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Judul Karya Ilmiah (artikel) : "THE ROLE OF GENDER IN VOCABULARY ACQUISITION THROUGH NURSERY RHYMES AMONG YOUNG EFL LEARNERS IN INDONESIA"

Nama Penulis : Ipung Sri Purwanti Hery  
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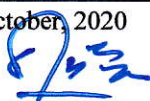
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Surakarta, 10 October 2020

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## The Role of Gender in Vocabulary Acquisition through Nursery Rhymes among Young EFL Learners in Indonesia

Ipung Sri Purwanti Hery  
Sekolah Tinggi Ilmu Ekonomi AUB  
Surakarta

[ipungyuniorgmail.com](mailto:ipungyuniorgmail.com)

Imelda Hermilinda Abas  
Abdul-Rahman Al-Sumait University, Department of Linguistics,  
Zanzibar  
[imelabas@yahoo.com](mailto:imelabas@yahoo.com)

**Abstract** – The study aimed at investigating the role of the gender in vocabulary acquisition through nursery rhymes among third grade elementary school students in Indonesia. Some studies on gender differences in language acquisition showed inconsistent results, where some focused on the superiority of males over females, others highlighted on females being better as language learners than males, and some others pointed out that gender is irrelevant in second or foreign language acquisition. Therefore, gender is recognized as a complex and distinctive issue. Studies on the use of nursery rhymes conducted outside Indonesia indicated that nursery rhymes could help to promote oral proficiency skills, listening, thinking skills, interest and motivation towards learning English. Unfortunately, in Indonesia, there are very few studies conducted to evaluate the effects of nursery rhymes in enhancing vocabulary acquisition and phonemic awareness. In this study, nursery rhymes are recommended suitable in teaching vocabulary to young learner because there is no melody to serve as a point of identification, and learning nursery rhymes develops and improves extensive early literacy skills, such as oral skills, phonemic awareness, phonics, vocabulary, fluency, the rhythm of words, and comprehension. This paper is part of a dissertation which was using a quasi-experimental design. The design involved a pre-test & a post-test that were given to two groups, control and experimental group. However, for the purpose of this paper, the researchers only used the results of the post-test on the experimental group. The Experimental Group was exposed to 60 words taken from eight 'Mother Goose' nursery rhymes. The group practiced pronouncing words through nursery rhymes and given worksheets to practice writing and coloring pictures of the vocabulary introduced in every lesson to stimulate long-term memory. Then, at the end of the intervention, both groups were sitting on two post-test. The first post-test was administered on the week tenth, while the second post-test was on the thirteenth week. Although the scope was limited (third grade elementary school students), it appeared that gender has no significant effect on the vocabulary acquisition.

**Keywords:** *gender, second language acquisition, young learners, quasi-experimental, vocabulary acquisition.*

### 1. Introduction

English has become the most spoken language in the world. In countries where English is not a native language, the students are learning English as second language or foreign language. Thus this knowledge is well-known as second language acquisition. The goal of second language acquisition learning, according to Ellis (1994), is the description and explanation of the learner's linguistic or communicative competence, where the acquisition of a second language feature may be considered to have taken place either when it is used for the first time or only when it can be used to a high level of accuracy (Ellis, 1994, p.15).

Gender is known as one of the most relevant factors used in second language acquisition research to distinguish among learners. Some studies have been devoted to researching in several areas of second language acquisition in regards to gender differences, such as reading comprehension (Brantmeier, 2003; Young & Oxford, 1997), learning strategies (Jiménez, 2003; Young & Oxford, 1997) or error production (Agustín Llach, Fontecha, & Moreno Espinosa, 2005; Jiménez, 1992). The findings of these studies show inconsistent results, where some focused on the superiority of males over females,



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