



THE EFFECTIVENESS OF NURSERY RHYMES IN TEACHING VOCABULARY

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Abstract: Based on the KTSP and K13 curriculum, the students were expected to master four skills in order to be able to use English communicatively. The students were expected to be able to understand and comprehend the meaning of the words. The aim of KTSP (Kurikulum Tingkat Satuan Pendidikan) and K13 (Kurikulum 2013) would not be successfully achieved if the language teaching did not consider the language components such as grammatical structure, vocabulary, spelling, pronunciation. Therefore, vocabulary needed to be mastered by the students since it was the basic thing in language. The result of this research is expected to be useful theoretically and practically. Theoretically, it is expected to provide an empirical evidence to support the learning theory of vocabulary to improve the student's vocabulary mastery, especially in using nursery rhymes. Practically, it is expected to be valuable information and give a meaningful contribution for teachers, students, and schools.

Keywords: Nursery ryme, Vocabulary, Learning strategies

INTRODUCTION

Language has an important role in our life. Language is used to communicate between people. Without language the people cannot communicate with each other, moreover they cannot build relationships with each other. English is the most popular language in the world. Learning English is very important for us, because it makes it easy for us to communicate

with people in the world. English has four skills; they are listening, speaking, reading, and writing. One of element in English that the students had to learn was vocabulary. Vocabulary was the list of words which has meaning and also a process of knowing and understanding the meaning of the words. So, the students could use it in English conversation. Mastering vocabulary was too important for students. Because, vocabulary as a bridge of master all of skills in English such as speaking, listening, writing, and reading. Without mastering the vocabulary, students could not produce something and the students also could not express their feel and ideas. So, vocabulary should be mastered by students.

Thornbury (2006) stated that, teaching words was a crucial aspect in learning a language as languages were based on words. It was almost impossible to learn a language without words; even communication between human beings was based on words. Teaching vocabulary was one of the most discussed parts of teaching English as a foreign language. Alqahtani (2015) stated that, without grammar very little could be conveyed, without vocabulary nothing can be conveyed. It means that, even someone had a good grammar, but it would be useless if they did not know many vocabularies. Nowadays, based on the KTSP and K13 curriculum, the students were expected to master four skills in order to be able to use English communicatively. The students were expected to be able to understand and comprehend the meaning of the words. The aim of KTSP (Kurikulum Tingkat Satuan Pendidikan) and K13 (Kurikulum 2013) would not be successfully achieved if the language teaching did not consider the language components such as grammatical structure, vocabulary, spelling, pronunciation. Therefore, vocabulary needed to be mastered by the students since it was the basic thing in language.

Based on the expectation of curriculum above, it was indicated that, the aim of the curriculum was not achieved yet. In a fact, there were still many students who still lack of vocabulary. There were still many students who could not answer the teacher question, they kept asking the teacher to translate the question into their mother tongue (Indonesian). The student was really depended on the dictionary to make it in English words. Besides that, there were many teachers conducted their learning in a class by using conventional method which made them to be passive. The teacher only focused on how to teach the lesson until the end of the learning process, the teacher did not think about the good way to teach their students.

At the same time, the students automatically just stuck on the teacher's explanation. Vocabulary is problem that often arises for junior high school in Indonesia. almost all of students had difficulties in pronouncing the words, how to write and spell, and how to use in grammatical pattern correctly. The different grammatical form of a word known as inflections was one of causes of students in learning vocabulary. Haryanto (2007) argued that learning grammar could not be separated from learning a foreign language. In fact, learning foreign language became difficult since the target language had different system from the native language. Beside that, teaching vocabulary by the teacher might be problematic. They had problems of teaching students in order to gain satisfying results. The teacher should prepare and find out the appropriate technique, which would be implemented to the students.

There are many techniques and methods to overcome the problem. One technique that can be used is nursery rhyme (a kind of folk song) as the media in teaching vocabulary. Bayless and Ramsey (1991) said that folk songs, country music, and commercials all appeal to the young child and they could develop and extend vocabulary. Music activities also developed skills, increased attention span, improved comprehension and memory, and encouraged the use of compound words, rhyme and images. It could be concluded that teaching vocabulary through nursery rhyme was one of the appropriate techniques to interest junior high school students in learning vocabulary. By using nursery rhymes as an alternative technique in teaching vocabulary, junior high school students are not only learn, but also do something fun in the class.

METHODOLOGY

There are two kinds of research as follows: quantitative research and qualitative research. In answering the question the writer uses pre-experimental design. It includes quantitative research. According to Creswell (2002: 11) quantitative research is a type of research which is explaining phenomena by collecting numerical data that are analyzed using a mathematically based method. (DANIEL, 2016) Argue that quantitative research approach is the research that places emphasis on numbers and figures in the collection and analysis of data. Imperatively, quantitative research approach can be seen as being scientific in nature. The use of statistical data for the research descriptions and analysis reduces the time and effort which the researcher would have invested in describing his result.

This study is designed based on Vygotsky's (1978) socio-constructivism theory to explain how the learning process takes place during early childhood stage through nursery rhymes who emphasised that children observe, interact, learn, and gradually internalise new knowledge and skills from their more capable peers and adults (Pianta, 2006). In other words, children's interests are directly impacted by the adults and their environments (Dickson & Neuman, 2006). As children engage in literacy activities, it obviously develops their literacy skills (Adamson et al., 2016). Learning nursery rhymes creates an avenue and situation which expedite interactions among children, nursery rhymes and adults like teachers, etc. that works on children's zones of proximal development.

This also opens a platform for children to acquire on new knowledge and skills. Hence, educators need to concentrate on new thoughts and ideas while teaching and reciting nursery rhymes with children to develop linguistic and musical skills which is an explicit way of teaching and learning for children where it is possible to take place between two recitations of the same nursery rhyme (Justice & Kadevarek, 2004). The teacher can start by focusing on the phonemic the words in the rhyme to teach vocabulary. Hence, explicit instruction is integrated in the natural context of nursery rhymes. Besides, repetitious revelation to nursery rhymes is a positive approach in developing literacy and musical development in children (Dunst et al., 2011). Therefore, exposing children to linguistic and musical challenges in nursery rhymes is crucial in developing and improving their literacy and musical skills at a tender age.

FINDINGS AND DISCUSSION

In the findings, there were several sections that could be put forward those were the pre-test data result, the treatments, and the post-test data. The researcher administered the test to the students who were appointed to be the sample on Tuesday August 29th to 5th of September 2023. The research was held in SMP Banjar Asri. The researcher chose 32 students for the sample and there were 32 students in the class. It was the pre-Experimental research method, pre-test and post-test score administered and the treatments were also implemented. The purpose of the study was to know whether there is significant difference of students' score in vocabulary test by using Nursery Rhyme technique. The following lines illustrated in the findings of the research.

The result of pre-Test

The pre-test was used to determine students' vocabulary scores before the treatment was applied. The test is given on Tuesday, August 29th 2023 starts at 11.20 to 13.00. From the table above it can be seen that from the results of the pre-test there are four students who got 40. However, there are three students who got 90. The means of the pretest is 63.75 This means that the students' pre-test scores are below the minimum score criteria in English. The minimum score criterion in English is 70. In other words, the students' ability in writing descriptive texts must be improved so that the researcher gave them treatments.

The Treatment

At this meeting the author opened the meeting by explaining the material to be studied, namely descriptive text. then explain the elements in descriptive text, one of which is a noun. The author explains the definition of a noun and then gives examples of nouns that are around, such as books, pens, rulers, etc. after that the writer tested each child to name examples of nouns. after it is felt that students understand the concept of nouns, the writer proceeds to the next activity, namely nursery rhyme practice. The practice is carried out by displaying the lyrics from the nursery rhyme that will be sung through infocus so that all students can see the lyrics that will be sung. after the lyrics are ready, the writer will give an example in singing the song. then the writer asked the students to repeat the song line by line. after that the writer asked the students to sing all the lyrics of the song with enthusiasm and joy so that a pleasant learning atmosphere could be created. after the students are able to sing the nursery rhyme that has been given, the writer gives the task to the students to identify the nouns in the nursery rhyme lyrics that are sung. after that the writer asked the students to write down the results of the identification on the blackboard and the researcher evaluated the results of the work. And finally, the students gave good responses during the learning process.

On the second treatment the author opened the meeting by explaining the material to be studied, namely descriptive text. then explain the elements in descriptive text, one of which is a adjective. The author explains the definition of adjective and then gives examples of adjectives that are around, such as book is light, the table is heavy, ruler is thin, etc. after that the writer tested each child to name examples of adjectives. after it is felt that students understand the concept of adjectives, the writer proceeds to the next activity, namely nursery rhyme practice.

The practice is carried out by displaying the lyrics from the nursery rhyme that will be sung through infocus so that all students can see the lyrics that will be sung. after the lyrics are ready, the writer will give an example in singing the song. then the writer asked the students to repeat the song line by line. after that the writer asked the students to sing all the lyrics of the song with enthusiasm and joy so that a pleasant learning atmosphere could be created. after the students are able to sing the nursery rhyme that has been given, the writer gives the task to the students to identify the adjectives in the nursery rhyme lyrics that are sung. after that the writer asked the students to write down the results of the identification on the blackboard and the researcher evaluated the results of the work. And finally, the students gave good responses during the learning process.

On this third meeting the author opened the meeting by explaining the material to be studied, namely descriptive text. then explain the elements in descriptive text, one of which is a verb. The author explains the definition of a verb and then gives examples of verbs that are around, such as jump, pull, push, etc. after that the writer tested each student to name examples of verbs. after it is felt that students understand the concept of verbs, the writer proceeds to the next activity, namely nursery rhyme practice. The practice is carried out by displaying the lyrics from the nursery rhyme that will be sung through infocus so that all students can see the lyrics that will be sung. after the lyrics are ready, the writer will give an example in singing the song. then the writer asked the students to repeat the song line by line. after that the writer asked the students to sing all the lyrics of the song with enthusiasm and joy so that a pleasant learning atmosphere could be created. after the students are able to sing the nursery rhyme that has been given, the writer gives the task to the students to identify the verbs in the nursery rhyme lyrics that are sung. after that the writer asked the students to write down the results of the identification on the blackboard and the researcher evaluated the results of the work. And finally, the students gave good responses during the learning process

The Result of Post-Test

From the table above, it could be put forward that the score of the students' post-test improved, because there were a lot of students who got good score. The lowest score of the post- test was 60 (two students) and the highest score in the post-test was 95 (seven students). The mean of post-test was 83.13. It means that students' post-test score passes the criteria of

minimum score because the criteria of minimum score of English subject in SMP Banjar Asri is 70. In other words, the students' writing is improved after the treatment held. From the data of pre and post-test, the researcher computed the data. It will be discussed in the following sub chapter.

CONCLUSION

Based on the result of the investigations done by the researcher, the mean of pre-test that was 63.75 and post-test that was 83.13. It means that the research indicates that improving students' vocabulary knowledge using nursery rhyme technique can improve students' knowledge in vocabulary. In other word, the improving students' knowledge in vocabulary was good enough after the writer gave some treatments. And after computing all of data, the researcher found that t observe was higher than t -table ($7.34 > 2.024$). It means that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted. In other word, nursery rhyme technique is effective for improving students' vocabulary to the first grade students of SMP Banjar Asri.

The problem of the study as stated in Chapter I is "is teaching vocabulary by using nursery rhymes effective to the first-grade students of SMP Banjar Asri Cimaung?". Based on the result of data analysis from writing skill score which gained by students before and after conducting treatment, there were significant improvements. It means that the use of nursery rhyme technique in teaching vocabulary is effective. This indicated that the alternative hypothesis stated that there were significant effects of using nursery rhyme technique to improve students' vocabulary in the first grade of Banjar Asri Junior High School was accepted. Meanwhile, the null hypothesis stated that there was no significant effect of using Nursery rhyme technique to improve students' vocabulary in the first grade of Banjar Asri Junior High School was rejected. It implicated that teaching vocabulary by using Nursery Rhyme technique give big impact towards the first grade students' scores at Banjar Asri Junior High School.

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