

THE USE OF NURSERY RHYME IN TEACHING LISTENING SKILL TO THE SEVENTH GRADE STUDENTS OF SMPN 1 LEUWIMUNDING

Indri Septiyana Wulansari
Dian Farijanti

Abstract.

This study was a quantitative research. It was purposed to find out whether or not nursery rhyme as media effective in teaching listening skill and to know the students' responses toward the use of nursery rhyme in teaching listening at the seventh grade students of SMPN 1 Leuwimunding in academic year of 2016/2017. In conducting this study, quasi experimental design was applied which it needed two groups as the samples for the research to be analyzed. The samples chosen were VII B as the experimental group and VII A as the control group. To answer the first research question, the writer used test to collect the data. The writer gave pre-test and post-test in experimental and control class. In analyzing the students' result of test, the writer used the formula developed by Fraenkel & Wallen (2012). Based on the research findings, it can be scientifically proved that the use of nursery rhyme as media was effective in teaching intensive listening. It is proved with $t_{account}$ value was higher than t_{table} value ($t_{account} 4.071 > t_{table} 2.001$). Furthermore, to answer the second research question the writer uses questionnaire as technique to gain the data. Based on the result of research findings, it can be proved that all students had positive responses toward the use of nursery rhyme as media in learning intensive listening. It can be clearly concluded in the result of questionnaire on each statement which almost all the students in experimental class had positive responses to on each statement. In conclusion, this is suggested for English teachers that to use nursery rhyme as instructional media specifically in intensive listening for young learners.

Keywords; Nursery rhyme, listening, intensive listening, instructional media

Introduction

As second language learners, a lot of students have difficulties in mastering English as the international language. Mostly, it is because students are influenced by their mother tongue. To enable students to communicate well, it is necessary to apply the language as natural as possible like native speakers since it involved the process of recognition.

In Indonesia, the study of English language subject must be learnt by students. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation. Students have to be able mastering all

of the four major skills in English. There are four major skills in communicating through language which are often broadly defined as, listening, speaking, reading and writing. The fourth skills are one unit to do communication. Sevik (2012) defined that speaking and writing are productive skills since the focus is on producing information. But on the other hand, listening and reading are receptive skills since the focus is on receiving information from an outside source.

Furthermore, according to Koichi (2002), in her journal, stated that listening is an important skill for the person who is learning English because in verbal communication people cannot communicate with each other without listening to the speaker's utterances and understanding them. In fact, most students find that listening is a difficult skill. This problem continues even years after their confidence in other language skill such as speaking, writing and reading have grown. It is supported by Walker (2014) who argued that the listening skill is complex and consequently which intends to report upon possible suggestion in the second language classroom. Meanwhile, Sevik (2012) added that listening skill is regarded as the most important outcome of early language teaching and songs are regarded as one of the best media for practicing and developing the listening skills of especially young learners. Therefore, any syllabus is designed for teaching foreign languages to young learners specifically focuses on the listening skill in general and contains songs as effective listening materials.

Moreover, based on the writer's pre-observation to English teacher in 3 different schools. The writer has taken several answers that are different from each interview. Conducted at each school, the writer describes the result of pre-observation and interview with English teacher.

The first school was SMPN 1 Leuwimunding. Based on the result, it was found that most of the students cannot understand of the material. Most of the students also cannot communicate using English orally. They feel shy to speak and cannot write down based on what they listen to. Regarding to that, the writer assumes it may be caused by the methods in learning of the teachers. Meanwhile, based on the interview with one of English teachers there, he assumed that listening is one of English skills which is studied anytime but students looked bored in listening session. The teacher added that they said that listening is the most difficult activity. The teacher added that listening was not easy to understand since the gap of Indonesian and English language. They cannot catch what the speaker said.

Based on the writer's pre-observation and interview result, it was found some problems in students learning process in oral communication specifically in listening activity. Mostly students are not interested in oral activity since English is not used as daily language. Students are difficult to answer the teacher's oral questions even small talk. To solve the problems which are found by the writer, the students need guidance by the teacher to improve them in listening skill. The teacher should apply an interesting technique, method, or use an instructional media which can be used in teaching listening to make students interested in learning this particular skill, more enthusiastic, and exactly not make students bored and difficult in teaching learning process. There are some media which can be used by the teacher in teaching listening and learning process, such as music, film, real object, or picture, etc. Regarding to that, the teacher gives an explanation to the students that listening is very important and used in our daily activities. There are some interesting media which can be used in teaching and learning process especially in listening. One of the media is nursery rhymes. Nursery rhyme is a kind of folk songs typically for children. Bolduc & Lefebvre (2012) convinced that using nursery rhyme as media is effective manner to reach that objective. They could instead envision nursery rhymes as a rich learning context. Complementing nursery rhymes, however, with musical activities seems yet more powerful. By favoring the development of music perception abilities, nursery rhyme can help learners increase their phonological memory. It is supported by Swetha & Phill (2013) who asserted that nursery rhyme can be used to teach various important structural aspects of the language such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. In this research, this kind of media will be used by the writer in teaching listening.

Therefore, to take up the problems mentioned above, the writer concerns to take this paper under title "The Use Of Nursery Rhyme In Teaching Listening Skill To The Seventh Grade Students Of SMPN 1 Leuwimunding".

Previous Study

A scientific study should be undertaken on the basis of some relevant theoretical review and empirical findings. To support this research, the writer thinks that it is very important to review some theoretical points of view as well as review evidences.

There are some previously related studies with the same topic with the present research. One of them is conducted by Kahraman (2014). He conducted a research entitled „The Use of Songs in

Improving Listening Comprehension in English". The study examines the use and selection of songs in listening comprehension classes. 3 students at elementary level listened to 9 songs in different genres and were asked to fill in the blanks in the lyrics provided in three listening cycles. The best comprehended songs were in acoustic soft rock and soft rock genre. The findings suggest that the clarity of pronunciation and the low density of instrumentation are key factors in increasing listening comprehension. On the other hand, the origin of the singer does not seem to affect the comprehension. Analysis of songs in more varied genres may contribute to the field.

The second study was conducted by Sevik (2012) entitled „Developing Young Learners“ Listening Skills through Songs“. The purpose of this theoretical study is to present a theoretical structure by reviewing the relevant literature in relation to the importance of the listening skill for young foreign language learners and to discuss the importance, advantages, and teaching procedures of songs as listening activities. The research shows that the necessary time is not being devoted to listening comprehension activities in the teaching of modern foreign languages in Turkey and students are unable to reach the targets about listening comprehension mentioned in the curriculum. Therefore, it is concluded in this study that the development of listening skills should be given priority in the Turkish context as in many European countries and that the use of songs as listening materials should be promoted.

Definition of Nursery Rhyme

Nursery rhyme according to Swetha & Phill (2013) is often defined as a short, rhymed poem or tale for children. In addition, Cambridge Advanced Learner Dictionary (CALD – 3rd Edition) nursery rhyme means a short and usually very old poem or song for young children. Furthermore, it can be concluded that nursery rhyme is a traditional song or poem or folk verse taught to young children, originally in the nursery.

According to Bolduc and Lefebvre (2012) asserted that Nursery Rhyme may similarly enhance musical processing skills. Meanwhile, songs are important teaching tools in teaching because as most teachers find out, students love listening to music in the language classroom. Students often hold strong views about music and students who are usually quiet can become very talkative when discussing it.

Therefore, it can be concluded that nursery rhymes are short poems or songs which are often made up of trivial musical verse especially for children. Dunst, Meter, Hamby (2011) proposed

that several popular nursery rhymes are Twinkle-Twinkle Little Star, Jack and Jill, Hickory, Dickory Dock, Itsy, Bitsy Spider, Hey Diddle Diddle, and Rock-a-Bye Baby, Baby Finger and etc. Nursery rhyme indicates to be delightful to listen to and sing for young students.

In conclusion, that nursery rhyme is short songs especially for young learners. It can be useful for teacher in teaching especially listening ability.

Nursery Rhyme as Instructional Media

Media is derived from the Latin word „medium“ that means „between“. The term refers to anything that carries information between a source and receiver. Generally, it means of communication. Media is also considered as instructional system of teaching learning process. Instructional medium is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal teaching learning process.

In this era of development of science and technology, the professionalism of teachers is not enough just to learn ability of students, but also to be able to manage information and environment to facilitate students' learning activities. The impact of the development of science and technology to the learning process is enriched source of instructional media are such as textbooks, modules, music, film, video, television, slides, and the web. Media is interesting in learning process. Smaldino, Russell, Heinich & Molenda (2005:9) asserted that A medium (plural, media) is a means of communication and source of information. Derived from Latin word meaning "between," the term refers to anything that carries information between a source and a receiver. Example includes video, television, diagrams, printed material, computer programs, and instructors. There are considered instructional media when they provide messages with an instructional purpose.

With explanation above, it can be concluded that a media provides message. The learning process is a communication, as well as verbal or nonverbal. Characteristics and capabilities of each media need to be considered by the teacher so that they can choose the appropriate media to the conditions and needs. The teacher can select the media from the traditional ones up to the modern ones in teaching learning process. Harmer (2002: 242) cited that song is a powerful stimulus for students' engagement precisely because it speaks directly to a people's emotions while still allowing us to use their brains to analyze it. Songs are a good resource for English teaching especially for listening ability.

Specifically, Swetha & Phill (2013) stated that nursery rhyme is also a valuable resource to

develop student's basic skills in language learning such as listening, writing, speaking and reading. In other simple words, it can also be used to teach various important structural aspects of the language such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.

Therefore, based on some definitions above, the writer uses songs, particularly nursery rhyme songs, as the instructional media in improving the students' achievement in listening ability. It can be used to improve students' ability in language feature.

Definition of Listening

In daily activity, listening is a skill used dominantly by people over the world. People often listen to news reports, songs from tape or television, or people often listen to people speaking around us directly or by phone. Saricoban (1999:2) made clear that listening is the receptive ability to recognize and understand what others are saying. This involves understanding a speaker's accent or pronunciation, grammar, vocabulary, and grasping meaning of what the speaker convey. Likewise, Brown (2004:119) cited that the process of the listening performance itself is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain.

Therefore, listening is the natural precursor to speaking. It is the ability in to receive any command and understand what a speaker says. Listening is also the first communication skill which human engage since born.

Sevik (2012:327) stated that listening skill is regarded as the most important outcome of early language teaching and songs which are regarded as one of the best ways for practicing and developing the listening skills of especially young learners.

Rubin (1996:9) quoted in Koichi (2002) proposed that listening is a skill which makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand the information or the meaning. Listening is one of the fundamental language skills, and crucial in the development of the second language competence.

From the short definitions above, the writer infers that listening is a receptive skill which needs some conscious attention to do. It involves reception and decoding any information on the sound recognition, the patterning of spoken language, and the construction of meaning which implies some conscious attention to the message of what is said.

Research Method

This study was an quantitative research which used quasi experimental designs. It needed two groups. Fraenkel and Wallen (2009:259) stated that research methodology is the overall plan for collecting data and order to answer the research questions also the specific data analysis techniques or methods that researcher intends to use.

Population and Sample

The writer took the population of the research in the seventh grade students of SMPN 1 Leuwimunding. The samples of this research were VII B as experimental group and VII A as control group. The writer used simple random sampling technique in this study.

The Instrument

To get data in this study, the writer used test and questionnaire. The writer collected the data using test (pre-test and post-test) as technique to find out the effectiveness of nursery rhyme in teaching intensive listening. The test (pre-test and post-test) was given both to experimental and control class. Furthermore, the writer used questionnaire to know students' responses toward the nursery rhyme. These items on the questionnaire are described by the writer as a result of students' response towards learning using nursery rhyme.

Analysis Data

To analyze the data from test, the writer used Fraenkel and Wallen (2012:253):

$$t = \frac{X_1 - X_2}{SED}$$

Explanation:

t = the t-test statistic

= Mean of Experimental class

= Mean of Control class

SED = Standard error of the difference in mean

To analyze the data from questionnaire, the formula of percentage was used to analyze the questionnaire.

Explanation:

P = question percentage

F = frequency

N = number of respondents

Result and Discussion

In regard to the first research question, the writer finds the effectiveness of nursery rhyme in

teaching listening. The writer used test to collect the data. The writer gave pre-test and post-test in experimental and control class.

In the pre-test, the students were given intensive listening exercise. The total score of pre-test in experimental class was 1540 with mean score 51.33 and control class was 1470 with mean score 49. The result indicated that experimental class score of pre-test was higher than control class's. The pre-test both in experimental or control class had been given before the writer gave any treatment.

In the post-test, the students were given the same questions about intensive listening but with different topic. The total score of post-test in experimental class was 2550 with mean score 85 and control class was 2170 with mean score 72.3. The result showed that the score of experimental class was higher than control class in post test. The post-test both in experimental or control class was taken after the students had received any treatment. In experimental class, the treatment is teaching listening using nursery rhyme. Meanwhile, the writer taught control class using another usual method teaching.

Based on the brief discussion above, it indicates that there was major improvement to the students' result in listening test after implementing of nursery rhyme as media in teaching listening to the experimental class. It can be clearly seen in the students' result of pre-test and post-test in experimental class. The score in experimental class was significantly increased.

Thus, it can be concluded that the use of nursery rhyme was effective to improve students' listening ability. The result of this research strongly associates with Swetha & Phill (2013). In their journal, they emphasized that nursery rhyme is believed as a valuable resource to develop students' basic skills in language learning such as listening, writing, speaking and reading. In other words, it can be used to teach various important structural aspects of the language such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Therefore, the students can achieve their academic purposes.

Furthermore, questionnaire was used as technique to gain the data to answer the second research question. Based on the result of research findings, it can be proved that all students had positive responses toward the use of nursery rhyme as media in learning intensive listening. It can be clearly concluded in the result of questionnaire on each statement which almost all the students in experimental class had positive responses to on each statement.

After all the steps have been succeeded, the writer can eventually take conclusion that the use of nursery rhyme in teaching intensive listening was effective. It can be seen from students' score in experimental class where the nursery rhyme was used to teach intensive listening. Meanwhile, the result from questionnaire indicated that all of the students had positive responses towards the learning process using nursery rhyme as instructional media.

Suggestion

The writer would like to offer a suggestion for English teachers that this study let them know about the significance of learning intensive listening using nursery rhyme.

For the other researchers, the result of this study is hoped to be able to enrich their literary in English teaching learning process specifically in teaching intensive listening using nursery rhyme. Besides, the result of this study also can be used as theoretical reference for the next researchers who want to conduct a study in English teaching learning process.

Furthermore, when conducted this study, the writer faced some difficulties while conducting the treatment. The class was not really conducive while conducting treatment. Using nursery rhyme. Therefore, it is suggested for the next researchers and the English teachers to control the class and guide to their learning when the students and the teacher sing together. However, the writer hopes that this research will help next researchers to conduct the same related research in deeper, further and better techniques.

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