

Chapter One

Introduction

Chapter one contains several sections. This chapter explains further about the importance of conducting research on the impacts of using nursery rhymes in teaching English as perceived by English elementary school teachers. The second section is statement of the problem; this section contains information on what is the main problem that is going to be answered in this research. The third section is Delimitation of the problem. These sections explains the limits that is discussed in this research. The next section is research question, this contains question that have to be answered after doing this research. The sixth section elaborates the objectives of the research; this part is going to be points that explain the purpose of the study itself. The last section is the significant of this research which explains further on potential parties that could be beneficial from this research in the near future.

Background

English is an international language that is almost used in all parts of the world. This statement is supported by Crystal (2003), who mentioned that in the early year of 2000 English is already used by a quarter from the total population in this world. In Indonesia, especially, English has become one of the languages learned in almost every stage of formal education. English has also become one of the languages used in all aspects of Indonesian lives, such as education, health, politics, and government. Therefore, English subject is given to students since

their early stage of learning. Early stage of learning begins since their parents teach they how to speak. However, in this study, the early stage means the early stage of formal education, that is, the elementary school. English in Indonesian elementary schools are not categorized as a compulsory subject. According to Ministry of Education and Culture (2013), there are some simplification for Elementary school subjects Indonesia, one of them is removing English subject. The students are asked to focus on learning basic subjects and build up their Indonesian language first. English lesson will start to be learned when the students enter their junior high schools. English subjects are still able to be taught but as an extracurricular.

In Indonesia, the elementary students, aged between 7 until 12 years old, are at the level of middle childhood in terms of their level of physiology development. This age is the perfect time to learn a new language, which is different from their mother language or their first language.

Teaching young learners is different from teaching adult. It will be important to include age appropriate materials in the classes. Age appropriate materials mean materials that are suitable for young learners' level. According to Hermansyah, Handayani, and Wulandari (2008), kids have very low level of concentration, usually, cannot concentrate and be serious. According to Hendra (2004), most of the times, teaching method that only allows the students to read texts books will make the classroom situation boring , this will lead to remove the interest of studying on students.

Other techniques need to be employed for young learners. Games, singing, and storytelling are types of method that are usually used all over the country. As said before, young learners will need different method in learning and the learning environment have to be more fun and active. One of the common tools that teachers usually use to teach young learners are audio type material. According to Sudjana and Rival (2003), audio materials are teaching materials that contain messages or materials in the form of auditory (sound tape or disc), which can help to stimulate learners mind, feeling, concerns and the willingness of students in the learning process.

There are many kinds of audio type of materials that can be used in teaching and learning process such as songs, videos, movies, and rhymes. For teaching young learners, making a fun and unique classroom situation is good to gain their interest. According to Syahrul (2010), kids usually like to repeat on kind of activity or skills by practicing until they can really understand. Repeating something that is interesting for the kids can be implemented by using Nursery Rhymes. The use of nursery rhymes in teaching English for young learners are expected to make the learning environment more relaxing and fun. It can help to boost the interest of young learners to learn English. According to Brewster (2002), songs or rhyme can be used in many ways in learning activity such as ice breaker, practicing language, and changing interests.

In teaching English, in Indonesia the researcher once experienced observing the teachers taught with less variety of teaching tools, such as using the same music and games for every level of the class. After sharing opinions with the teachers the researcher found out that the way the teachers choose the teaching

tools are based on what they have used previously. So, when the teachers once used games they will keep on using games as their teaching tools. The researcher also found out that some teachers at that time did not know about nursery rhymes. However, the researcher have used nursery rhymes before, and can see how it can be beneficial in teaching English to elementary school students. From the explanation above the researcher is curious on seeing the impacts of using nursery rhymes in teaching English that is perceived by elementary school English teachers who have used it continently in their context.

Statement of the Problem

English has already been proved as language that connect people around the world. Therefore, it is very important for us to teach English to our children or the young learners. The researcher once experienced teaching in elementary school in Indonesia, and learnt the limited teaching tools and media used in the classroom. Rather than only blaming the students' ability to learn, it is also important for teacher to realize on how the teaching has been delivered. As said earlier, young learners need different method to learn, therefore, teachers have to be creative to create learning environment that is fun and active. Nowadays, many teachers that have already been creative on making good classroom situations. Many of them have used songs, games, flashcards, and videos to teach young learners.

Even though, like songs, nursery rhymes can be beneficial for teaching and learning process in the classroom, not many teachers know about using nursery rhymes in the classroom. In fact, the popularity of nursery rhymes is lower than

songs and games. The combination between songs and rhymes can make a new and unique way to gain students interest in learning. Using nursery rhymes as a tool for teaching should be something that teachers and future teachers understand and is used to. This is why the researcher want to see English teacher perception on using Nursery rhymes in teaching English.

Delimitation of the Problem

This research focuses on teachers' perception on the use of nursery rhymes in learning English for elementary school students. The objective of the study is to understand the impacts of using nursery rhymes in learning English for elementary school students and to find out if nursery rhymes can be one new method in teaching young learners and have impacts in learning process.

Research Questions

The research question for this research is, what are the impacts of using nursery rhymes in teaching English as perceived by elementary school English teachers?

Objective of the Research

The objective of doing this research is to find out about the impacts of using nursery rhymes that are perceived by elementary school English teachers.

Significance of the Research

The result of this research can be helpful to others based on what part their role in education is. Some role that can use this research as a new source of information are;

Teachers. This study can be useful for elementary school English teacher. This research can provide information on the impacts perceived by teachers when nursery rhymes is involved in their teaching progress. Beside that the teachers can also understand the reason why this research participant choose to use nursery rhymes. So from this research result other teachers can consider of using nursery rhymes in teaching young learners.

Pre services teachers. This study can be beneficial for pre services teachers. The data of this research can give pre services teachers ideas on the tools that they want to use in their teaching practice. Before becoming a teacher the data of this research can also give the pre services knowledge on the impacts on how nursery rhymes can affect their teaching process and can consider using nursery rhymes in the future as their teaching tool.

Other researchers. This research can be very beneficial for other students or researchers that want to make or research things that is related with teaching elementary school students' tools. This can also be used by researchers that wants to continue researching about nursery rhymes but see the impacts in different aspects, for example speaking ability or others. Other researchers can use this research to see the result and can combine or help them complete their theory. This can also be the data that they use as an explanation of a related studies.

Institutions. This study can be beneficial for institutions that focus on education. The data of this research can help the institutions to give information on the impacts of Nursery rhymes to the educator that work in the institutions so, the educator can improve the verity of their teaching media.