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**PROGRAM STUDI TADRIS BAHASA INGGRIS (T-INGGRIS) JURUSAN  
TARBIYAH**

**INSTITUT AGAMA ISLAM NEGERI (IAIN) KUDUS**

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## **FOREWORD**

Our deep gratitude goes to the presence of Allah SWT who has given us strength and ability, so that we can publish JETLI: Journal of English Teaching and Learning Issues at English Studies Program IAIN Kudus.

This edition contains about theoretical and empirical studies in the field of English, especially on education, teaching and linguistics. Observers of English education have contributed in this journal, both from within and outside of IAIN Kudus. Hopefully the scientific treasury in this journal is useful for the implementation of English education that develops and integrates the linguistic, Islamic, scientific, and professional educators, and competitive aspects.

With the publication of the Journal of JETLI, it is expected that the input and constructive criticism from the academic community and the various competent parties, so that the next issue will be better and better quality.

Finally the editorial team expressed gratitude to the lecturers, editors and related parties who participated in the publication of this journal.

Journal team

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## Improving Young Learners' Listening Skill By Using Nursery Rhymes Song

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### ABSTRACT

Listening is one of the most important skill in learning language for young learners, because the first way to learn language start from learning how to listen. In learning English, most of young learners in Indonesia found some difficulties to listen directly from the native speaker or from the environment, such as from young learners' school or from young learners' family, it happened because English is still as the second language in Indonesia which is not use in daily life. Many media uses by most of schools in Indonesia to improve young leraners' competencies in English, for example by using some application from smartphone or by using song. Here, the writers choose nursery rhymes song as an alternative media in improving young learners' listening skill. The experimental research design was employed. The experimental group was taught using nursery rhymes song while the control group was taught using the conventional method. There are two classes in the same level at six grade level from SDUT BUMI KARTINI JEPARA participated in this study, they are from maroco and mesir class. The findings indicated that nursery rhymes song significantly improved the students' listening skill toward learning English. This study concluded that nursery rhymes song is one of media that is very effective for improving young learners' listening skill because young learners are very happy to learn English while singing the nursery rhymes song.

Keywords:

Young Learners, Nursery Rhymes Song, Media, Listening Skill

## Introduction

In Indonesia, English is still as the second language which is not use in daily communication. It is as one of the big problems for language learner to improve their English skill. For education in Indonesia, English material seems like scary subject for most of students, because they do not have much time to learn English at school, although there are so many application in smartphone or some resources from the internet for learning English, so they can study everywhere, anywhere and anytime, but in fact, there are only few students who have self awareness to improve their English competence by searching some resources from the internet or learning English from the application from the smartphone by themselves. It happened because of the family, the school and also the environment that have give role model and support to the students itself.

There are four skills in English should learn by students, they are listening, speaking, reading and writing. All skill has correlation each other and actually, listening is one of the most difficult skills in learning English because of the dialect, accent, intonation and also the pronunciation which is produced by the native speaker voice is different and usually the pronunciation is too fast. So, the listener or the audiences especially for the second language learner have big problem in listening because of many reasons such as explained above. The solution for facing such big problem in listening for students have been facilitated by teachers at school with some audio media and also supported by some awesome technology in twenty first century era with so many applications in android system for improving listening skill for students. There are so many choices application in play store and also some resources from the internet for supporting students in learning English, but the most important thing is the teachers at school should be familiar with it and know how to use it in teaching and learning process. So, the teachers must to introduce some resources from the internet and also some application to support the students to improve their listening

skill. So, studying English is not only from the teacher at school, but the students can study everywhere they want with good resources given by the teacher.

Teaching by using song, like nursery rhymes song can be alternative media for teaching young learners at elementary school, because studying by singing is making students feeling relax and enjoy.

### *Teaching English to Young Learners*

Teaching English for young learners need such big effort rather than teaching English to teenagers or adult learners, because teaching English to young learners do not only transferring knowledge about English but, they have to understand the teaching methodology for teaching young learners, not only that, they have to recognize the students learning style, the students psychology and also knowing well about classroom management. And the important thing too as teacher of young learners should have big creativity, big patience, cheerful, lovely and humble.

Younger learner have higher imagination than adult learner in learning everything, younger learner have the advantage of being great mimics and they are often unselfconsciousness and are usually very happy for waiting what the teacher will prepare in the classroom. These factors mean that it is easy to maintain the children's motivation and to make the English class enjoyable by doing some activities, such as making the activities be simple enough to understand what is expected to them, giving the task based on their competencies and their levels and making they feel satisfied with their work, the activities should be largely orally based- with very young children listening activities will take up a large proportion of class time and written activities should be used sparingly with younger children.

In teaching English for young learner, the teachers' responsibility is not only simply teaching to the student but they have to help young learner to learn and develop their competencies and skill. Children whose are categorized are ranged from six to eleven are usually categorized as young

learners, compared to very young children-aged around four to six- and pre-pubescent children- aged twelve to thirteen. The challenges in teaching English to young learners are probably related to children's characteristics in term of intellectual development, attention span, sensory input, and affective factors which differentiate them from teenage and adult learners (Brown,2000)

### *Listening Skill*

There are some skills should be learned by the learners, starting from listening, speaking, reading and also writing. The first skill must be learned by student is listening. It is the most important part in learning language. For the baby, she/ he will listen first from some people around him/ her when they speak. It can be her/his family, neighbor or the environment. It means that for learning language, we have to listen first and after that we can speak later. So, the most important thing for learning English is listening. Teaching listening for young learners is more difficult than teaching for teenagers or adult, when we teach listening skill to young learners, we have to make the meaning clear and easily, so young learners can receive what the speaker said easily. In making clear explanation in teaching listening to young learners, we can use some pictures, mime, gestures or body language.

Teaching and learning main language skills (speaking, writing, reading and listening) appears to have always been concerned by writers in the field of second or foreign language acquisition for language learners in the past decades (LeLoup & Pontiero, 2007). Language learners are willing to understand target language (L2) speakers and like to be able to access aural and visual L2 texts via network based multimedia, such as on-line audio and video, Youtube, Podcasts and blogs. Furthermore, language skill, such as listening comprehension plays an important role in L2 learning since the development of L2 listening skills has been proved to pave the way for the efficient development of other skills (Dunkel, 1991; Rost, 2002). Clearly, it



is important to develop L2 listening competence for young learners since it is often perceived by young language learners as difficult language skill to learn since it is largely concerned with their recognition of sounds (Hasan, 2000; Graham, 2003).

### *Nursery rhymes Song and the moral values*

According to Lo and fai Li (1998), rhyming pattern seems to be motivating young language learners as they highlight sound patterns which are different from ordinary speech. Not only do children enjoy telling their own rhyming patterns, they also enjoy listening to nursery rhymes. As described by York (2011), nursery rhymes are simple poetry in nature written in a particular with specific language that young children can learn and enjoy. As reported by York most nursery rhymes can be divided into several lines with special beats each. In fact, beats help the children to have a better attention to the lines and then produce the rhymes.

Most of young learners are interested in singing a song. Singing a song is such a happy activity that makes young learners feeling happy and relax. Singing a song can be as an alternative way to teach young learners for learning English. For the teacher, it seems that using songs in the classroom can be a nice break which can be accommodated in the curriculum (Blondel & Miller, 2011). Songs can be taught to students of different proficiency levels and even those the teachers who have limited resources can use them effectively (Bodden, 2010). Bodden argues that songs plays an important role in language development and can pave the way for young children to engage in more cooperative learning a second language in a rather motivating learning setting.

Every nursery rhymes song has moral values that are very effective given for young learners. So, young learners do not only learn some English materials from nursery rhymes, but also they can take some advantages from the song, which are the moral values. The teacher should tell to the students of the moral values from every nursery rhyme they use in teaching and learning process. So, from singing nursery rhymes song, the

teacher can build young learner's characteristics through nursery rhymes song. For example in Old Mc Donald had a farm, the teacher can says to their students we have to love animals, we have to take care the animals and also the environment. It is one of the examples of moral value which is from nursery rhymes song that can we deliver to the students.

### *The English Subject in Elementary School*

In elementary school, English subject are given to the students. It becomes problem when the teacher do not use suitable media for teaching English to students. Because as we know that English language is still as the second language in Indonesia. The students do not use English language in their daily communication in school or at their home. English material is one of the scary subject in Indonesia, especially for elementary students who never learn English before, although in the kindergarten the teacher introduce some English vocabulary for them, but it is not enough for understanding English language. It happens because they just learn the theory about English language at school but in fact, they are less for practice in using English for daily conversation. It is different for students who stay at boarding school, they have different English competencies with students who just learn at school and after that they are back to their house. In boarding school for example, the are so many regulation should be followed by the students, such us using two languages in a week, three days for Arabic and three days for English language. It concluded that the students need much time for studying and practicing their language. because the students who do not stay at boarding house, after coming from school, most of students spend their time by playing game outside with their friends or watching TV and also spend their time by playing some games from their gadget, such as tablet, smartphone or play station.

Based on the condition above, the writers use nursery rhymes song media for improving students listening skill and

also for some skills in English. So, the students who do not stay at boarding house can study English by using interesting song. It is very effective because the students can listen the song. while singing the song, the students can imitate the native speaker's pronunciation from the song. They can memorize some vocabularies from the song easily. So, studying English, especially for elementary students do not become scary material anymore. Listening becomes one of favorite skill studied by the students.. Elementary students do not only listen to the nursery rhymes song but also there are some videos from the nursery rhymes song, so they can see interactive media used by the teacher in teaching and learning process. Learning English is not difficult lesson but it becomes joyful material for students. Studying English is not only at school with the English teacher but, the students can learn English accompanied by their parents or family at home by using nursery rhymes song which is taken from the internet or play store.

## **Method**

The current study describes an experimental study using quantitative approach. The sample of this current study consisted of 56 students about 11 to 12 years old who belonged to six grade from two classes, they are Mesir and Maroco class in SDUT BUMI KARTINI Jepara, Indonesia. The sample from the two classes was similar in their academic achievement and combination of gender. The subjects from Maroco class (28 students) were assigned to the experimental group while the subjects from Mesir class (28 students) were assigned to be the control group.

In the experimental class, the English teacher uses some interesting nursery rhymes song such as The wheels on the bus and old Mc Donald had a farm nursery rhymes song but in control class, the English teacher uses conventional method which is just explaining the material without using nursery rhymes. Actually the topic which is given to the experimental group and control group is not different because the topic is

about transportation and animal. In experimental group, the wheels on the bus is as the media for telling students about some means of transportation such as bus and its part, it is like wheel, horn and etc. And then for the topic animal is taken from old Mc Donald had a farm, because from this nursery rhymes song, the students can learn some animals and also animals sound such as pig, cat, horse and etc. In control group, the teacher also teaches the students about transportation and animal's material but in this part, the teacher do not use nursery rhymes song. The teacher just explains the material, for example the teacher read some means of transportation and the teacher ask the students for follow the teacher. Based on the result, the students in experimental group are having higher score than students in control group. It means that nursery rhymes having big impact in teaching and learning process from students. The students' motivation in learning English is bigger than students who do not learn English through nursery rhymes song.

## Discussion

All students are from grade 6, names and details about students are protected and encoded with capital letters S and numbers. Examples of nursery rhymes songs used in learning can be seen in table 1. While Table 2 shows changes in individual values from pretest to posttest in the experimental class. The use of nursery rhymes-based teaching materials is used in teaching in the 6th grade of Morocco.

The results of the pretest before being given treatment to students on the average class showed learning outcomes of 59.29 and after posttest it was 72.07. The distribution of values was dominated by values in the range 56-65 in the sufficient category with the number of students' 13 people or around 46.63% at the pretest.

Learning is done by utilizing nursery rhymes with head, shoulder, knees and toes titles with the topic "Part of Body" using Total Physical Response (TPR) method at the first meeting. In the early learning, the teacher gives apperception by trying to give questions about the names of body members. By using TPR

method, it can invite students to combine music and songs together.

The results of using nursery rhymes-based teaching materials in Morocco classes can increase the number of students who get good grades. When doing pretest, the number of students who got a score of 66-79 totaled 6 children or 21.43% to 26 children or 92.86%. While the sufficient category fell from 13 students (46.43%) to only 1 student (3.57%). In the Fairy Sufficient category of 9 children (32.14%) at the time of pretest there were no more students in that category (0%).

**Table 1. Sample List of Song in Nursery Rhymes**

No	Song Lyrics
1	Shoulder, Kness and Toes
2	Are you Sleeping
3	Finger Family
4	Humpty Dumpty

**Table 2. Percentage of the results of the experimental class posttest pretest**

interval	interpretation	Frequency		Percentage	
		pretest	posttest	pretest	posttest
80 - 100	Excellent	0	1	0.00%	3.57%
66-79	Good	6	26	21.43%	92.86%
56-65	Sufficient	13	1	46.43%	3.57%
40-55	Fairy Sufficient	9	0	32.14%	0.00%
<39	Poor	0	0	0.00%	0.00%
Sum		28	28	28	100.00%

The control class is carried out using the same method as daily learning. The results have increased in the class average at pretest and posttest. The average class at pretest is 59.00. an then after learning process, the average class after posttest increased into 66.61.

The conventional method can change the number of students in the good category from 5 students (17.86%) to 15

children (53.57%). Sufficient category of 13 students (46.43%) to only 9 children (32.14%). Whereas in the Fairy Sufficient category changed from 10 children (35.71%) to only 2 students (7.14%). Details of the results of the control class data processing are in table 3.

**Table 3. Percentage of the results of the posttest control class pretest**

interval	interpretation	Frequency		Percentage	
		pretest	posttest	Pretest	Posttest
80 - 100	Excellent	0	2	0.00%	7.14%
66-79	Good	5	15	17.86%	53.57%
56-65	Sufficient	13	9	46.43%	32.14%
40-55	Fairy Sufficient	10	2	35.71%	7.14%
<39	Poor	0	0	0.00%	0.00%
Sum		28	28	100.00%	100.00%

The analysis phase of the implementation of teaching using nursery rhyme is by using paired sample t analysis with the number of respondents 28. This respondent is a sample to determine the effectiveness of the implementation of the nursery rhymes song in teaching. From the results of the analysis shows the sig value results show that there are differences in learning before and after the implementation of teaching materials with a sig value of 0.00 that is sig <0.05. The results of the analysis are shown in table 4 below.

**Table 4. Independent Sample T-test Test Results**

Paired sample t test	
Mean	14,554
Std.Deviation	21,609
Std Error Mean	4,238
T	3,458
Df	25
Sig (2-tailed)	0,002

<b>95% Confidence Interval of the Difference</b>	Lower	23,382
	Upper	5,926

Therefore, this teaching material is a medium that can improve English learning to improve students' listening skills. Observations at the beginning of the research process were carried out in order to extract data related to teaching methods and teaching materials as well as difficulties obtained by students during English language learning. Observations were made by conducting interviews with students and English teachers at SDUT Bumi Kartini. The results of observations of students and teachers mentioned that the difficulty generally lies in students' listening abilities and the method of completion by getting students to work on or drilling students by using audio and video questions to hone their listening skills. The results of these observations are then processed to find methods and teaching materials that are appropriate to the conditions of students at SDUT Bumi Kartini to improve the effectiveness of student learning outcomes.

## **Conclusion**

Based on the result, we can conclude that nursery rhymes can be one of alternative media which is very effective for improving elementary students' listening skill in SDUT BUMI KARTINI JEPARA. It can be shown from the score in pre test and post test from experimental group and control group. Although two classes show that there is score's improvement while in pre test or pro test, but the experimental group shows the higher significances score than in control group. Choosing media and teaching methodology in twenty first century era is one of the most important things for making teaching and learning process become excellent. Students will be bored and having less motivation if the media and teaching methodology used by the teacher are always conventional method.

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