Chapter Two

Literature Review

This chapter discusses the keywords of the title of this research. Two keywords are explained and provided with some quotations from the experts. Those two keywords are Teaching English to Young Learners and Nursery Rhymes. After explaining the keywords there will be sections that discusses about related studies and conceptual framework of this research.

Teaching English to Young Learners

This first keyword explained in this chapter is about young learners. This section gives information and explanation with supported theory from experts about characteristics of young learners and strategies in teaching young learners.

Definition of Young Learners. It is very important to explain the definition of young itself to make sure the readers have clear understanding about young learners that the researcher means. As said by Pinter (2011), young learners are divided into three groups. The first group is students in pre-school that are three years old. The second group is students that just start their primary school and approximately around five to seven years old and the last group is students that just finished their primary school around the age of 11-12 even though, in some countries the students finish their primary schools around the age of 14.

The next definition of young learners is young learners are students that are categorized by age. The age of young learners are between six until ten or

eleven

years old Loukotková (2011). This research focuses on students that just started their primary school or around age six or seven years old. That means the focus of this study are students that are can be categorized as young learners.

Characteristic of Young learners. There are several characteristics that young learners have and there are many different studies that already explain about the characteristics of young learners. In this section, the writer mentions and explains five characteristics that is written in EL Education (2015). The first one is that young learners learn through play. In this stage of life, students, categorized as young learners, is designed to be more powerful and active. This is why the greatest tool in teachings is all the tools that is already formed into a playing tool that will make the student happy.

The second characteristic is young learners want to belong to a safe, beautiful and good community (Bower, 2013). Young learners are literally like a sponge that will absorb any kind of liquid that is around them. . It means that young learners will learn from anything around them. They will learn from the way people greet them, from what they see and hear from their surroundings. This is why a good environment will make the students feel safe and have a good bonding with its surroundings including their teachers and friends. This great bond will help students to improve in both academic and character building.

The third characteristic is young learners explore the world with inquisitively (Chouinard, 2007). This characteristic actually will occur to all level and types of leaners. The higher the level of learning the often young learners ask

questions. Young learners are more curious about everything they see and takes their attention. Asking questions is a way for them to show how interested they are to make or to understand about new things that they are learning in or outside the classroom.

Next characteristic is young learners "understand" the world first through their bodies (Flanagan, 2009). It is very important to know that young learners learn or absorb new knowledge first from their bodies or more specifically from their five human senses before they process it all in their minds. This is why it is important for teacher to include activities that enable students to move around instead of sitting down like older learners. This will help students learn through their movements first then to their feelings and last step is through their mind.

The fifth characteristic is young learners thrive in the natural world (Sobel, 1996). In teaching young learners, it is more important for teacher to observe themselves rather than only describe new objects to learn. From this, it is very important to explore not only the tools in the classroom but also the nature at schools such as the different types of flowers or the sounds of the birds. The sstudents' learn not only about it but may also about learn about the risk of staying outdoor. The students may start questioning whether it is safe to climb a tree or jump to muds etc.

Strategies in Teaching Young Learners. After knowing special characteristics of young learners, it will be very important to know significant strategies to make the learning and teaching process easier as explained by Puskás (2016), that some strategies can help young learners learning process. The first strategy is

that the activity teacher use in the classroom should be very simple so students are not confused by the activity. The second strategy is that the instruction of the activity itself has to be clear and use the words that are suitable for the young learners to understand. The next strategy is to always repeat the instruction to check students understanding of the activity and what the learners should do. This is also useful for the checking the students understanding about the material that the teachers use in the classroom. The fourth strategy is to include game, songs, stories, or other teaching tools in the classroom that will help students feel more relaxed and enjoyable. This can be combined with activities that make the students move a lot. The next one is the importance to use visual aids in the classroom. This can expand the young learners' imagination and helping the young learners understand the material. Last, it is important to end the lesson with an activity that can calm young learners so they can have a short rest after moving a lot in previous activity.

Beside Puskás, strategies in teaching young learners is also mentioned by Besral (2010). There are five strategies that is mentioned by Beral (2010). The first strategies is to maximize the activity that can make the students active. Students in elementary school is the age where they learn by doing. The second strategies is to see students mistake as something normal and unique. Teaching English for young learners can get really interesting. Students are normally experimenting the new word or knowledge that they get. Young learners will try and use their creativity to mixed up and try or the language rules or pattern that they got. The next strategies is new language is learned by social interaction. This means that it is impossible to know new language if the language itself is not used or

trained. For teaching young learners it is very important to build a good social interaction with the students. This can be in form of individual asking, pairing, or whole classroom interaction.

Nursery Rhymes

The next keyword is nursery rhymes. This section discusses some definitions of nursery rhymes, characteristics of nursery rhymes and benefits of using nursery rhymes in teaching a language. Readers could understand the treatment chosen by the writer by discussing nursery rhymes. Teaching elementary students will need special strategies as discussed in previous section. In the beginning process of learning a language the teacher needs to boost the young learners' interest of the language itself. Learning new thing can be very boring if the teacher does not know various media to deliver the material that they are going to teach.

Definitions of Nursery Rhymes. There is general confusion to distinguish nursery rhymes with songs. There are some definitions about nursery rhymes. According to Logman Dictionary (2018), Nursery rhymes is a short traditional song or poem for children. From the definition above it is clear enough that nursery rhymes is suitable for young learners or children. Next definition is from Cambridge dictionary ; Nursery rhymes is a short and usually very old poem or song for young learners. The next definitions is from Endraswara (2009), explained that Nursery rhymes are songs that has a cheerful and fun vibes,that also consist meaningful lyrics.

From all the definitions above it can be concluded that nursery rhymes is songs that is specifically made for children, that is range with a simple but happy notes and consist of lyrics that have a specific meaning that can also make the children learn value of life. The lyrics will also have to be simple and use repletion words to make the children understand and memorize the song.

Characteristics of Nursery Rhymes. The next thing that the teachers will need to know before using nursery rhymes are the specific characteristics. By knowing the characteristics, teachers will know if they are using the right tool or not for teaching in the classroom.

Ashely (2016), mentioned some characteristics that can be identified in songs and nursery rhymes. There are two characteristics of nursery rhymes, the first one is Pitch Interval. Pitch interval is focusing on the highness and lowness of the sound used in the nursery rhymes. This is also the way to differentiate between sound and music. Nursery rhymes do not have much tone but just repetition of the same tone. This will also help the learners to remember it more easily.

The second characteristic is phrase length. This is also one of the important characteristics in nursery rhymes. Young learners or students are not professional singers. While singing they will stop in any phrase to take a deep breath before they continue to sing. Even though the young learners do not understand the phrase clearly but they surely listen and recognize each phrase. In nursery rhymes, phrases are divided in even number of bars.

Impacts of Using Nursery Rhymes. After knowing the definitions and characteristics of nursery rhymes, it is also important to know the impacts of nursery rhymes in teaching a language. According to Brandon (2016) nursery rhymes build early literacy. In nursery rhymes there are so many repetitions of short words and phrases. Listening to the same phrase and word over and over again helps the young learners to improve their memory or cognitive development of new word or tone in the nursery rhymes. This is also supported by Kenny (2005) who said nursery rhymes can help students' cognitive development because nursery rhymes are formed into patterns which is easier for students to recall and memorize the nursery rhymes and short phrases. Not only phrases, nursery rhymes also help students to learn vocabularies. Nursery rhymes can help students practice their vocabularies. Vocabularies in nursery rhymes usually consist monosyllabic words. To form a song the monosyllabic words are repeated. This will help the students remember a specific word, and automatically make the student have richer vocabularies (Millington, 2011).

The second impact is also proposed by Kenney (2005) who said that nursery rhymes can help students' physical development. Singing them and moving with certain kind of motion to react to the words in the nursery rhymes will automatically help the students move their body following the rhymes. This impact is also supported by Alimuddin (2015) that said, nursery rhymes will motivate students to sing and dance while learning English. This will make the students feel more interested while learning. When the students are interested they will automatically sing along with the nursery rhymes and slowly remember the words form the nursery rhymes.

The third impact of nursery rhymes can help students less bored when learning listening skill. Students can get bored easily when they listen to narration and dialog over and over again. But students' boredom can be minimalized by using Nursery rhymes and songs because it contains rhythm and melody and help to make the teaching process less monotonous (Millington, 2011). The similar finding claims that, nursery rhymes can be as a short escape in the middle of a normal daily learning lesson. Nursery rhyme can be one of the effective ice break to bring back students focus and interest by singing together (Blondel & Miller, 2011).

The fourth impact of nursery rhymes is, it can help to build a relaxed and informal classroom environment and it can make the classroom a nonthreatening environment. By creating a nonthreatening environment it can help to reduce students' anxiety. In the end, when the students are more relax they are more prepared to learn a new language. The students will also be more interest because they feel it's more like an entertainment rather than a learning process (Millington, 2011).

The fifth impact of nursery rhyme is the students will also learn about values of life that the students will need in their following days. The lyrics of nursery rhymes usually contains meaningful lyrics to help students learn positive values. Listening an remembering the lyrics of nursery rhymes will help the students gain life values that can be used in their everyday life and can learn manners that will be beneficial when the students grow up. So, the students will not only

learn English lesson but also learn other things that can be useful for the students (Djohan, 2009).

The sixth impact is that nursery rhymes can help the teachers to boost students motivation but not by words. So, the students listening to the nursery rhymes and dancing together will be more cooperative to the learning section itself. The teacher will no longer have to come up to the students individually and give them motivation to join and have fun while studying. But the nursery rhymes may help finish the problem (Bodden, 2010). This is also supported by York (2011) who claimed that songs can reinforce the sense of interest to the classroom routine and practically improve students' motivation.

The seventh impact is that the use nursery rhymes can help the students to practice their listening and pronunciation skills. This could happen because if a teacher uses nursery rhymes in the classroom the students are forced to listen and while they are listening they will repeat the words used in the nursery rhymes. Especially if the teacher uses the same nursery rhymes several times. Beside that nursery rhymes can help students in practicing their vocabulary learning, sentence structures, and sentence patterns. (Murphey, 1992).

Related studies

In this part of chapter two, two research similar to this research are also discussed. The first research is conducted by Henny Oktiviani in 2006. The title of

the research is The Use of Nursery Rhymes to Improve Students Vocabulary. This research is an experimental research. In this study, the researcher collected data by dividing the classroom into two different classes, a control class and an experiment group. The writer divided the students based on their student numbers. The population that was used in this research was the fifth-grade students at SDN Gunungpati 03 year 2005/2006. The number of sample used in this research was 32 students. The instrument to collect data was an objective test. The result of the study showed that the mean result from the control group was 65, and for from the experimental group was 74,75. This data showed a significant different from a group that use nursery rhymes. It concluded that nursery rhymes could help students improve their vocabulary learning.

The difference between Hennys' research and this research is first, the sample of students that this research use is the first grade of elementary school while Hennys' research uses fifth grade. The second difference is in Hennys' research, the results were compared between students taught using nursery rhymes while this research is knowing teachers' perception after using nursery rhymes. The similarity between this research and Hennys' research is first, both of the research talks about the impact to students after using nursery rhymes in learning process. Second, both of the researchers choose elementary school students as their population.

The second research is conducted by Ira Miranti, Engliana, Fitri Senny Hapsari. This research is conducted in 2015. The title is The Use of Nursery Rhymes to improve kindergarten vocabulary abilities. This research is conducted under a qualitative method. The way of collecting the data for this research is by

interviewing and asking the participants to fill up some question in the form of questionnaire. The population of this study are teacher and students that study in Al Amin kindergarten. The participants of this activity were 2 teachers and

20 children who live at Cibeurem Cisarua Bogor. The finding of this study is that most of his participant both teacher and student got stimulus after the researchers teach English using nursery rhymes.

There are some differences between Ira Miranti, Engliana, Fitri Senny Hapsari research and this research. The first difference is on how Ira Miranti, Engliana, Fitri Senny Hapsari collects their data. After giving workshop on using nursery rhymes in teaching kindergarten. The participant are evaluated by the researcher. For the participants that are teacher they are asked to teach English using Nursery rhymes and for the kindergarten students are evaluated by asking them to repeat the words from the songs and individually asked by the researchers. In this research interviewing the participant is the only way to collect the data. The second differences is the number of participant that Ira Miranti, Engliana, Fitri Senny Hapsari choose. They choose 2 kindergarten English teacher and 20 kindergarten from Al Amin kindergarten. For this research the participants are 4 English Elementary school teacher. The third differences in the city that the participant are from. Ira Miranti, Engliana, Fitri Senny Hapsari participants are from Ciserua, Bogor, Indonesia. For this research the participants are from Makassar, Indonesia.

There are also some similarity between Ira Miranti, Engliana, Fitri Senny Hapsari research and this research. The First similarity is both of the research is

focusing on Nursery rhymes, the next similarity is both of the research are conducted under a qualitative method. The third similarity is both of the research focus on Young learners. The fourth similarity is both of the research is going to have English teachers as their participants.

Conceptual Framework

There are some strategies in teaching young learners. These strategies can help teachers that will teach young learners. According to Puskás (2016), there are some strategies that can help young learners learning process. The first strategy is that the activity teacher uses in the classroom should be very simple so students are not confused by the activity. The second strategy is that the instruction of the activity itself has to be clear and uses the words that are suitable for the young learners to understand. The next strategy is to always repeat the instruction to check students understanding of the activity and what should the learners do. This is also useful for the checking of the students understanding about the material that the teachers thought in the classroom. The fourth strategy is to include game, songs, stories, or other teaching tool in the classroom that will help the students feel more relaxed and enjoyable. This can be combined with activities that make the students move a lot. The next one is, it is important to use visual aids in the classroom. This can expand the young learners' imagination and helping the young learners understand the material. Last, it is important to end the lesson with an activity that can calm young learners so they can have a short rest after moving a lot in previous activity.

One of the strategies that can be used in teaching young learners is to include game, songs, stories, or other teaching tool in the classroom that will help the students feel more relaxed and enjoyable. From this strategy one of the tool that can be used is Nursery Rhymes. Endraswara (2009), explained that nursery rhymes are songs that has cheerful and fun vibes that also consist meaningful lyrics.

From the definition above there are some impacts that nursery rhyme can give in English learning proses for young learners. As argued by Djohan (2009), Nursery rhymes also contains everyday manners, so not only learning English but the students also learn other things in the same time. The second, as mentioned by Alimuddin (2015), is Nursery rhymes will motivate students to sing and dance while learning English. The next impact is Nursery rhyme can be a short escape in the middle of a normal daily learning lesson. Nursery rhyme can be one of the effective ice break to bring back students focus and interest by singing together. (Blondel & Miller, 2011).

The conceptual framework of this study can be shown in a figure like down below:

Teacher Perception on Using Nursery Rhymes in Learning English

⬇

What are teachers' perception on impacts of the use of Nursery rhymes perceived by elementary school teachers?

⬇

Nursery rhymes	→	Learning English