

Chapter Four

Finding and Discussion

Chapter four consists finding and the discussion from this research. All of the findings and discussion are based on the data already collected by the researcher. The data is collected from four participants selected by the researcher to be the participant of this research. This discussion section from this chapter answers the research question already explained in chapter one. The research question answered in this chapter is the impacts that the teachers perceived after using nursery rhymes in teaching English. The impacts of using nursery rhymes perceived by elementary school English teachers is explained with supporting data from the participants.

The impacts of using Nursery rhymes perceived by elementary school English teachers

After interviewing the participants, the researcher found six impacts that they perceive when they teach using nursery rhymes. The first impact is nursery rhymes can help students improve vocabulary mastery. The second impact is nursery rhyme can help to improve students' interest. The third impact is the students can learn good life value. The fourth impact is nursery rhymes can help improve students listening, speaking, and pronunciation. The fifth impact is nursery rhymes can help to improve students' physical development. The last impact is nursery rhymes can help to create a more active and fun learning atmosphere.

Helping teachers teach new vocabularies to students. The first impact perceived by the participants after using nursery rhymes in teaching elementary school students is that the nursery rhymes can help teachers teach new vocabularies to students in terms of memorizing and understanding a certain vocabulary. Besides, nursery rhymes can also help students to learn new vocabularies. The data collected from interviewing the participant is the base from this finding. The first impact conveyed by the first participant saying that “Nursery rhymes can teach new vocabularies to the students”. New vocabularies are gained from the words included in the nursery rhymes itself. After hearing and learning from the nursery rhymes, the students automatically learn or hear new words that they have not learn before. The result from participants supports the finding from Millington (2011), saying that the nursery rhymes can help students practice their vocabulary mastery. Vocabulary 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 vocabularies richer.

Not only helping the students learn new vocabularies, this research also showed that the nursery rhymes can also help students to understand and memorize a specific word. The first participant said that “the other impact after using nursery rhymes is the students can be helped to understand a specific word that is contained in the nursery rhyme”. The other result from the interview is said by the second participant. The second participant said that “students can understand the vocabularies included in the lyrics”. The participants explain that after teaching using nursery rhymes, students can understand the words included in nursery rhymes. This automatically will add the students' new vocabulary size. Not only

helping to improve student understandings, the third participant added that “from listening to the nursery rhymes the students are easier to memorize, especially vocabularies”. This finding supports the finding from Brandon (2016), who said, 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

Helping Teachers Improve Students Interest. The second impact perceived by teacher after teaching using nursery rhymes is that nursery rhymes can help to improve students’ interest in the classroom. This is shown by the students that the participant teaches are happier. The second participant said “nursery rhymes is unique, they have a certain rhyme. Because of that, it can make the students happier and more active while learning. Besides that, this can also boost students’ interest in learning English”. The second participant also added “Singing can help make students emotion more stable. If there is a student not on the interest he or she can be happier when singing, especially when they know the meanings of the lyric”. In the end, if there is a specific student that has a problem outside the classroom and affects the student interest, nursery rhymes can help to bring back the student interest and help the student ready to learn and gain knowledge again. This can be also beneficial if the whole classroom is already bored with the learning process, the teacher can use the nursery rhymes to gain back the students focus and interest on the study.

The findings above support the finding from Bodden (2010), conveying that nursery rhymes can help the teachers to boost student 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 has to come up to the students individually and give them motivation to join and have fun while studying. But the nursery rhymes will help finish the problem. The other findings supported by the finding from this research is Ward's findings who claimed that nursery rhymes can stimulate the students interest, and make the students have a better learning process (1991). The stimulation from nursery rhymes can gain back students interest in learning therefore the materials that is delivered by the teacher is easier to stay inside students' mind.

Helping Teachers Teach Positive moral value. The next impact perceived by teacher after teaching English using nursery rhymes is that the students can have knowledge of good life value that will beneficial for the students in the future. The first participant said that “the lyrics from nursery rhymes are usually stories or have stories to help the students learn good life value for their everyday activity. For example, The Wheels on the Bus has a lyrics that can help the students understand that it is not allowed to be noisy in public transports”. This finding is also agreed by the second participant that mentioned a similar impact. The second participant said that “the lyrics from the nursery rhymes contain positive values that the students can learn”. Most of nursery rhymes contains life value that can be learned and memorized by the young learners.

This finding supports the findings from Djohan (2009), saying that from the nursery rhyme the students will also learn about values of life that the students will need in the following days. Nursery rhymes also contain everyday manners, so not only learning English but the students also learn other things in the same

time. In addition, this research findings also support the findings from Dincel (2017), claiming that the lyrics of children songs or nursery rhymes contain several life value that can make the young learners grow with strong good life value. Dincel also explained that most of the value contained in the lyrics of nursery rhymes usually emphasize on a better world, environment, joyful life, and unity with the nature. This is important to know that the lyrics contained is not supposed to only make the students learn but also affects the students' souls in a positive way.

Helping Teachers Train Students Listening, Speaking, and Pronunciation skills. The fourth impact that nursery rhyme can help to train several students' skills. Those skills include listening and speaking. The first participant said that "students' listening and speaking skills are shown because the students sing and listen actually learn how to pronounce. So, both listening and speaking skills can be trained". Beside that the third participant also added that "from listening the song the students are easier to memorize, especially vocabularies. They can also learn how to pronounce the word". Listening skills is trained because the students will have to listen to the nursery rhyme first before memorizing the actual lyric. The student will hear the rhythm first and after listening to it several times, the students will start to pick up the vocabularies they listen. The speaking skill is more improved from the students' ability to pronounce a word. The third participant added further that "nursery rhymes usually use word repetitions that will help the student to memorize a specific word. The better and clearer the pronunciation from the students will help them to use the word in their daily conversation later on.

This impact supports the finding from Murphey (1992), who concluded that the use of nursery rhymes can help the students to practice their listening and pronunciation skills. This could happen because if the teacher uses nursery rhymes in the classroom the students are forced to listen and while they listen they will repeat the words used in the nursery rhymes, especially if the teacher uses the same nursery rhymes several times. Besides that, nursery rhymes can help students practice their vocabulary learning, sentence structures, and sentence patterns.

In addition, the finding from this research also confirms Lo and Fai Li (1998), who found that nursery rhymes play an important role in motivating the L2 learners to learn English. They can support the development of L2 learners' skills in reading, writing, listening and speaking, as well as provide opportunities for learning pronunciation, rhythm, grammar and vocabulary.

Allowing teachers to incorporate physical activities in teaching. The next impact of using nursery rhyme in teaching young learners is that the rhythm can help teachers to get students to be more physically active. The second participant said “not only the students will be more active, from listening nursery rhymes the students can also demonstrate the movements that will match the lyrics from the nursery rhymes”. Similarly, the third participant believes that “the motoric skills of students are also trained because the students will do movements based on the lyrics”. Both participants agree that nursery rhymes can help the students' physical development. The participant mean that the movement that the students do while the nursery rhymes is another way of showing their understanding of a specific word. For example, while saying the word "jump" the students

will jump after the teacher give examples, and will continue doing the jump after several times of listening to the nursery rhymes. In the end the students will experience a new style of learning rather just sitting and listening to the teachers. The students can also move and dance when the nursery rhyme is being played.

This supports the finding from Kenney (2005), who said that nursery rhymes can help students' physical development. By singing them and moving with certain kind of motion in reacting to the words in the nursery rhymes the students will automatically help move their body following the rhythm. 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 rhyme. The other finding supported by this research finding claimed that, student's movement made by following the music or nursery rhymes being played can develop children awareness of their bodies and make them learn on the movements that actually their body can do. This can also help students to be more confidence and have fine motoric skills (Jones, 2010).

Creating fun and active learning atmosphere. The last impacts perceived by English teachers using nursery rhymes in their teaching young learners is that they can change the learning atmosphere. As formal learning, the environment will be the classroom situation. The second participant said "the nursery rhymes have a fun vibe that can make the classroom more active and fun". Not only the second participant that feel this impact but the third participant also said "students are happier, more active, the classroom situation looks more fun". The

fourth participant also mentioned that “learning using nursery rhymes can help the students to learn and make the classroom easier to control and teach rather than using the conventional way”.

Besides helping to change the classroom situation to be more fun and relaxing, nursery rhymes will also help the students to absorb the lesson easier. The students feel more like having fun rather than studying. This finding supports the finding that claimed teaching using nursery rhymes can provide students with a relaxing learning environment. This will make students more encouraged to communicate inside the classroom as they would feel more comfortable to express themselves (Pereira, 2010). The other finding similar to the finding of this research is that the students’ boredom can be minimalized by using nursery rhymes and songs because they contain rhythm and melody that can help to make the teaching process less monotonous (Millington, 2011). Besides, this research findings also supports the finding that claimed Nursery rhymes or songs can create a learning atmosphere called *Edutainment*. The use of edutainment learning can boost students’ attention and keep the students in a good emotion and interest. The edutainment classroom atmosphere can make the teaching process more enjoyable (Okan, 2003).