbal aids can support word learning for children but the effect of this nonverbal aids differ based on child language ability (high vs. low Speech and Language Assessment Scale/SLAS), language background (monolingual vs. DLL), or gender (male/female). This finding can be seen from the statistical data presented in the research. For example, the girls were significantly better than boys to provide the corresponding English translation when the words paired with pictures. Another

finding suggested that the dual language learners with high English-language abilities were the group that performed highest on the word-only condition. It suggested that the task itself was easiest for that group. In contrast, the DLL children with low English-language abilities performed lowest in the word-only condition, suggesting this was a more complex task for this group. Consequently, word learning for this group was enhanced by the nonverbal aids, specifically gestures.

Corresponding to this finding, the experiment set up by Sueyoshi and Hardison (2005) supported the previous result as well. They tested the effect of gesture and lip movements on overall content comprehension in foreign language learners of English. They found that learners of low proficiency benefited more from gestures than learners with higher proficiency levels. This study thus supports the complexity hypothesis (McNeil et al., 2002, as cited in Rowe et al., 2013) where gesture aided in comprehension on more complex tasks but not on easier tasks, and extends the hypothesis by suggesting that characteristics of the learner can be used to determine complexity of the task in addition to changing the task itself.

Further, the result from study above also confirms Clark and Paivio's (1990, as cited in Rowe et al., 2013) assertion that the effect of combining verbal and nonverbal supports will vary based on individual differences. After knowing that the hypothesis is accepted, the theory meets the fact in this case. Even though the study added one more finding, the limitation due to the various reasons might be found,

somehow. This experiment remains focused on the visual modality which merely examined observed gesture rather than enacted gesture.

2.3. Body and Mind in Language Learning

Descartes (1637) declares that we have a body to move around and a mind to think and to learn. The traditional view believes that body and mind are two separate identities and the body is not employed as a tool during learning. In line with this, Macedonia and Repetto in their journal present an example that happens in western countries where most schools make pupils sit during lessons. While the mind is doing its job, the body is doomed to rest, to exercise subordinate functions, no more than providing the organic facilities for the mind to exist. The same thing also happens in our educational institutions, somehow. At school, the pupils are made to sit, listen, and read, but they are not allowed to move. This phenomenon shows as if that the body and mind could not be integrated in learning processes. However, many studies nowadays show the tight link between cognitive processes and gestures. It means that the body is tightly linked to the mind (Wilson, 2002; Pecher and Zwaan, 2005; Gärtner, 2013, as cited in Macedonia and Repetto 2017). One evident that can be taken into account is the result of the research presented earlier which suggested that associating gestures with words can help students remember vocabulary better. It proves that our body movements and physical activities help the mind in retaining the words.

With regard to body movements involved in learning, Joan Kang Shin, in his article states that one of the ways in teaching English for young learners is supplementing activities with visuals, realia and movement. It thus infers that the students' movement can be one of effective aids in language learning. Further, Laufer and Hulstijn (2001, as cited in Allaf and Mosalli, 2015) claims that the learning, recall, and retention of vocabulary items depends on the total amount of the mental effort invested on the learning experience. It means that when the learner are involved in learning experience, the chance of learning and retaining lexical items will be higher. In line with this, implementing gesture-based approach while teaching a new word will serve the chance for young learners to involve themselves in learning experience that in turn will help them learn and retain the new words better.

2.4. Enactment and Motor Modality in Lexical Learning

Research in cognitive psychology has highlighted the effect of enactment and of the motor modality on language learning. Recall of enacted action phrases has been found to be superior to recall of action phrases without enactment (Engelkamp & Cohen, 1991; Cohen & Otterbein, 1992, as cited in Tellier 2008). It is in line with the experiment set up by Tellier (2008). In her study, she argues that teaching gestures (i.e. gestures used deliberately by teachers to help their students) captures attention and make the lesson more dynamic. She hypothesized that seeing and reproducing gestures (visual and motor modality) should have a stronger impact on memorization of items than simply seeing pictures (visual modality). The reason for

that is the combined use of a spoken modality, a visual modality, and a motor modality leaves a richer trace on memorization (Engelkamp & Cohen, 1991; Cohen and Otterbein, 1992 and Nyberg et al., 2002). Similar to prior works, this experiment also grouped the participants into two groups, picture and gesture. However, in the gesture group, the participants were not only required to see the gesture, but also to reproduce it while repeating the words. It means that one more modality has been included in this experiment, and it was motor modality. Finally, the study which employed twenty French students demonstrated that the group of gesture remembered significantly more items than the subjects who are only exposed to the items illustrated by picture. Therefore, the result proves her hypothesis and it was accepted.

Another related study on the reproduction of gesture by children that I could spot was a research by Allaf and Mosalli (2015). They worked with two groups of young learner subject. Each group received the same words which are at the lower level of cognitive demand on the part of the children, those are: 'book', 'cold', 'cry', 'drive', 'heart', 'look', 'scissors', 'snake', 'swim', 'think','walk', 'write'. These words were cross-checked against Longman 3000 Common Words (Longman Dictionary of Contemporary English, 2009, 5th Edition) in order to make sure that they belonged to the first thousand frequent words of English. Those words were presented in different ways; one were given the words with the accompanying gestures pantomimed by their teacher. They were also required to repeat each word and "gesture" the word for five times. However, the second group just supposed to see the pictures and repeat the corresponding words. The results indicated that those

subjects who were presented by the words illustrated by gestures had a better performance than the comparison (picture) group in recalling the mentioned 12 words.

The last similar study dealing with enactment and motor modality was conducted by Engelkamp and Zimmer (1985). In their experiment, they explained the enactment effect on memorization by postulating a motor system above the visual and the verbal memory systems. It seems that the encoding of enacted events involves a verbal modality, a visual modality and a motor modality. The result of this study points out that the free recall of enacted sentences is superior to the recall of spoken sentences and to the recall of visually imaged sentences. In sum, the enactment effect is not a mere visual effect, but more than that, the motor effect is included here as well. The results of the three experiments above thus meet the theory proposed by Engelkamp and Zimmer (1983, 1984, 1985) which assumes that motor encoding is more efficient than verbal and visual encoding. Further, these findings also confirm the statement proposed by Tellier (2008) that enactment adds something to the memory trace of the event, it makes the trace richer, or more distinctive, and consequently easier to find at recall.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents and provides information related to the research methodology used in this study, such as research design, research participants, techniques of data collection, techniques of data analysis as well as a brief description of research location.

3.1. Research Design

This current study was designed by using quantitative approach. According to Kritsonis, quantitative methods involve the collection and analysis of numerical data that is obtained from test, questionnaires, checklist and survey. In this study, the data was obtained from tests (pre-test and post-test).

Using quantitative approach is believed can help other researchers in assessing the validity of the findings through its clear documentation which can be provided regarding the content and application of the survey instruments. In addition, study findings can be generalized to the population about which information is required.

3.2. Research Participants

The targeted participants for present study were the students of SD Negeri Leupung 26 of the academic year 2016/2017. I was highly motivated to do research in this school since it is located in a very natural environment and has less technology influence. One evident for it is the fact reported by the teacher that only few students who have cell phone on their hand, while the other students in the urban school probably use it in their daily activities. In addition, most of students in this school are still unfamiliar with English and also they are not exposed English outside of the school. Therefore, I could assume that they are purely beginner in learning English. This condition, of course met the criteria of my participants as I needed the participants who were not introduced English before.

Based on the criteria posed earlier, then, I selected the students of grade 4 which is divided into two classes, IVa consisting of 22 students and IVb consisting of 23 students. So, the total population of this research is 45 students. They were chosen as the population because English is firstly taught in this class. Therefore, I really expected that by using this method at their first year of learning English, it could build students' motivation and hopefully would continue till the next level of the students. However, only one class is needed to be employed in this experiment, so I have to choose one of both classes. As the ability of these classes was equal and I can choose any, then convenient sampling was employed in this study. According to Dornyei (2007), convenient sampling (also known as haphazard sampling or

accidental sampling) is a type of nonprobability or nonrandom sampling where members of the target population meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time or the willingness to participate are included for the purpose of the study. In this study, the IVa was chosen because the time availability of them fits the researcher's schedule.

The table below shows the data of sample who participated in this research.

Table 3.1: Data of Research Sample

No.	Students' Initial	Gender
1.	AA	M
2.	A	M
3.	AM	F
4.	AW	F
5.	AK	M
6.	AA	M
7.	BW	M
8.	BS	M
9.	FK	M
10.	FR	M
11.	FZ	F
12.	FQ	M

13.	HD	M
14.	HM	F
15.	IS	F
16.	IM	F
17.	KA	F
18.	MD	F
19.	MI	M
20.	MRE	M
21.	MRI	M
22.	MRR	M

Turning to the general biography of students in IVa, the teacher reported that all of them come from the area of Cot Keueung. It means that they are still in the same culture as they still live in same area. In addition, the teacher also asserted that none of them had learnt English before. Therefore, it could be concluded that all of them are in the same level relating to English knowledge since they are just introduced English in this class. This kind of information was really helpful, especially in designing the way of presenting gesture during experiment because I could generalize the gesture to all students as they are still in one culture. It is in line with Gullberg's (2006) argument which points out that speakers can generally formulate a norm for gesture use within their own culture, typically regarding the

rate, form and range of gestures, but they persistently underestimate the actual gesture use (especially their own). In contrast, they cannot use it if the listeners are from different culture.

In addition, this information was also used to avoid the bias, either in treatment session (e.g. misunderstanding of the gesture due to unfamiliar gesture to certain culture) or more importantly, in finding as well (because there were unfamiliar gesture used in the treatment, some of students in certain culture were hard to associate the words with the gesture which then result in the hardness of retaining the words). In accordance to this treatment, Gullberg (2006) states that the forms gestures are governed by cultural norms. Surveys have shown how these gestures change shape or meaning across cultural communities, and also how the sizes of the sets differ across cultures (Morris, Collett, Marsh, and O'Shaughnessy 1979, as cited in Gullberg, 2006).

Therefore, the information about the students' condition as well as their biography was quite important due to the need of detailed information in order to apply the suitable way during treatment session, especially in presenting the gesture. Further, after doing a short interview with the English teacher, I could also assume that the students was still less motivated in learning English, especially the male students as they consider the subject was not important and hard to learn.

3.3. Techniques of Data Collection

This study is categorized as an experimental research design. As pointed out by Nunan (1992 p.25), experimental research design is carried out in order to explore the strength of relationships between variables. In other words, an experimental research design involves manipulating the independent variable and observing the change in the dependent variable(s). Further, Gay (1992, p. 298) also argues that this method is the only method of research that can truly test hypotheses concerning cause-and-effect relationships. It represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science. As there are many types of experimental research, then the present study used pre experimental design. Pre-experimental designs are so named because they follow basic experimental steps but fail to include a control group. In other words, a single group is often studied but no comparison between an equivalent non-treatment group is made.

In relation to pre experimental research, Salkind (2011) divides it into two types. The first type is one-shot case study design in which participants are assigned to one group. This type excludes pre test and includes only treatment and post-test. The second type is one group pre-test post-test design. In contrast to the former type, this type employs pre-test before conducting the treatment. It compares the same subject before and after treatment. For example, when one group is given a pretest, exposed to the treatment or condition, and then given a post-test to see if the

treatment had any effect on the group. In this study, I used the one group pre-test post-test design. It means that I used pre-test to see students' basic ability, and then I administered post test after the treatment to see their improvement by comparing the result of pre-test and post-test.

The experiment itself lasted five meetings with a thirty five minute-session per week. It consisted of 1 meeting for pre-test, 3 meetings for treatment, and another one is for post-test. The specific information about the teaching experiment is discussed below.

a. The first meeting

This meeting was used as pre-test session. However, it was not on usual schedule. It was held on my second visiting day to the school to do a further interview with the English teacher about the pre-test and post-test that I would give to the students. After doing the interview on the break session, then the teacher asked me to hold the pre-test on that day as the teacher would have a meeting after the break time, so the students would not have any subject on that session. Since the instrument for pre-test was approved by her, then I used the chance to directly hold the pre-test on that day.

As usual, the first meeting was often started by introducing self to make both teacher and students know each other. In addition, this step also intended to make my participants relax during the experiment as they had known the one who stood in

front of them. The class was then continued by a little discussion about the students' background and fortunately, no one was absent at that day. This discussion was aimed to ensure the information I had found in the previous interview with the teacher on my last visiting day. As had been reported by the teacher, the students also confirmed that all of them were all from Cot Keueung and none of them had learnt English before. Since the information fits with the previous information, then all procedure that I had set could be used for them.

Seven minutes was past, the next step I did was explaining the purpose of my coming into their class. I told them that I would give them a small test to know how far their mastery on English words and the result of the test would not be taken as the score included in their English subject score. After that, I named them by number and told them that the number would be mentioned had to come in front of me. Then, I also distributed the question sheet to each student and instructing them to do nothing with the paper.

After ensuring that every students received the question, then the explanation how to deal with those items were concisely given to them. The test was designed in matching item questions which was about the colour, the material they had already learnt before. In fact, this written test was just a way to make them silent during oral test. Therefore, the result of this test was not included into the findings of this study. As the students were busy on their question sheet, then the student's number were called in order. The students who were called just need to come and stop doing their

test which then would be continued when they came back to their seat. The student in this step was given 2 minutes to answer the questions. However, some of them just needed one minute to cover all questions. The words which were asked were divided into two kinds of task as has been mentioned in the previous chapter, those are go, sit, water, mouth, breakfast (translation task) and house, book, school, door, teacher (comprehension task).

In translation task, the students were posed the words in bahasa to be translated into English. The question posed such as "tahukah arti "pergi" dalam bahasa inggris? or " bagaimana cara mengatakan "sarapan pagi" dalam bahasa inggris?". The result from the pre-test showed that although the ten given words had been already learnt, but almost all students were easy to answer the comprehension task and face difficulty in providing answer for translation task. It might happen as the comprehension task provided the students with the alternative answers. Meanwhile, the translation task seemed more difficult since they have to struggle more to recall the previous words with no alternative answers at all.

Finally, when the time was up and all students were all involved in oral test, I asked them to collect their works. Since there were two result of the test, however, only the result of pre-test would be used to answer the research questions and the result would be compared to the result of the students' post test.

b. The second meeting

In this meeting, two students were absent. I started this meeting by having a small talk with the students to get closer with them. I also used this second meeting to know whether they are interested in English or not. What I could assume then was the same as what their teacher had asserted that only some students who loved English and most of them were female. After ensuring that the students were ready to learn, then I started teaching in the treatment session. First, I told them that the teaching learning process on that day was just as fun as having physical exercise. What they needed to do was only doing as what I did.

The first word that I taught was "fly". Beginning teaching using gesture, I stretched out my hands and moved them up and down like a flying bird. When they saw my gesture, I asked them in bahasa "jika ibu buat tangan seperti ini, kira-kira ini apa?" or "if I move my hand like this, what do you think is it?". All of them answered "burung" and a few students said "bird". As the word was still not as my target word, then I asked them, "oke, tapi apa yang sering dilakukan burung?" or "okay, but what the birds usually do?". "terbang" they answered. "tahukan terbang bahasa inggrisnya apa?" or "what is *terbang* in english?". Since no one knew the answer, I wrote it on the whiteboard and repeated it again. After that, I asked them to stand up and make a gesture of flying as well as pronouncing the word.

In addition, to make the word more meaningful, I tried to create a simple sentence in the present continuous form. For example, "I am flying" by explaining the formula of it. However, I only used subject "I" in the sentence because having other subject pronouns will take more time to explain. Meanwhile, the other four words which were given in this meeting were 'cat', 'drink', 'cool', and 'cry'. Those words were all presented by using gesture. In the process of teaching learning, whenever I got the mistake in pronouncing words, I tried to correct it in order to make the words pronounced correctly and the mistake would not be repeated in the next time.

Regarding this treatment, I found some constraints in implementing this method, somehow. It could not be ignored that there were some students who were not interested in doing physical activity or it might be that they were ashamed of doing so. Some of the students only see and repeated the words after me but they did not reproduce the gesture. To solve this problem, I tried to approach them personally by visiting their seat and asked them to make the gesture. However, it just worked for a moment. While I came back to my former position in front of the class, the same thing happened and they just followed me pronouncing the words and left the gesture.

Thus, what I could infer from this meeting was most of students enjoyed learning by using this method. It could be seen from their participation in the class when I asked them to make the same gesture as what I did, even though there were also some of them who did not do so which might happen for some particular reasons. Further, from this first treatment session, I could also assume that there are

no difference between male and female's participation during the learning process using this method. Even though at the beginning most male students said that they did not like English, but the fact showed that most of them were interested to engage themselves in the teaching learning process.

c. The third meeting

On the second day of the treatment session, I came a bit late which means that the duration for teaching was less than the previous meeting. Since it was raining at that day, the number of absent students increased. There were four students who did not attend to the class in that meeting. Even though only small number of students who were involved in teaching learning process, but the students showed their spirit in learning.

Starting this meeting, I tried to make them recall the words which were given in previous meeting. Interestingly, when I showed them the gesture of related word, some of students reproduce the gesture as well as pronounced the words. In this case, I could assume that those students who reproduced gesture when I posed the question used the gesture to help them remembering the previous words. Thus, the gesture in this case was used as a support in helping students recall the previous words. As in the previous meeting, there were also five words taught in this meeting, those are 'face', 'open', 'bag', 'sleep', and 'swim'. The way I taught them was also the same as what I did in the previous meeting. I showed them the gestures of related words, asked them

to reproduce the gesture as well as repeated the words. The simple sentences were also used in this meeting, such as "I am sleeping", "my bag is black", etc.

In this meeting, I got the different situation where the male students were more active than female. The students who were not involved in reproducing gesture were also the same students as in the previous meeting. To solve this problem, I tried to give them more attention by visiting their seat and asking them to produce the gesture. However, as the time was so limited, therefore, not all the students got the same treatment as I had to cover the five targeted words for that meeting. Finally, as I realized that the 35 minutes was too short to cover the materials, then I asked them to come into the class earlier in the next meeting for we would have something different on that day.

d. The fourth meeting

Fortunately, none of the students were absent on the last meeting for the treatment session. In addition, the weather was also good so I could do my planning to take the students learnt outside the class. Of course, it has been permitted by the English teacher for the reason I gave to her that the students might be more relaxed if they are in the natural environment.

To start this meeting, I divided them into four groups consisting of five to six students in each. The students who were less active in the previous meeting were placed in different groups that hopefully they will be evoked to participate in learning

when they see their friend's participation in the group. In addition, these small groups would ease me to control each student, especially those students who did not participate in learning process.

Even though with different situation, the process and method was the same as usual. The students were required to see the gesture, pronounce the words as well as reproduce the gesture. In addition, to make the students more motivated, whenever necessary, I asked them to stand during reproducing gesture. Meanwhile, at the other time they just needed to sit in circle.

In this forth meeting, the number of students who did not participate in reproducing gesture was less than in the previous meetings. It might happen because their friend's participation in the group made them did the same. Further, because some of students still showed their denial in reproducing gesture, then I came to the group and asked a member of group to make the gesture and asked the target student to follow his/her friends. It was done because learning from friends might make this student more comfortable.

e. The fifth meeting

The last meeting of the experiment was used as the post-test session where the students were required to recall the given words in the previous meetings. Meanwhile, the procedure of the post-test was also as what I did in the pre-test.To start this test, I tried to make the students relax by having a brain gym. The brain gym

is also believed to help their brain work well and more focus. The information about the test was not also informed to them in the previous meeting to make them would not feel distress because of the test. By doing so, I could also measure their ability in retaining the words because they might not repeat the words in the house before the test. In addition, the chance of having something which would disturb the final result of students such as having cheating sheet on their hands could also be eliminated.

After ensuring that all students were ready to be given test, then I collected their note book, for I would check whether they took a note during my experiment. In fact, it was a reason for anticipating that they would open their book and repeat the words when they know that they were given the test. After all the books were collected, then I told them that I would give them a test based on what they had learnt in the previous meetings. To avoid them from being afraid of the test, I also informed them that their score would not be given to their English teacher but only as my document to see their vocabulary improvement.

The process of the test was begun by naming them by the number as what I did in the pre-test session. It then was followed by distributing question sheet which also aimed to make them silent during oral test running and the score of this kind of test would not be used as the data in this study. The question in this test was about the fruits and it was also in the type of matching items. The next step was calling the students' number and the post-test process was started. Even though there were 15 words which had been given in the previous meetings, but only 10 words which were

included in this post-test. Those words are 'fly', 'write', 'big', 'sleep', 'cat', 'bag', 'drink', 'face', 'open', and 'swim'.

In addition, the words which were asked were also divided into two kinds of task as in the pre-test session, those are fly, write, big, sleep, swim (translation task) and cat, bag, drink, face, open (comprehension task). In translation task, the students were posed the words in bahasa to be translated into English. Meanwhile, in comprehension task the students required to choose one of the seven provided pictures which were corresponded to the words posed to them. Two pictures out of the seven were not included into the target answer. For this test, each student was only given at most 2 minutes to answer the questions. However, most students only needed 1 minute and 10 seconds to cover the ten words.

The result from the pre-test showed that most of students got higher score in the post-test than in the pre-test session. In addition, there were no differences in the students' ability in translation and comprehension task as what shown in the pre-test. It thus inferred that gesture reproduction could help learners not only in recognizing the words as what happened in the comprehension task, but also in supporting the learners' mind in recalling the previous words, the more difficult task than in comprehension.

As discussed above, three sessions were administered in this study; pre-test, treatment, and post-test session. The treatment session which took place in the second

to fourth meeting was aimed to implement the gesture-based approach to students in order to compare the result of their vocabulary retention before and after applying the method. In the treatment session, the students were given five different words in each meeting. It means that the total words were 15 words, not too many words to remember but they would be enough to observe the students' progression. In addition, the lexical items used in this session was balance with those words used in the pre-test which are very common words that was checked from students' note book and were cross-checked against Longman 3000 Common Words (Longman Dictionary of Contemporary English, 2009, 5th Edition). The procedure was taken into account in order to make sure that they belonged to the first thousand frequent words of English.

The Longman Communication 3000 is a list of the 3000 most frequent words in both spoken and written English. The Longman Communication 3000 represents the core of the English language and shows students of English which words are the most important for them to learn and study in order to communicate effectively in both speech and writing. To ensure that users have access to the appropriate information, the Longman Dictionary of Contemporary English marks all the words that are in the Longman Communication 3000 in red accompanied by special symbols: W1, W2, and W3 for words that are in the top 1000, 2000 and 3000 most frequent words in written English, and S1, S2 and S3 for the top 1000, 2000 and 3000 most frequent words in spoken English.

However, the words selected in this study were the items which are marked by S, either S1, S2, or S3 as the focus of this session was only related to the spoken English. Yet, some of those items are also included into written English, for instance, 'cry S2, W2', which means that this words belonged to one of the 2000 most frequent words in Spoken English and at the same time it also belonged to one of the 2000 most frequent words in Written English. Nowadays, many learner's dictionaries include information about the most frequent words in English, but Longman dictionaries are the only ones to highlight the differences between spoken and written frequency. Further, beside they were chosen as they belonged to the most frequent words used by students, the words were also chosen as they were easy to gesture. The fifteenth words given in this session were 'cry', 'cat', 'fly', 'smoke', 'swim', 'write', 'big', 'smile', 'face', 'drink', 'drive', 'bag', 'open', 'cool', 'sleep'.

The table below shows the description of each gesture used by the researcher in the treatment session.

Table 3.2: The Description of Gesture Used During Treatment Sessions

No.	Vocabulary	Gesture
1.	Cry	Wringing the hands in front of the eyes
2.	Cat	Sounding the cat voice (meow)
3.	Fly	Stretching out the hands and moving them up and down like a flying bird

4.	Smoke	Putting index and middle finger in front of the mouth like inhaling something
5.	Swim	Straightening the hands forwards with the palms facing out and moving them backwards and forwards.
6.	Write	Making the letter O with thumb and index finger and moving them together
7.	Big	Stretching both hands with palms facing each other
8.	Smile	Putting the two index fingers on the right and the left sides of the mouth together with smiling
9.	Face	Encircling the face with both index fingers
10.	Drink	Making a C out of the fingers and moving it in front of the mouth
11.	Drive	Both hands clump and straighten it forward then move it to right and left
12.	Bag	Putting both hands on the upper arm then move it to the shoulder
13.	Open	Making a C out of the fingers then move around to the right
14.	Cool	Making a X with both hands then put it in front

		with the head and the body slightly vibrating
15.	Sleep	Uniting the palms and putting it under the left cheek with the head slightly tilted to the left

Furthermore, to help me in collecting the data, tests (pre-test and post-test) were employed in the process of teaching experiment.

3.3.1. Tests (Pre-test and Post-test)

To get the quantitative measurement, I administered the tests (pre-test and post-test). According to Brown (2004), test is "a method of measuring a person ability, knowledge, or performance in a given domain." In this study, the ability of students in retaining the new words was measured by giving the test. In this test, students were asked to recall the lexical items which had already been taught by their teacher.

In accordance with the test, Schmitt (1994) reveals that the teacher must know the purpose of giving the test to the students. She argues that there are several possible purposes for giving a vocabulary test. The most common one is achievement test which is aimed to find out if students have learned the words which were taught, or which they were expected to learn. Alternatively, diagnostic test can also be used to find where their students' vocabularies have gaps, so that specific attention can be given to those areas. Vocabulary tests can also be used to help place

students in the proper class level (placement test). Vocabulary tests which are part of commercial proficiency tests, such as the TOEFL (Educational Testing Service, 1987), attempt to provide a measure of a learner's vocabulary size, which is believed to give an indication of overall language proficiency.

Other possibilities include utilizing tests as a means to motivate students to study, to show students their progress in learning new words, and to make selected words more salient by including them on a test. In this study however, the purpose of giving the test was to know the students' progress and how well they have kept the previous given vocabulary. In addition, the result of this test used to see which areas need revising with the class or individuals and it is in line with the purpose of diagnostic test.

Another important consideration in giving a test which is pointed out by Schmitt is whether the words will be tested receptively or productively. If a teacher is mainly interested in having his students recognize target words when reading, then a receptive test is suitable. Meanwhile, if students are expected to be able to use the target words in their writing, then a productive test may be more appropriate. Multiple-choice, true/false, and matching question are types of questions in receptive test, while tests requiring L1 translations, L2 synonyms or definitions, and fill-in-the-blank are examples of productive tests.

From those examples, it can be concluded that in receptive test, the students have options to choose one of the provided answers. Meanwhile, in productive test

the students are not given the options to answer, yet, the students them self produce the answer. In this study, I used both tests; receptive test and productive test. The receptive test employed comprehension task which provided students with some pictures to choose according to the words posed to them, while productive task employed translation task that required students to translate the words into English. The procedure of this testing was adopted from the previous research on the role of pictures and gestures as nonverbal aids in preschoolers' word learning in a novel language by Rowe et al. (2012). Therefore, in this study, two different tasks were combined in one test that called as translation task and comprehension task.

Discussing about the test administered in this study, I gave them pre-test which took place in the first meeting before conducting the treatment session. It was aimed to measure students' basic ability in retaining vocabulary words which had been already taught by the teacher. As has been mentioned earlier, the test was also aimed to see how well learners have mastered the given vocabulary words. From the result, I could get some insight about which areas need to be paid more attention. In running this test, each student was required to answer the questions orally. The total number of words included here was 10 words that are 'house', 'book', 'go', 'door', 'school', 'sit', 'water', 'mouth', 'breakfast', and 'teacher'. These words seem enough to see students' basic ability.

In addition, the 10 selected words were divided into two categories; 5 of them were in the form of translation task. For this task, the students were required to

translate L1 into the target language. The words included in this task were go, sit, water, mouth, and breakfast. Meanwhile, the other five words were presented in the form of comprehension task. In this task, the pupils were given a set of pictures to be chosen according to the words posed to them. The words included in this task were book, house, door, school, and teacher. In addition, the selected items were all of words that had been learnt, and they were taken from the students' note book and also were cross-checked against Longman 3000 Common Words. Therefore, by giving them in the pre-test, I could assess their ability in retaining those words. Further, it could also support the teacher's averment during preliminary interview saying that the students had faced difficulties in retaining the vocabulary words.

The table below compiles the list of words that was used by researcher in the pre-test.

Table 3.3: List of tested words in Pre-test

No.	Vocabulary	Type of task
1.	Go	TT
2.	Sit	TT
3.	Water	TT
4.	Mouth	TT
5.	Breakfast	TT
6.	Book	CT

No.	Vocabulary	Types of task
7.	House	CT
8.	School	CT
9.	Teacher	CT
10.	Door	CT

*each correct answer scored 10.

Symbol description:

CT= Comprehension Task

TT= Translation Task

Meanwhile, the post-test session took place in the last meeting after the treatment session finished. In this session, the students were also given a free spoken recall task to measure their ability in retaining the previous given lexical items. However, the words included in this test were not all items they had already learnt, but only 10 items that were chosen to be tested. The chosen words were as compiled in the table below.

Table 3.4: List of tested words in Post-test

No.	Vocabulary	Types of task
1.	Fly	TT
2.	Write	TT
3.	Big	TT

4.	Sleep	TT
5.	Smoke	TT
6.	Bag	CT
7.	Cat	CT
8.	Drink	CT
9.	Face	CT
10.	Open	CT

*each correct answer is scored 10

Symbol description:

CT= Comprehension Task

TT= Translation Task

3.4. Techniques of Data Analysis

1. Test

To analyze the data from both tests (pre-test and post-test), the central tendency was used. It usually consists of mean, median (the middle score for a set of data that has been arranged in order of magnitude) and mode (most frequent value). The formula of central tendency is as follow:

$$\bar{x} = \frac{(x_1 + x_2 + \cdots + x_n)}{n}$$

This formula is usually written in a slightly different manner using the Greek capital letter, Σ, pronounced "sigma", which means "sum of...":

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\sum x$: sum of values

n: total number of cases/participants

In this study, the mean of pre-test was compared to the mean of post-test to see the improvement from the result of pre-test to the result of post-test.

After getting the pre-test and post-test mean, the researcher analyzed the significant improvement toward the mean score by using the following formula:

$$t_0 = MD/ SE_{MD}$$

Note:

t_0 = *t observation*

M_D = *Mean of Difference (the difference of pretest score and posttest score)*

SE_{MD} = *Standard Error of Means Difference*

The result of measuring the significant improvement would determine whether the hypothesis was accepted or rejected.

3.5. Brief Description of Research Location

3.5.1. School Location

The present study took place at SD Negeri Leupung 26, the school which stands on the area of 2461 m^2 and was estabilished on 7th January 1920. It is located in JL. Pasar Cot Keueung, Lampreh, Kec. Kuta baro, Aceh Besar. As the location is around Pasar Cot keueung which is always crowded by people from different villages for household needs shopping, the school which currently accredited b becomes a strategic place for parents who want to take their children to the school. For this reason, the school which is chaired by Jalil Muhammad, S. Pd since last February, 2014 is not only filled by students from Lampreh, but also many students from other villages around Cot Keueung prefer to gain knowledge in this place though they have their own school in the village.

3.5.2. The Condition of Daily Teaching Learning Processes

Based on preliminary interview with the teacher, the students of IVa faced some difficulties in retaining vocabulary and some problems in the field were identified. In daily learning processes, the teacher reported that she usually uses repetition and translation method in teaching vocabulary. She also asserted that thought she has ensure that all students have remembered well the given words in each meeting, but when it is asked in the next meeting, most students forget the words. In addition, she also found problems related to motivate the students and to

make them interested in the lesson. Only a few students who were active in the classroom and the rest tend to be passive. These problems seem met the purpose of this research which is to help the learners in retaining the lexical items better as well as building students interest in learning English.

In addition, the condition above is getting worse by unavailability of the dictionaries which can support the teaching and learning process. Only some Inggris-Indonesia and Indonesia-Inggris dictionaries available and the students cannot borrow them to be brought into the classroom. Many students do not have dictionary and it is hard to ask them to buy it since not all students are able do it as they come from different economic level of family.

3.5.3. The School Facilities

This school has 19 rooms consisting of 12 classrooms (Ia, Ib, IIa, IIb, IIIa, IIIb, IVa, IVb. Va, Vb, VIa, VIb), 1 headmaster room, and 1 teachers room which are in the good condition. The complete school facilities are as shown in the table below.

Table 3.5: Facilities of the School

No.	Facility	Quantity	Quality
1.	Headmaster room	1	Good
2.	Teachers room	1	Good
3.	Cooperation Room	1	Good

4.	Library	1	Good
5.	Students toilet	2	Good
6.	Teachers toilet	1	Good

3.5.4. Teachers and Staffs

In order to support the teaching learning process, the quality of teaching staffs is important. There are 28 teachers and staffs at SD Negeri Leupung 26. It consists of 6 males and 22 females, 2 of them are English teachers; Misrizawati, S. Pd and Wardatul Jannah, S, Pd.

3.5.5. Students

Based on the information from the school administration, the total number of students in SD Negeri Leupung 26 is 294 students whose the average of each class is 25 students. The data of students' number was compiled in the table below.

Table 3.6: The List of Students Number of SD Negeri Leupung 26

Grade	Number of Students		Total
	M	**F**	
Ia	8	17	25
Ib	9	15	24
Iia	11	15	26

Iib	9	17	26
IIIa	8	17	25
IIIb	10	13	23
Iva	14	8	22
Ivb	8	15	23
Va	10	15	25
Vb	11	13	24
Via	12	13	25
Vib	10	16	26

3.5.6. The Curriculum

The curriculum applied in SD Negeri Leupung 26 are K-13 and KTSP. Based on the teacher's report, K-13 is only implemented in grade I and IV, while the others still use KTSP. She also informed that although the second grade were also asked to implement this new curriculum, but it does not work well as the teachers keep using KTSP in their teaching learning processes.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

To answer the research questions posed in the first chapter, this chapter presents two sections namely data analysis and discussion.

4.1. Data Analysis

This section consists of three subsections, comprising the analysis of test, hypothesis analysis, and data analysis of observation.

4.1.1. The Analysis of Test

This subsection presents the process of analyzing the data gathered from pre-test and post-test. The following table shows the students' score from both tests, pre-test and post-test.

Table 4.1: Students' Pre-Test and Post Test Score

No.	Students' Initial	Pre-Test Score	Post-Test Score
1.	AA	40	40
2.	A	50	80
3.	AM	50	70

4.	AW	40	60
5.	AK	40	50
6.	AA	30	80
7.	BW	30	50
8.	BS	50	80
9.	FK	40	60
10.	FR	30	70
11.	FZ	50	80
12.	FQ	40	50
13.	HD	40	60
14.	HM	40	60
15.	IS	30	70
16.	IM	30	90
17.	KA	30	50
18.	MD	30	50
19.	MI	50	80
20.	MRE	10	50
21.	MRI	30	80
22.	MRR	30	50

To analyze the scores above, the next step is discussed in the following subsections.

4.1.1.1. The Analysis of Pre-test Score

The next step is arranging the pre-test score above from the lowest up to the highest score as shows in the table below.

Table 4.2: Students' Pre-Test Score

No.	Students' Initial	Pre-Test Score has been arranged in order of magnitude
1.	MRE	10
2.	AA	30
3.	BW	30
4.	FR	30
5.	IS	30
6.	IM	30
7.	KA	30
8.	MD	30
9.	MRI	30
10.	MRR	30
11.	AA	40
12.	AW	40

13.	AK	40
14.	FK	40
15.	FQ	40
16.	HD	40
17.	HM	40
18.	A	50
19.	AM	50
20.	BS	50
21.	FZ	50
22.	MI	50
Total	**N=22**	**810**

Based on the table above, it shows that the middle score (median) is 40 and the most frequent value (modus) or the score which was achieved by many students is 30 and owned by 9 of 22 students. From the table, it also points out that the lowest score is 10 and possessed by 1 student. Meanwhile, 5 students got 50, the highest score among the whole.

Based on the pre-test score, the highest score of the pretest is 50 and the lowest score is 10. To determine the range of the class, the highest score is minus the lowest score, the formula is below:

R=H-L

Where:

R= Range of the Class

H= The Highest Score

L= The Lowest Score

$$R= 50\text{-}10$$

$$R= 40$$

Then, the mean score of pretest can be found out by using the formula:

$$\bar{x} = \frac{\sum x}{n}$$

$$= 810/22$$

$$= 36{,}8$$

So, the mean of the pre-test score is 36,8.

4.1.1.2. The Analysis of Post-test Score

To analyze the post-test scores, the procedure was as same as it has been done in the pre-test score analysis.

Table 4.3: Students' Post-Test Score

No.	Students' Initial	Post-Test Score has been arranged in order of magnitude
1.	AA	40
2.	AK	50
3.	BW	50
4.	FQ	50
5.	KA	50
6.	MD	50
7.	MRE	50
8.	MRR	50
9.	AW	60
10.	FK	60
11.	HD	60
12.	HM	60
13.	AM	70
14.	FR	70
15.	IS	70
16.	A	80
17.	AA	80

18.	BS	80
19.	FZ	80
20.	MI	80
21.	MRI	80
22.	IM	90
Total	**N=22**	**1.410**

Table 4.3 above shows that the middle score (median) is 60 and the most frequent value or modus is 50, owned by 7 of 22 students. It also points out that the lowest score is 40, possessed by 1 student. Meanwhile, the highest score among the whole is 90 which is also possessed by 1 student.

Based on the post-test score, the highest score of the post-test is 90 and the lowest score is 40. To determine the range of the class, the highest score is minus the lowest score, the formula is below:

R=H-L

Where:

R= Range of the Class

H= The Highest Score

L= The Lowest Score

R= 90-40

R= 50

Then, the mean score of pretest can be found out by using the formula:

$$\bar{x} = \frac{\sum x}{n}$$

= 1.410/22

= 64, 9

So, the mean of the post-test score is 64, 9.

Based on the analysis of pre-test and post-test score above, the result of pre-test and post test is concluded in the table below.

Table 4.4: Vocabulary retention result of pre-test and post test

Statistics	Pre-test	Post-test
Mean	36,8	64,9
Median	40	60
Mode	30	50
Range	40	50
Highest score	50	90
Lowest score	10	40

4.1.2. Hypothesis Analysis

To analyze the hypothesis, it is needed to determine the null hypothesis (H_o) and the alternative hypothesis (H_a).

H_0 = Gesture reproduction does not enhance students' vocabulary retention.

H_a = Gesture reproduction enhances students' vocabulary retention.

After H_0 and H_a was determined, then, to know the students' improvement in vocabulary retention, it is needed to examine the null hypothesis (H_0) about the mean of difference by using *t-test.* According to Sudijono (2006, p. 285), the t-test was used to evaluate the correctness or falsity of the null hypothesis which state there was no significant difference among the two mean sample. Further, Sudijono stated that the setting criteria of examining hypothesis are;

H_0 accepted, H_a rejected if –t value > -t table or t value < t table

H_0 rejected, H_a accepted if –t value < -t table or t value > t table

To calculate t_0, it is needed to find out the difference between students' pre-test and post-test score by using the formula below:

D = X-Y

Where:

D = The difference Score between Pretest and Posttest

X = The Pretest Score

Y = The Posttest Score

Table 4.5: The Table of *Difference* of Students' Pre-test and Post-test Score

No.	Students' Initial	Pre-Test	Post-Test	D = (X-Y)	$D^2 = (X-Y)^2$
1.	AA	40	40	0	0
2.	A	50	80	-30	900
3.	AM	50	70	-20	400
4.	AW	40	60	-20	400
5.	AK	40	50	-10	100
6.	AA	30	80	-50	2.500
7.	BW	30	50	-20	400
8.	BS	50	80	-30	900
9.	FK	40	60	-20	400
10.	FR	30	70	-40	1.600
11.	FZ	50	80	-30	900
12.	FQ	40	50	-10	100
13.	HD	40	60	-20	400
14.	HM	40	60	-20	400
15.	IS	30	70	-40	1.600
16.	IM	30	90	-60	3.600
17.	KA	30	50	-20	400

18.	MD	30	50	-20	400
19.	MI	50	80	-30	900
20.	MRE	10	50	-40	1.600
21.	MRI	30	80	-50	2.500
22.	MRR	30	50	-20	400
Total	**N=22**			**∑D= - 600**	**∑D²= 20.800**

After getting ∑D and ∑D², the *Standard Deviation of Difference* can be calculated by using the formula as follow:

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$= \sqrt{\frac{20.800}{22} - \left(\frac{-600}{22}\right)^2}$$

$$= \sqrt{945.454 - (-27.272)^2}$$

$$= \sqrt{945.454 - 743.761}$$

$$= \sqrt{201.693}$$

$$= 14.20$$

The next step is calculating the Mean of difference by using the formula:

$$M_D = \frac{\Sigma D}{N}$$

$$= \frac{-600}{22}$$

$$= -27.272$$

To determine the Standard Error of mean Difference, the formula used is as follows:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{14.20}{\sqrt{22-1}}$$

$$= \frac{14.20}{\sqrt{21}}$$

$$= \frac{14.20}{4.58}$$

$$= 3.100$$

The last step is determining the t_0 value by inserting the value of SE_{MD} and M_D into t_0's formula.

$$t_0 = \frac{MD_D}{SEMD_{MD}}$$

$$= \frac{-27.272}{3.100}$$

$$= -8.797$$

Note: the minus (-) is not the algebra sign, but it shows the *difference* score.

By finding the t_0, the explanation about it would be explained after referring to the value of t_{table} (t_t) based on Degrees of Freedom (Df). The *Degrees of Freedom* can be found by using formula:

$$Df = N-1$$

$$= 22-1$$

$$= 21$$

The Degrees of Freedom is 21. Then, to know the t_{table} value, it is necessary to look into the table. After determining the t_t at 5% significance level, the t_{table} value can be identified as much 1,721. By comparing the value of t_0 (8.797) and the value of t_{table} (1.721), the result showed that the t_0 is greater than t_{table}.

$$8.797 > 1.721$$

Hence, the examining of hypothesis showed that *H₀* rejected, *Hₐ* accepted if *–t value < -t table* or *t value > t table*. It means that there was an improvement of students' vocabulary retention by implementing gesture reproduction based approach in teaching young learners at SD Negeri Leupung 26.

4.2. Discussion

The present research aimed at examining the effect of gesture reproduction on students' vocabulary retention. As hypothesized, besides enhancing students' motivation in learning English, using gesture also allowed students to learn the words via playful activities. In addition, using gesture reproduction during vocabulary instruction successfully helped young learners in retaining the new words. It appears that when gestures are reproduced and they acted as a motor modality, they leave richer traces in memory system. This result is consistent with previous studies (Tellier, 2008; Allaf and Mosalli, 2015; and Engelkamp and Zimmer, 1985) which acknowledged that gestures reproduction make the trace in memory richer and consequently help the learners to find the words easier at recall.

However, the limited time allocation was one of the problems in doing this experiment. Therefore, the students were not paid attention equally as I had to keep the time to cover all materials to be taught. As the result, those students whom are ignored during teaching learning process might face difficulty in the post-test. From this case, it is unfair to say that there were some students who are failed to retain the words by the help of gesture, perhaps the failure might happen because they did not get the attention so they were left to reproduce the gesture. Finally, as the result of the motor modality absence, the students were harder to recall the words at the end.

In addition, the finding of this study goes one step further than the previous studies. If the previous findings in this domain only focused on the effect of gesture on students' vocabulary memorization, then the findings of this study were not merely about the correlation of both variables (gesture and vocabulary), but extend the meaning of objects that can be reached by this gesture that is about students' learning style. It was clearly shown that the use of gesture reproduction in teaching vocabulary failed to help all students equally.

The theory of students' learning style highlights that kids vary in how they learn: some learn best by looking (visual learners), some by listening (auditory learners), and some by manipulating things (kinesthetic learners). According to the theory, if we know what sort of a learner a child is, we can optimize his or her learning by presenting material in the way that they like. As the gesture quite relates to kinesthetic learners, then the powerful of this nonverbal aid only reach this type of

students and ignored the others. It might happen because most of the auditory and visual learners do not like to involve physically in learning. Therefore, knowing the students' learning style before teaching them is quite important to optimize their learning although it cannot be done in a short time as what happened in this experiment.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents two sections. They are conclusions and suggestions.

5.1. Conclusions

This current research was conducted to grade IV students of SD Negeri Leupung 26 in the academic year of 2016/2017. The aim of this study was to explore the effectiveness of gesture reproduction in students' vocabulary retention.

After conducting the research, there are some conclusions I could infer:

1. The use of gesture reproduction in teaching vocabulary to young learners at SD Negeri Leupung 26 successfully helped the students in retaining the lexical items. It could be verified through the students' test score where the result of post-test was higher than that of pre-test. The mean of Pre-test was 36,8 while that of post-test was 64,9. Then, the improvement of students' vocabulary retention was also proved by analyzing t_0 and t_{table}. By comparing the value of t_0 (8.797) and the value of t_{table} (1.721), the result showed that the t_0 was greater than t_{table}. This calculation suggests that the null hypothesis (H_0) stating that gestures reproduction does not enhance students' vocabulary retention was rejected and

the alternative hypothesis (H_a) stating that gestures reproduction enhances students' vocabulary retention was accepted.

2. Gesture reproduction was considered as a tool that supported students in retaining the new words. Students' physical activity during vocabulary learning can be a trigger for the students in recalling the previous words. Further, the powerful of gesture might happen as the students saw the gesture, repeated the words as well as reproduced the gesture. In contrast, it failed to help the learners retain the words if the pupils merely saw the gesture and repeated the words. Thus, it can be inferred that the combination of spoken (repeating the words), visual (looking at the gesture) and motor (reproducing the gesture) modality will leave richer traces in memory.

5.2. Suggestions

After having new insight about the implementation of gesture based approach especially in Aceh Besar, there are some suggestions that can be made. It is suggested that teachers consider using this approach in vocabulary learning. In one hand, it is one of effective ways to help young learners to retain the words via playful activities. On the other hand, it can also avoid the feeling of boredom as the students in this case will have more activities in learning.

As the teacher however, it cannot be well established if all students are kinesthetic. For the students who do not like to have physical activities during

teaching learning processes, it is suggested to teachers to present other modalities without ignoring gesture reproduction. For example, for those who are visual, they can be helped by presenting the picture before asking them to reproduce the gesture. So, if they deny to reproduce the gesture, the picture can be the tool that support them to retain the words. Another case for audio student for example, the teacher can help them to reinforce the words retention by repetition as this way is also used in gesture based approach. By doing so, all students with different learning style can equally get the same attention in terms of helping them to retain the words.

Further, the findings of this study must be treated with caution as the number of participants included in this study was limited. Therefore, it is really suggested to other researchers who are interested in this topic of study to have a larger sample of research. Then, it also sounds interesting if the future work will examine whether there are differences between retaining verb and noun. It has been suggested by Gentner (1981, as cited in Tellier 2008) that verbs are harder to learn than nouns. Thus, exploring the differences in the retention of words depending on word class will be an interesting topic to be studied.

REFERENCES

Allaf A, O & Mosalli, Z. (2015). *The Effect of Gestures On Vocabulary Acquisition and Retention*. International Journal of Language Learning and Applied Linguistics World.

Allen, L. Q. (1995). *The effects of emblematic gestures on the development and access of mental representations of French expressions.* The Modern Language Journal, 79 (4), 521–529.

Baddeley, A. D. (1999). *Essentials of human memory*. Psychology Press: Hove.

Clark, J. M. & Paivio, A. (1991).*Dual Coding Theory and Education.*Educational Psychology Review, 3(3), 149-210.

Creswell, J. W., (2008). *Mixed Methods Research: Design and Procedures. Journal of Mixed Methods Research* :University of Pretoria.

Descartes R. (1637). *The Discourse on Method and Metaphysical Meditations.* London: Walter Scott.

Emerson, R. M. et al. (2011). *Writing Ethnographic Fieldnotes*. 2nd ed. Chicago, IL: University of Chicago Press.

Engelkamp, J & Hubert D. Z (1985).*Motor programs and their relation to semantic memory.*German Journal of Psychology, 9, 239-254.

Goldin-Meadow, Susan. (2003). *Hearing Gesture: How our Hands Help us Think.* Cambridge, MA: Harvard University Press.

Gullberg, M., (2006). *Some reasons for studying gesture and second language acquisition*. (pp. 103-124)

Gullberg, M. (2008).Gestures and second language acquisition. In Peter Robinson(ed.), *Handbook of Cognitive Linguistics and Second Language Acquisition*, 276–305. London: Routledge.

Hebb, D. O. (1949).*The Organization of Behavior.A NeuropsychologicalTheory.* New York: John Wiley & Sons.

Hornby, AS. (1995). *Oxford Advance Learner's Dictionary of Current Great Britain.*

http://www.thefreedictionary.com/memo. Retrieved on January 28, 2016

Kelly, S. D., M. Esch, and T. McDevitt. (2007). *Neural correlates of learning Japanese words with and without iconic hand gesture.* Cognitive Neuroscience Abstracts B 126.87.

Kendon, A. (2004). *Gesture: visible action as utterance.* Cambridge: Cambridge University Press.

Iacono, J. Brown, A. and Holtham, C. (2009).*"Research Methods – a Case Example of Participant Observation."*The Electronic Journal of Business Research Methods Volume 7 Issue 1.(pp.39 - 46).

Macedonia, M & Katharina V. K. (2012).*Gestures Enhance Foreign Language Learning.* Biolinguistics6.3–4: 393–416. Retrieved fromhttp://www.biolinguistics.eu

McNeill, D. (1992). *Hand and mind: What gestures reveal about thought.* Chicago,IL:University of Chicago Press.

Oxford Advanced Learner's Dictionary (5[th]ed.)(2005). Oxford: Oxford University Press.

Richards, J. C., & Schmidt, R. (2010).*Longman dictionary of language teaching and applied linguistics* (4th ed.)*.* London: Longman.

Rowe M. L., Silverman R. D., Mullan B. E. (2012).*The role of pictures and gestures asnonverbal aids in preschoolers' word learning in a novel language.*Contemp. Educ.Psychol. 38, 109–117 10.1016/j.cedpsych.2012.12.001

Salkind, N. J., (2011). *Exploring Research: Pre and True Experimental Research Designs*. Pearson Prentice Hall

Schmitt, N., (1994). *Vocabulary Testing: Questions For Test Development With Six Examples Of Tests Of Vocabulary Size And Depth*. Minatogawa Women's CollegeSanda, Japan

Schwandt, Thomas A. (2015). *The SAGE Dictionary of Qualitative Inquiry*.4th edition. Thousand Oaks, CA: SAGE,

Shin, J.K., (2006).*Ten Helpful Ideas for Teaching English to Young Learners.* United States.

Sudijono, A. (2010). *Pengantar statistic pendidikan.* Jakarta: Rajawali Pers.

Sueyoshi, A., and D. M. Hardison. 2005. *The role of gestures and facial cues in second language listening comprehension.*Language Learning 55.661–99.

Susanti, W. (2009).*Improving Students' Vocabulary Mastery Through Gesture*. Surakarta

Tellier, M. (2008).*The effect of gestures on second language memorisation by young children.*Gesture 8. 219-35. Retrieved from: https://hal.archives-ouvertes.fr/hal-00375251

Winarni, A. (2013). *The Effectiveness Of Using Gesture To Improve The Vocabulary Mastery*.Journal of Partial Fulfillment of the Requirements for the SarjanaPendidikan Degree.

Zimmer, H. (2001a). *Why do Actions speak louder than words.Action memory as a variant of encodingmanipulations or the result of a specific memorysystem?* In H. D. Zimmer, R. Cohen, J. M. J. Guynn, R. Engelkamp& M.A. Foley (eds.), *Memory for Action: A Distinct form of episodicmemory*, 151–198. New York: Oxford University Press.

Rencana Pelaksanaan Pembelajaran

Sekolah   : SD Negeri Leupung 26

Matapelajaran   : Bahasa Inggris

Kelas   : IV A

Materi Pokok   : Vocabulary

Alokasi Waktu   : 35 menit (1 pertemuan)

A. Indikator Pencapaian Materi

Siswa mampu menjawab pertanyaan yang diberikan guru

B. Materi Pembelajaran (rincian dari Materi Pokok)

Pre-test

C. Langkah-langkah Kegiatan Pembelajaran

a. Pendahuluan/Kegiatan Awal (7 menit)

- Salam dan tegur sapa
- Memperkenalkan diri
- Mengabsen Siswa
- Menunjukkan tujuan pembelajaran

b. Kegiatan Inti (23 menit)

- Menamai siswa dengan memberikan nomor identitas kepada masing-masing   siswa
- Membagikan kertas soal kepada setiap siswa
- Menjelaskan cara mengerjakan soal tersebut
- Sambil mengerjakan soal dalam bentuk tulisan, satu per satu siswa dipanggil berdasarkan nomor yang telah diberikan untuk maju ke depan mengikuti tes lisan

c. Penutup (5 menit)

- Menyuruh siswa untuk mengumpulkan tugasnya
- Menjelaskan tujuan pembelajaran pada pertemuan selanjutnya

D. Penilaian

1. Jenis/teknik penilaian:

   a.   Penilaian Keterampilan

       Tes lisan

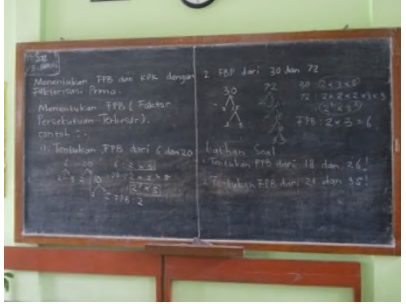**2. Bentuk instrumen dan instrumen**

Kompetensi Keterampilan

1.	TeknikPenilaian	Tes lisan
2.	Bentuk Instrumen	Menjawab pertanyaan yang ditanyakan guru secara lisan

No.	Indikator	Jumlah Soal
1.	Siswa diperlihatkan tujuh gambar, lalu diminta untuk memilih gambar yang sesuai dengan apa yang diminta oleh guru. Contohnya: give me a bag!	5
2.	Siswa diminta untuk menerjemahkan kata dalam bahasa indonesia ke dalam bahasa inggris.	5

INSTRUMEN PENILAIAN(KETERAMPILAN)

Exercise 1

Petunjuk: Pilihlah apa yang saya minta dari gambar yang telah disediakan. Dua gambar dari gambar tersebut adalah gambar pengecoh dan tidak termasuk dalam gambar yang diminta.

No.	Comprehension Task/ Soal Pemahaman	
1.	Can you give me a "book"? ⇨ Berikan saya "book"	
2.	Show me the "house"! ⇨ Tunjukkan kepada saya "house"!	
3.	Which one is "school"? ⇨ Yang manakah "school"	
4.	Show me "a teacher"! ⇨ Tunjukkan kepada saya "teacher"!	

5.	Which one is "door"?	
	⇨ Yang manakah "door"?	

Exercise 2

Petunjuk: jawablah dengan cara menerjemahkan kata yang disebutkan ke dalam bahasa inggris.

No.	Translation Task/ Soal Terjemahan	
1.	Tell me what is "pergi" in english?	
	⇨ Beritahukan saya apa arti "pergi" dalam bahasa inggris?	
2.	In English "duduk" is…	
	⇨ Dalam bahasa inggris "duduk" adalah…	

3.	Tell me what is "air" in english? ⇨ Bertahukan saya apa arti "air" dalam bahasa inggris?	
4.	What is "mulut" in english? ⇨ apa arti "mulut" dalam bahasa inggris?	
5.	How to say "sarapan pagi" in English? ⇨ bagaimana cara mengatakan "sarapan pagi" dalam bahasa inggris?	

LEMBAR PENILAIAN KETERAMPILAN

Kelas   : IVA

Semester   : I

TahunPelajaran   : 2016/2017

Bentuk   : Test Lisan

Indikator   : Kosakata

Penilaian   : Jawaban yang benar x 10

No	Name of students	Vocabularies										Total number of words retention
		1	2	3	4	5	6	7	8	9	10	
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												

10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											
21.											
22.											

Keterangan:

1 = Go   6 = House

2 = Sit   7 = Book

3 = Water   8 = School

4 = Mouth   9 = Door

5 = Breakfast   10= Teacher

Mengetahui,   Cot Raya, 19 September 2017
Kepala Sekolah SDN Leupung 26   Guru Mata Pelajaran Bahasa
                                     Inggris

M. IL. MUHAMMAD, S. Pd   WARDATUL JANNAH, S. Pd
NIP. 196207251984101001

Rencana Pelaksanaan Pembelajaran

Sekolah   : SD Negeri Leupung 26

Matapelajaran   : Bahasa Inggris

Kelas   : IVA

Materi Pokok   : Vocabulary

Alokasi Waktu   : 35 menit x 3(3 pertemuan)

C. Indikator Pencapaian Materi

Siswa mampu mengingat kosa kata yang diberikan dengan baik

D. Materi Pembelajaran (Rincian dari Materi Pokok)

Vocabulary: 'cry', 'cat', 'fly', 'smoke', 'swim', 'write', 'big', 'smile', 'face', 'drink', 'drive', 'bag', 'open', 'cool', 'sleep'.

E. Langkah-langkah Kegiatan Pembelajaran

❖ **Pertemuan Pertama**

a. Pendahuluan/Kegiatan Awal (5 menit)

- Salam dan tegur sapa
- Mengabsen Siswa
- Menunjukkan tujuan pembelajaran

b. Kegiatan Inti (25 menit)

Peserta didik	Guru	Time allotment
Mengamati		
• Siswa memperhatikan gerakan yang dibuat guru di depan kelas	• Guru meminta siswa mengamati gerakan yang dibuatnya di depan kelas	5'

Menanya		
• Siswa ditanya tentang kata yang berhubungan dengan gerakan yang dibuat guru tersebut	• Guru bertanya tentang kata yang berhubungan dengan gerakan yang dibuat tersebut	4'
Mengumpulkan informasi		
• Siswa mencoba menebak kata yang berhubungan dengan gerakan yang dibuat • Siswa disuruh menerjemahkan kata yang telah dibenarkan guru tersebut ke dalam bahasa inggris	• Guru membimbing siswa menebak kata yang berhubungan dengan gerakan yang dibuat • Guru memastikan kata yang dijawab siswa sesuai dengan target kosa kata yang dipersiapkan guru • Guru menyuruh menerjemahkan kata tersebut ke dalam bahasa inggris	5'
Mengasosiasi		
• Siswa diajak untuk membuat kalimat sederhana dari kata yang sudah diterjemahkan tersebut. Ex: I am flying	• Guru bersama dengan siswa membuat kalimat sederhana dari kata yang sudah diterjemahkan	6'
Mengkomunikasikan		
• Siswa diajak untuk membuat gerakan yang samaseperti guru sesuai dengan kata yang bersangkutan	• Guru memberi kesempatan peserta didik untuk membuat gerakan yang sama seperti yang	5'

	dicontohkannya di depan kelas	

c. Penutup (5 menit)

- Guru menanyakan pendapat peserta didik tentang perasaaan mereka selama proses pembelajaran berlangsung.
- Guru menjelaskan tujuan pembelajaran selanjutnya.

❖ **Pertemuan Kedua**

a. Pendahuluan/Kegiatan Awal (5 menit)

- Salam dan tegur sapa
- Mengabsen Siswa
- Mengulang kembali vocabulary yang telah diberikan sebelumnya
- Menunjukkan tujuan pembelajaran

b. Kegiatan Inti (25 menit)

Peserta didik	Guru	Time allotment
Mengamati		
• Siswa memperhatikan gerakan yang dibuat guru di depan kelas • Salah seorang siswa diminta untuk membuat gerakan di depan kelas • Siswa lain mengikuti gerakan yang dibuat temannya di tempat duduk	• Guru meminta siswa mengamati gerakan yang dibuatnya di depan kelas • Guru menyuruh salah seorang siswa untuk membuat gerakan di depan kelas • Guru membimbing siswa lain untuk membuat gerakan yang sama di	7'

	tempat duduk	
Menanya		
• Siswa ditanya tentang kata yang berhubungan dengan gerakan yang dibuat guru tersebut	• Guru bertanya tentang kata yang berhubungan dengan gerakan yang dibuat tersebut	4'
Mengumpulkan informasi		
• Siswa mencoba menebak kata yang berhubungan dengan gerakan yang dibuat • Siswa disuruh menerjemahkan kata yang telah dibenarkan guru tersebut ke dalam bahasa inggris	• Guru membimbing siswa menebak kata yang berhubungan dengan gerakan yang dibuat • Guru memastikan kata yang dijawab siswa sesuai dengan target kosa kata yang dipersiapkan guru • Guru menyuruh menerjemahkan kata ke dalam bahasa inggris	5'
Mengasosiasi		
• Siswa diajak untuk membuat kalimat sederhana dari kata yang sudah diterjemahkan tersebut. Ex: My bag is big	• Guru bersama dengan siswa membuat kalimat sederhana dari kata yang sudah diterjemahkan	5'
Mengkomunikasikan		
• Siswa diajak untuk membuat gerakan yang samaseperti guru sesuai	• Guru memberi kesempatan peserta didik untuk membuat	4'

Peserta didik	Guru	
dengan kata yang bersangkutan	gerakan yang sama seperti yang dicontohkannya di depan kelas	

c. Penutup (5 menit)

- Guru menanyakan pendapat peserta didik tentang perasaaan mereka selama proses pembelajaran berlangsung.
- Guru menjelaskan tujuan pembelajaran selanjutnya.

❖ **Pertemuan Ketiga**

a. Pendahuluan/Kegiatan Awal (5 menit)

- Salam dan tegur sapa
- Mengabsen Siswa
- Menunjukkan tujuan pembelajaran
- Mengajak siswa belajar di luar kelas
- Membagikan siswa ke dalam beberapa kelompok kecil

b. Kegiatan Inti (25 menit)

Peserta didik	Guru	Time allotment
Mengamati		
• Siswa memperhatikan gerakan yang dibuat guru	• Guru memintasiswa mengamati gerakan yang dibuatnya	5'
Menanya		
• Siswa ditanya tentang kata yang berhubungan dengan gerakan yang dibuat guru tersebut	• Guru bertanya tentang kata yang berhubungan dengan gerakan yang dibuat tersebut	4'

Mengumpulkan informasi		
• Siswa bersama anggota kelompoknya mencoba menebak kata yang berhubungan dengan gerakan yang dibuat • Siswa disuruh menerjemahkan kata yang telah dibenarkan guru tersebut ke dalam bahasa inggris	• Guru membimbing siswa menebak kata yang berhubungan dengan gerakan yang dibuat • Guru memastikan kata yang dijawab siswa sesuai dengan target kosa kata yang dipersiapkan guru • Guru menyuruh menerjemahkan kata tersebut ke dalam bahasa inggris	5'
Mengasosiasi		
• Siswa diajak untuk membuat kalimat sederhana dari kata yang sudah diterjemahkan tersebut.	• Guru bersama dengan siswa membuat kalimat sederhana dari kata yang sudah diterjemahkan	6'
Mengkomunikasikan		
• Siswa diajak untuk membuat gerakan yang samaseperti guru sesuai dengan kata yang bersangkutan	• Guru memberi kesempatan peserta didik untuk membuat gerakan yang sama seperti yang dicontohkannya	6'

c. Penutup (5 menit)

- Guru menanyakan pendapat peserta didik tentang perasaaan mereka selama proses pembelajaran berlangsung.

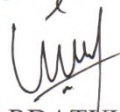## D.Media, Alat, dan Sumber Pembelajaran

- Media dan Alat: papan tulis, spidol, gambar yang relevan

Mengetahui,
Kepala Sekolah SDN Leupung 26

Cot Raya, 19 September 2017
Guru Mata Pelajaran Bahasa
Inggris

JALIL MUHAMMAD, S. Pd
NIP. 196207251984101001

WARDATUL JANNAH, S. Pd

Rencana Pelaksanaan Pembelajaran

Sekolah   : SD Negeri Leupung 26

Matapelajaran   : Bahasa Inggris

Kelas   : IVA

Materi Pokok   : Vocabulary

Alokasi Waktu   : 35 menit (1 pertemuan)

F. Indikator Pencapaian Materi

Siswa mampu menjawab pertanyaan yang diberikan guru

G. Materi Pembelajaran (rincian dari Materi Pokok)

Post-test

C. Langkah-langkah Kegiatan Pembelajaran

a. Pendahuluan/Kegiatan Awal (7 menit)

- Salam dan tegur sapa
- Mengabsen Siswa
- Senam otak bersama-sama dengan siswa
- Siswa diminta untuk mengumppulkan buku catatan bahas inggris
- Menjelaskan tujuan pembelajaran

b. Kegiatan Inti (25 menit)

- Menamai siswa dengan memberikan nomor identitas kepada masing-masing siswa
- Membagikan kertas soal kepada setiap siswa
- Menjelaskan cara mengerjakan soal tersebut
- Sambil mengerjakan soal dalam bentuk tulisan, satu per satu siswa dipanggil berdasarkan nomor yang telah diberikan untuk maju ke depan mengikuti tes lisan

c. Penutup (3 menit)

- Menyuruh siswa untuk mengumpulkan tugasnya

D. Penilaian

1. Jenis/teknik penilaian:

b. Penilaian Keterampilan

Tes lisan

2. Bentuk instrumen dan instrumen

Kompetensi Keterampilan

1.	TeknikPenilaian	Tes lisan
2.	Bentu Instrumen	Menjawab pertanyaan yang ditanyakan guru secara lisan

No.	Indikator	Jumlah Soal
1.	Siswa diperlihatkan tujuh gambar, lalu diminta untuk memilih gambar yang sesuai dengan apa yang dimintaoleh guru. Contohnya: show me a cat!	5
2.	Siswa diminta untuk menerjemahkan kata dalam bahasa indonesia ke dalam bahasa inggris.	5

INSTRUMEN PENILAIAN(KETERAMPILAN)

Exercise 1

Petunjuk: Pilihlah apa yang saya minta dari gambar yang telah disediakan. Dua gambar dari gambar tersebut adalah gambar pengecoh dan tidak termasuk dalam gambar yang diminta.

No.	Comprehension Task/ Soal Pemahaman	
1.	Can you give me "a bag"? ⇨ Berikan saya "bag"	
2.	Show me "a cat"! ⇨ Tunjukkan kepada saya "cat"!	
3.	Show me that Andi drinks water! ⇨ Tunjukkan kepada saya Andi "drink water"!	
4.	Show me "the face"! ⇨ Tunjukkan kepada saya "face"!	

5.	Which picture shows that Farid opens the door? ⇨ Gambar manakah yang menunjukkan farid "opens the door"	

Exercise 2

Petunjuk: jawablah dengan cara menerjemahkan kata yang disebutkan ke dalam bahasa inggris.

No.	Translation Task/ Soal Terjemahan	
1.	Tell me what is "terbang" in english? ⇨ Beritahukan saya apa arti "terbang" dalam bahasa inggris?	

2.	In English "menulis" is… ⇨ Dalam bahasa inggris "menulis" adalah…	
3.	Tell me what is "besar" in english? ⇨ Bertahukan saya apa arti "besar" dalam bahasa inggris?	
4.	What is "tidur" in english? ⇨ apa arti "tidur" dalam bahasa inggris?	
5.	"merokok" means… ⇨ "merokok" artinya…	

LEMBAR PENILAIAN KETERAMPILAN

Kelas   : IVA

Semester   : I

TahunPelajaran   : 2016/2017

Bentuk   : Test Lisan

Indikator   : Kosakata

Penilaian   : Jawaban yang benar x 10

No	Name of students	Vocabularies										Total number of words retention
		1	2	3	4	5	6	7	8	9	10	
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												

20.											
21.											
22.											

Ket:

1 = Fly	6 = Drink
2 = Write	7 = Cat
3 = Sleep	8 = Face
4 = Big	9 = Bag
5 = Smoke	10=Open

Mengetahui,
Kepala Sekolah SDN Leupung 26

JALIL MUHAMMAD, S. Pd
NIP. 196207251984101001

Cot Raya, 19 September 2017
Guru Mata Pelajaran Bahasa
Inggris

WARDATUL JANNAH, S. Pd
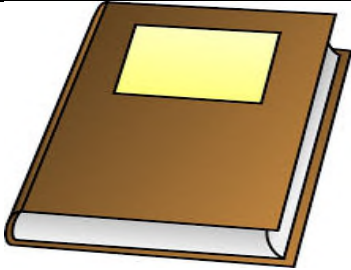
The Pre-test and Post-test Questions
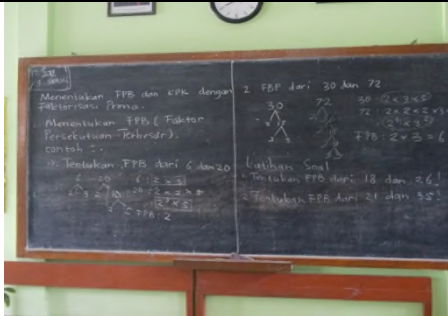
A. The Pre-test Question

Exercise 1

Petunjuk: Pilihlah apa yang saya minta dari gambar yang telah disediakan.

Dua gambar dari gambar tersebut adalah gambar pengecoh dan tidak termasuk

dalam gambar yang diminta.

No.	Comprehension Task/ Soal Pemahaman	
1.	Can you give me a "book"? ⇨ Berikan saya "book"	
2.	Show me the "house"! ⇨ Tunjukkan kepada saya "house"!	
3.	Which one is "school"? ⇨ Yang manakah "school"	

4.	Show me "a teacher"! ⇨ Tunjukkan kepada saya "teacher"!	
5.	Which one is "door"? ⇨ Yang manakah "door"?	

Exercise 2

Petunjuk: jawablah dengan cara menerjemahkan kata yang disebutkan ke dalam bahasa inggris.

No.	Translation Task/ Soal Terjemahan	
1.	Tell me what is "pergi" in english? ⇨ Beritahukan saya apaarti "pergi" dalam bahasa inggris?	
2.	In English "duduk" is… ⇨ Dalam bahasa inggris "duduk" adalah…	
3.	Tell me what is "air" in english? ⇨ Bertahukan saya apa arti "air" dalam bahasa inggris?	
4.	What is "mulut" in english? ⇨ Apa arti "mulut"	

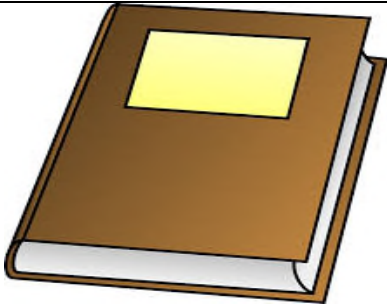|		
	dalam bahasa inggris?	
5.	How to say "sarapan pagi" in English? ⇨ Bagaimana cara mengatakan "sarapan pagi" dalam bahasa inggris?	

B. The Post-test Question

Exercise 1

Petunjuk: Pilihlah apa yang saya minta dari gambar yang telah disediakan. Dua gambar dari gambar tersebut adalah gambar pengecoh dan tidak termasuk dalam gambar yang diminta.

No.	Comprehension Task/ SoalPemahaman	
1.	Can you give me "a bag"? ⇨ Berikan saya "bag"	
2.	Show me "a cat"! ⇨ Tunjukkan kepada saya "cat"!	
3.	Show me that Andi drinks water! ⇨ Tunjukkan kepada saya Andi "drink water"!	

4.	Show me "the face"! ⇨ Tunjukkan kepada saya "face"!	
5.	Which picture shows that Farid opens the door? ⇨ Gambar manakah yang menunjukkan farid "opens the door"	

Exercise 2

Petunjuk: jawablah dengan cara menerjemahkan kata yang disebutkan ke dalam bahasa inggris.

No.	Translation Task/ Soal Terjemahan	
1.	Tell me what is "terbang" in english? ⇨ Beritahukan saya apa arti "terbang" dalam bahasa inggris?	
2.	In English "menulis" is… ⇨ Dalam bahasa inggris "menulis" adalah…	
3.	Tell me what is "besar" in english? ⇨ Bertahukan saya apa arti "besar" dalam bahasa inggris?	
4.	What is "tidur" in english? ⇨ Apa arti "tidur" dalam bahasa inggris?	
5.	"merokok" means… ⇨ "merokok" artinya…	

Nomor : UN.08/FTK/PP.00.9/12574/2016
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 November 2016

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. T. Zulfikar, M.Ed   Sebagai Pembimbing Pertama
2. Risdaneva, MA   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Ikhwani**
NIM   : **231324194**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Use of Gesture Reproduction in Young Learners' Vocabulary Retention in EFL Classroom**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 28 Desember 2016
An. Rektor
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-6609/Un.08/TU-FTK/ TL.00/08/2017   10 Agustus 2017
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
        Menyusun Skripsi

Kepada Yth.

Di -
   Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Ikhwani
N I M	:	231 324 194
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	VIII
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Cot Raya

Untuk mengumpulkan data pada:

SD Negeri Leupung 26

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Use of Genture Reproduction in Young Learners' Vocabulary Retention in EFL Classroom

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

                         An. Dekan,
                         Kepala Bagian Tata Usaha,

                         M. Said Farzan Ali

Kode 7583

SURAT KETERANGAN PENELITIAN
Nomor: 422 / 347 / 2017

Yang bertanda tangan dibawah ini:

Nama	: **JALIL MUHAMMAD,S.Pd**
Nip	: 196207251984101001
Pekerjaan/Jabatan	: PNS/Kepala Sekolah
Unit Kerja	: SD N Leupung 26

Berdasarkan surat dari Dinas Pendidikan Pemerintah Kabupaten Aceh Besar nomo 070 / 943 /2017 pada tanggal 13 September 2017 tentang izin pengumpulan data dengan ini menerangkan bahwa:

Nama	: **IKHWANI**
Nim	: 231 324 194
Jurusan/Prodi	: Pendidikan Bahasa Inggris
Jenjang	: S-I

Benar yang namanya tersebut diatas telah melaksanakan penelitian pada SD N Leupung 26 dari tanggal 16 September 2017 sampai 11 Oktober 2017 dalam rangka menyusun skripsi yang berjudul:

"THE USE OF GERTURE REPRODUCTION IN YOUNG LEARERS' VOCABULARY RETENTION IN EFL CLASSROOM"

Demikianlah surat keterangan ini kami keluarkan dengan sebenarnya untuk dapat dipergunakan seperlunya.

Cot raya,11 Oktober 2017
Kepala SD N Leupung 26

JALIL MUHAMMAD,S.Pd
Nip. 196207251984101001

AUTOBIOGRAPHY

1. Full Name : Ikhwani
2. Place/Date of Birth : Cot Raya/03th of December 1995
3. Religion : Islam
4. Sex : Female
5. Nationality/Ethnic : Indonesia/Acehnese
6. Marital Status : Married
7. Occupation : Student
8. Address : Desa Cot Raya, Kec. Kuta Baro, Kab. Aceh Besar
9. E-mail : ikhwani1001malam@gmail.com
10. Parents' Name
    a. Father : (The Late) Alwi A. Rani
    b. Mother : Nurmala
11. Parent's Occupation
    a. Mother : Farmers
12. Parent's Adress : Desa Cot Raya, Kec. Kuta Baro, Kab. Aceh Besar
13. Educational Background
    a. Elementary School : SDN Leupung 26: 2007
    b. Junior High School : MTsS Darul Ihsan: 2010
    c. Senior High School : MAN Model Banda Aceh : 2013
    d. University : Fakultas Tarbiyah - UIN Ar-Raniry, graduated :
       2018

Banda Aceh, January 26, 2018

The Researcher

Ikhwani