

Chapter Five

Conclusion and Recommendation

This chapter consists the summary of this research finding. Besides that, at the end of this chapter some recommendation for English teachers and other researchers that can use the result of this research are discussed.

Conclusion

Teaching elementary school students is different from teaching higher level of learners or adult learners. This is why teachers of elementary school will need certain strategies in teaching. One of them by involving different types of teaching media in the learning process. Usually teachers will use pictures, videos, games, and many more. Teachers of elementary school in Makassar are not yet familiar with using nursery rhymes in their teaching process. This is why the researcher is interested to do a research to know the impacts of nursery rhymes perceived by English elementary school teacher. This research is conducted under a qualitative approach. The researcher chooses qualitative method because it can help the researcher gain deep and detailed information from the participants. There are four participants involved in this study, all of them are teachers already utilize nursery rhymes in their teaching. The participants are English teacher that work in several elementary schools in Makassar, Sulawesi Selatan.

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.

Recommendations

Based on the research findings, some recommendations are proposed to be useful for English teachers and other researcher that want to use this research findings in the future.

English teachers and pre-service teachers. Teaching English to young learners is different from teaching adult learners. Understanding the impacts of using nursery rhymes, the English teachers may consider on using nursery rhymes in the future as their teaching tool. There are several impacts that is found in this this research, each of the impacts in this research has their own benefits to the learning process. Both English teachers and pre-service teachers can understand how beneficial nursery rhymes for their teaching and learning process can be. For example, the first impact is that nursery rhymes can help students to improve their

vocabulary mastery. So, for teachers that teach their students in vocabulary or want to teach their students new vocabularies they can consider on using nursery rhymes in teaching. The researcher recommends the English and pre-service teachers to search deeper information on each impacts that is found in this research so they can feel the impacts as felt by the participants from this research.

Other researchers. This research focuses on exploring the impacts of using nursery rhymes in teaching young learners as perceived by English teachers of elementary schools. This research can be beneficial for other researchers because they can use the findings. By understanding the impact of using rhymes as discussed in this research, other researchers can undertake a research focusing on other aspects not explored in this research. Other researcher can use the data from this research to explore their idea on conducting a new research that is related to one of the variable in this research. For example, other researcher can focus on seeing the impacts of nursery rhymes in students' specific skill such as the impact of nursery rhymes towards students writing skills or the impacts of nursery rhymes towards student motivation in learning and many more. Other researcher may also explore the same variable but with different participants. This can help to make the data richer. For example, this research took participants from school in Makassar, Sulawesi Selatan therefore other researcher can see the impacts of using nursery rhymes in different state or different country in Indonesia.