

## **Abstract**

This research focuses on seeing the impacts of using nursery rhymes in teaching English as perceived by English elementary school teachers. This research is conducted under a descriptive qualitative research design. The participants for the study are elementary school English teachers who works in Makassar, Sulawesi Selatan. The participants' involved in this research are four teachers. The participants were purposefully selected based on certain criteria. The first criteria for this research participants is, must be an English teacher in elementary schools in Makassar, Sulawesi Selatan. The second impact is the participants have used Nursery rhymes in teaching process for collecting the data the researcher used a semi-structured interview to gain detailed and depth data from the participants. The result from the research found 6 impacts that they perceived when they teach using nursery rhymes. The first impact is nursery rhymes help teachers teach new vocabularies to students. The second impact is nursery rhyme can help teachers improve students' interests. The third impact is nursery rhymes can help teachers teach positive moral value. The fourth impact is nursery rhymes can help teachers to train students listening, speaking, and pronunciation skill. The fifth impact is nursery rhymes Help teachers to get the students more physically active. The last impact is nursery rhymes can help create a more active and fun learning atmosphere.

*Keyword:* TEYL, Young learners, teaching tools, Nursery rhyme