

## **USING NURSERY RHYME TO TEACH LISTENING SKILL**

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**Abstract:** Listening is a process to construct the meaning between speaker and listener. Unfortunately, in listening students not only have the important things but also difficult things. There are many kinds of song that teacher can use in teaching listening to support their teaching process. One of a song is a nursery rhyme. Hence, the purpose of this study was to find out whether or not there was a significant difference in listening achievement between students who were taught by using nursery rhymes and who were not. In conducting this study, quasi-experimental design was used. In this study, the writer took the sample by using purposive sampling method. The writer used a written test in the form of fill in the blank. The t-test was used to analyze the data. Based on the result of the independent t-test, the t-obtained was 2.022. At the significance level of  $p < 0.05$  and the degree of freedom (df) 68. The critical value of t-table was 1.9955. Since the value of t-obtained (2.022) was higher than the value of t-table (1.9955) and p-value (0.047) was lower than  $\alpha$ -value (0.05), the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. In the other words, there was a significant difference in students' listening achievement between students who were taught by using nursery rhyme and that of those who were not.

**Keywords:** listening skill and nursery rhymes

## **INTRODUCTION**

Listening is a process to construct the meaning between speaker and listener. According to Richards and Schmidt (2002, p.5), listening is not a passive skill but an interactive process, which requires learners to have adequate knowledge of the language to

decode the message, and the ability to apply different strategies. In addition, Saha (2008) says that listening became in one of the most important skills for the developing of a new language. It used to communicate orally. Siburian (2013) adds that listening skill is regarded as the most important outcome

of early language teaching and rhymes are regarded as one of the best ways for practicing and developing the listening skills of, especially young learners. In conclusion, listening is important skill because it uses for communication between the speaker and the listener.

In listening to the students not only listen but also comprehend the meaning of the speakers because listening comprehension refers to the way listeners select and interpret information that comes from auditory and visual clues in order to come to better understanding and comprehension of what speakers say (Thomas and Dyer, 2007, p.3). The listener should comprehend what the speaker says to understand the meaning of the speaker. Richards & Schmidt (2002, p.5) state that listening comprehension refers to the traditional way of thinking about the nature of listening. Thus, listening

comprehension is the process of understanding meaning of the text by the students; without comprehension, the meaning of the text students do not know what the speaker means.

However, there are some problems in listening. According to Spyrou (2007, p.1), says that students are not able to see extra-linguistic features such as facial expressions, gestures and body language in order to be able to tell how the speaker feels and infer further meaning from what is said. According to Case (2008, p.1), the learner is trying to understand every word and they do not know the most important words in the text. It means that the learner just listens but they do not know what the speaker means.

Furthermore, in listening students not only have the important things but also difficult things. According to Wulandari (2011, p.10-11), there are two factors in the listening problem.

There are the internal factor and external factor. On the other hand, internal factor included the students have poor in vocabulary and grammar knowledge, the students have low motivation in learning English especially learning listening. External factor included the teaching and learning process of listening is not conducted effectively, the limited equipment and material in listening. The teacher has difficulties in finding English material from a cassette that suitable for teaching the students in the junior high school.

In addition, she explains that there are some problems in listening comprehension. The first, the students difficult to find the meaning of the words and phrases from the text. Second, the students have difficulty in identifying the communicative purpose in the listening text. Third, the students are difficult to find the main idea in the

listening text. The last, the students difficult to find the specific information in the listening text.

Based on the problem above, the teacher can improve students listening skill by using media. One of the important media is a song because song plays an important role in the development of young children learning a second language (Millington, 2011, p.134). He adds that song can help learners improve their listening skills and pronunciation and how they can be useful in the teaching of vocabulary and sentence structures. Nanda and Narius (2012, p.104) add that song is a familiar thing and popular in our society not only in general society but also in education society. Most of the people like a song because it can make the feeling happy and tell their aspiration. Besides, a song can be used as a motivation for the student to learn to listen.

There are many kinds of song that teacher can use in teaching listening to support their teaching process. One of a song is a nursery rhyme. According to Dunst, Meter, and Hamby (2011, p.1), nursery rhymes are short poems or songs that often are made up of trivial musical verse. Backer (2005, p.3) also states that nursery rhyme is a traditional song or poem taught to young children. Moreover, according to Martina (2014, p.1) songs and rhymes are important teaching tools. In short, nursery rhyme is good media for teaching English to the young learner.

According to Shwetha (2013, p.777), nursery rhymes have always proven to be one of the best ways to teach a language to young learners. Many rhymes also use numbers, counting, and other math words that children need to learn, such as size and weight. Moreover, according to Batema (2013, p.1), rhymes are fun activities for

children because rhymes are short, children are able to pay attention and enjoy the experience. Memorizing rhymes enable a child to understand the rules and patterns of language when a child recognizes the way people use words and sentences. Nursery rhymes also foster creativity because hearing or acting them outputs pictures and ideas along with the words, which enables children to use their imagination.

Based on the explanation above, the objective of the study was to find out whether or not there was a significant difference in listening achievement between students who were taught by using nursery rhymes and who were not.

## **METHODOLOGY**

In conducting this study, quasi-experimental design was used. Independent variable in this study was using nursery rhyme and the dependent

variable was teaching the listening skill. The population of this research was all the seventh-grade students at the SMP N 2 Kayuagung. In this study, the writer took the sample by using purposive sampling method. The total number of the samples were 70 students. According to Shwetha (2013, p.10), the stages in teaching nursery rhyme were as explained below.

- 1) The teacher selects the rhymes that appropriate for the students.
- 2) After the rhymes are selected, the teacher plays the nursery rhyme by tape recorder to the listeners.
- 3) The students silent and listen attentively when the teacher play the rhymes by tape recorder.
- 4) After playing the rhyme in three times, the students are made to sing with the teacher.
- 5) In the last lesson, students answer the questions based on the rhyme that students already hear.

The writer used a written test in the form of fill in the blank. The tests consisted of 30 items. Moreover, content validity was used. Kuder Richardson or KR 21 was used to measure the reliability of the test. The t-test was used to analyze the data.

## **RESULTS AND DISCUSSION**

Based on the result of the independent t-test, the t-obtained was 2.022. At the significance level of  $p < 0.05$  and the degree of freedom (df) 68. The critical value of t-table was 1.9955. Since the value of t-obtained (2.022) was higher than the value of t-table (1.9955) and p-value (0.047) was lower than  $\alpha$ -value (0.05), the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. In the other words, there was a significant difference in students' listening achievement between students

who were taught by using nursery rhyme and that of those who were not.

**Table 1**  
**The Summary Statistic of Paired Sample t-test and Independent Sample t-test in the Experimental Group and Control Group**

Posttest		Mean Difference Post Test Between Exp and Con	T-Value Post Test between Exp and Con
Mean Exp	Mean Con		
59.14	53.66	5.48	0.047 (p<.000)

Based on the result the independent sample t-test, there was significant difference in listening achievement between the students who were taught by using nursery rhyme and that of those who were not. On the other hand, nursery rhymes helped students to explore the sounds of language through repetition, rhythm, and rhyme. It helped students to listen similar sounds. Nursery rhyme could help students to recognize the similar sounds in words. By using nursery rhymes the students felt enjoy doing learning in class. They were enthusiastic to learn listening and

they did not care about their problem in learning listening because they had fun activities in learning nursery rhyme.

In short, nursery rhyme could make the students interested in learning listening. They had fun activities in learning nursery rhyme and enjoy the experience. It could improve students' listening skill.

## CONCLUSION

Based on the analysis of the result between the students in the experimental group and the students in control group, it found that there was a significant difference in listening achievement between the students who were taught by using nursery rhyme and that of those who were not. It means that nursery rhyme could improve students' listening skill at SMP Negeri 5 Kayuagung. In short, nursery rhyme could make the students interested in learning listening activities.

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