

English Teaching Material Model Based On Nursery Rhymes For Elementary School Students

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Abstract— This study purposes to develop English language teaching materials based on nursery rhymes. The research method used development research with adopted the design of Borg and Gall and adjusted to the initial findings of the results of initial observations in the field. The results showed that the results of the expert validation of nursery rhymes song-based English teaching materials showed an average value of 85%. This value indicates that this teaching material has good criteria and is feasible to be implemented in the process of learning English for elementary students. In the implementation phase of teaching materials products showed that there were differences in learning before and after the implementation of teaching materials with a sig value of 0.00, that is sig less than 0.05. While the assessment by the user of teaching materials shows an average value of 80.5. The assessment criteria for teaching materials have very good criteria.

Keywords— *Teaching materials, English, Nursery Rhymes, Elementary Students*

I. INTRODUCTION

English is a language that is not easy to learn and use in everyday life in Indonesia. This happens because English is still as a foreign language which has not been used in everyday conversation. However, the government includes an English language curriculum start from the level of early childhood education to the upper secondary level of high school with the aim of preparing Indonesian people to be able to compete internationally at various fields, such as business, education, hospitality and other fields. The government improves the curriculum to anticipate the times by perfecting the curriculum in the learning process [1].

Although English at the early childhood level such as PAUD, kindergarten or even in elementary school level has not become compulsory learning, it is still at the local level, but many schools in Indonesia are from PAUD to Primary school teaches various kinds of English material, whether it is material about English vocabulary or songs, with various methods and techniques so that learning is as easy and interesting as possible for students in early childhood to elementary school. It happened because almost school in Indonesia start from the basic level knows well about the Importance of English in this twenty first century. Therefore, the teacher has creativity in managing classroom learning with various approaches, methods, techniques and

learning resources so as to attract students to learn English [2].

In learning English, there are four skills that students must learn, namely listening, speaking, reading and writing. The four skills have correlation from one another, but the most difficult skill is listening, because the beginning of learning language starts from listening. Teaching English at the early childhood level in PAUD, kindergarten and elementary school has some weaknesses because commonly, the teachers teaches English in general that does not focus on certain skills, which is why there are still many students who have difficulty in learning English. In practice, English language learning at the elementary school level only teaches the topics in the teacher's learning design by merely speaking, vocabulary or practice questions so that it seems boring to students. Listening skills is a communication process involving listeners. Listening is an activity to find the meaning of the message heard. Skills must be mastered by students in learning. The reality of the majority of students having weaknesses when working on tasks with the listening process, almost all students have difficulty answering because of many unrecorded vocabulary [3].

Teaching material is one of the important things to be observed together because it is a benchmark for the success of the learning process. According to [2] stated that integrated teaching materials in learning English in junior high school as a student learning facility, changing the old mindset with new ones, learning was his own effort. With this learning increases students to have the courage to speak English with real actions in accordance with the skills and knowledge mastered. This integrated English language teaching material can significantly improve students' abilities through optimized teaching materials from the potential of students and the surrounding environment by innovating and creating both teachers and students.

Various models of teaching materials are used by teachers with the aim of improving students' ability to learn English, but in reality there are still many difficulties faced by students and teachers themselves. This happens because the initial foundation in learning English has not been built. The first stage is learning how to learn listening skill easily, therefore, researchers develop specific teaching materials to learn listening through English songs or Nursery Rhymes like the Twinkle-Twinkle little star song, Old Mc Donald has a farm etc. In this teaching material, the researchers selected 20 songs to be developed as teaching materials in each meeting. The uniqueness of this teaching material is that it is

not only the medium for teaching by using some songs to improve students' abilities but also equipped with a theme that is adjusted to the nursery rhymes song title, for example is the Old Mc Donald song that has a farm that will be taught to students, then the theme what was taught at the meeting was about animals. In addition to singing Old Mc Donald songs, students were asked to imitate animal voices, mention animal names in English and also complete practice questions with various variations of questions, such as song lyrics that were several words blank and students had to fill in with listen to the song that is played by the teacher and also compose a random word which is of course still related to the theme of the animal. The advantages of teaching materials developed by researchers are integrated with the digital world because the teaching materials are equipped with the QR code generator application. The application makes it easy for both teachers and students to learn English from the song. Both make it easier to imitate the pronunciation that is directly sung by the native speaker or make it easier for parents to accompany their beloved children in learning at home. Because of the ease in accessing the song that is directly connected to youtube according to the song you want to learn. The idea arises because considering that in the 21st century, technology has been increasingly sophisticated and people are very familiar with the digital world. So learning English using this teaching material can not only be in class, but can study anytime and anywhere so learning English is no longer boring and frightening but fun and happy so that it seems to singing while learning. Learning English without feeling pressure and fear by using teaching materials developed by researchers.

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II. BACKGROUND LITERATURE

A. *Elementary School Students and Models of English Teaching materials*

Students at the elementary school level do not really understand the importance of English to face the MEA (Asean Economic community). They only understand that English is one of the local content that must be learned at school. Learning English which is only learned once a week in school with very limited time and is not followed up after arriving at home, makes learning English less effective, so many parents register their children to take English courses outside school. This happens because of the concerns of parents if later their children graduate from elementary

school and continue to a higher level of junior high school and their English skills are minimal or limited. This also happens because most parents do not master English well.

The English learning model at the primary school level only uses student worksheets (LKS) or textbooks and students are instructed to work on the worksheet without a variety of learning resources. Although there are, only occasionally the teacher shows pictures related to learning material or show learning videos that are not very effective in improving English language skills. The teacher explained the material with conventional methods which made it more difficult for students to understand what the teacher explained.

The application of teaching materials developed by researchers at SD SEMAI and SDUT Bumi Kartini Jepara shows that nursery rhymes commonly make it easier for students and teachers to teach and learn English. This can be seen from the enthusiasm of the students in answering questions from the teacher, related to the material taught which is derived from the nursery rhymes song. Not only is it shown in the activeness of the students in the classroom, from the work of students also shows a significant increase in value and also has become a student centered learning. According to the Association of education and Communication technology (AECT) states that the source of learning everything that encourages the implementation of the learning process, including service systems, teaching materials and the environment. Thus learning resources are all places, objects, and surroundings that contain information as a tool for learning. The development of teaching materials in the learning process including English proves that the syllabus and RPP have referred to the standards of the BSNP. But related to the teaching material presented there is no slot to explain in detail. Learning media, learning facilities and teaching aids used in the learning process already exist but no one has collaborated with song lyrics. With the learning that utilizes media, learning facilities and good tools it will have an impact on students to improve cognitive, affective and psychomotor abilities [4].

In practice, teachers convey more easily and interestingly in teaching English to elementary school students by using teaching materials developed from dolanan songs or nursery rhymes because students do not just listen to the teacher deliver the material, but students can sing along with Rhymes nursery songs through YouTube videos are displayed through the projector in the classroom. The video is also complete with song lyrics so that students have no difficulty singing rhymes nursery songs. The melodic strains of nursery rhymes songs that are not so fast are also good and easy to listen to. That is what makes students easy to understand rhymes nursery songs. The use of learning media with films is able to improve student listening in terms of pronouncing and vocabulary because students directly see and hear so that it can cause motivation to know the contents of the story presented in film form [5].

In addition to students being able to sing nursery rhymes, they can also multiply vocabulary by taking the vocabulary taught by the class teacher from the song, such as on the song Head, Shoulder, Knees and Toes, the theme taught is about PART OF BODY, so students get a lot of vocabulary about body parts, from eyes, head, shoulders, knees and so on. In singing the song, the students also practiced holding the limbs as they saw in the song's video. If learning in the

classroom using a projector to display songs, another convenience of teaching materials developed by researchers is that students easily repeat many times to listen to the song at home either listening alone or accompanied by parents, siblings or siblings with only access via QR Code Generator that has been installed in each song in the teaching material developed by the researchers. To measure the extent of the students' abilities, the teacher can provide exercises that have been prepared by the researchers in the teaching material, namely the questions in the form of song lyrics which some words have been blank. Students are asked to listen to songs and fill in the blank words. Not only that, another type of variation is that students can arrange words that have been randomized, there are also matching the meaning of Indonesian with English. This teaching material feels complete and is very helpful for the English learning process for elementary school students and also for teachers and parents.

B. Nursery Rhymes

Song is one of learning media that is loved by various groups, both students at PAUD, kindergarten, elementary school or even up to college. Although not everyone is blessed with a beautiful voice so it is pleasant to listen in singing, singing or humming to everyone's liking. Because by singing, the brain feels more relaxed and feeling more happy. According to [6] a song is not only to be heard but the song's lyrics convey a moral message. This moral delivery is related to social acts that consider community regulations. The use of song lyrics is able to hone the ability to listen, speak, read and write. In addition, music can be used to determine the development of children's character. With music can shape the character through sensitivity, subtlety or sensitivity and also a person's character. The music presented is music that has meaningful lyrics .

In the world of education, songs cannot be released as learning media. As in learning English, songs become one of the media in improving students' skills in listening. That is why researchers develop teaching materials from 20 nursery rhymes songs that aim to improve student listening skills. Longman dictionary of contemporary English defines nursery rhyme as "a short traditional song or poem for children". This means that all nursery rhymes are made for children. This rhymes nursery terminology itself was probably first used in the 19th century, and marked by the publication of Rhymes for Nursery in 1806, this book was written by Ann and Jane Taylor, and later better known as "Nursery Rhymes".

Nursery rhymes are songs that are easy to listen to and the tune is simple and not fast and has deep meaning so that in addition to students being able to learn English through songs, they can also take the moral value of each nursery Rhymes song.

III. METHODS

This study adopted the design of Borg and Gall and adjusted to the initial findings of the results of initial observations in the field. The development stage is as follows:

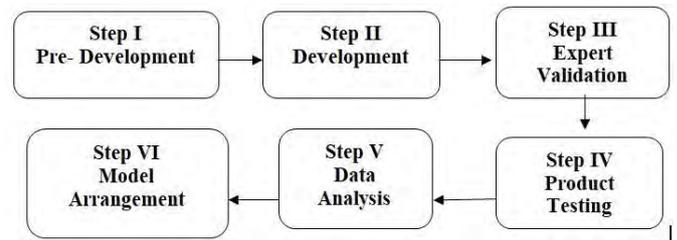


Fig. 1. Stages of research development

In the pre-development stage an analysis of school needs is carried out regarding the need for English language teaching materials in elementary schools. This analysis is carried out using interview and observation methods during English learning.

The next stage, namely the development stage is carried out in three stages, namely drafting the initial draft teaching materials based on nursery rhymes for elementary school students, conducting FGDs with teachers to follow up on inputs, assembling draft teaching materials found in the field and the FGD process.

The validation and appraisal stage of the reviewer is carried out by relevant experts and practitioners. Stages Product testing is carried out by applying nursery rhymes-based English to SD Semai and SDUT Bumi Kartini students in the learning process.

The respondents of this study were elementary school students with less than 100 students by using purposive sampling, namely Semai Jepara Elementary School grade 3 and 4 and SDUT Bumi Kartini grade 5 and 6.

IV. RESULTS

Based on the findings of the observations at Semai and SDUT elementary schools, the school did not have teaching materials based on nursery rhymes songs, especially English lessons. Therefore the research team provides an alternative to carry out research activities to implement English-based nursery rhymes song learning. With the existence of this teaching material aims to improve students' listening skills and innovate learning to attract students in improving English learning.

The results of this study are English language teaching materials based nursery rhymes song. This teaching material consists of question, vocabulary, song lyrics, missing word and jumble word in each learning activity. The nursery rhymes material consists of the following songs:

TABLE I. SAMPLE LIST OF SONG CONTENTS LYRICS TEACHING MATERIALS

No	Song lyrics
1	Are You Sleeping
2	Baa-baa Black Sheep
3	Finger Family
4	Humpty Dumpty
5	Incy Wincy Spider
6	London Bridge is Falling Down

In the development of teaching materials, this begins with the FGD with the Team related to the material needs presented in English-based teaching materials for nursery rhymes song. The content of this teaching material is a short

song that has lyrics and stories. Besides being able to motivate students to prefer English, it also enriches the different vocabulary of each word in the lyrics in the songs they sing. The following is a screenshot of the material for teaching materials.



Fig. 2. Screenshot from English language teaching materials based on nursery rhymes song

The results of expert validation on nursery rhymes song-based English language teaching materials showed an average value of 85%. This value indicates that this teaching material has good criteria and is feasible to be implemented in the process of learning English for elementary students.

The results of an expert assessment in the field of English teaching materials show that English language teaching materials based on nursery rhymes song are good criteria but still need revision related to concept wrangling, assessment techniques, conformity with linguistic features and presentation consistency. The following assessment indicators get a score of 3 from the expert field.

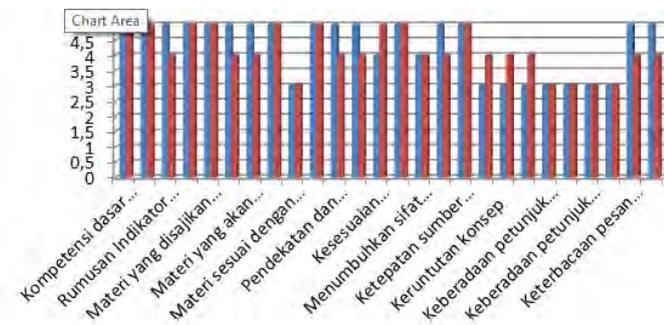


Fig. 3. Graph of Assessment of Teaching Material Assessment by British Field Experts

This teaching material is in accordance with the needs of elementary school students in learning more interesting English. With the existence of this teaching material as an innovative learning media for elementary school teachers so as to improve the quality of student learning. This teaching material is an audiovisual media based on nursery rhymes song to increase (pronounce) and vocabulary because students can directly listen and hear directly.

In this teaching material is also equipped with a QR generator in each learning activity. The purpose of this barcode is to make it easier for students, teachers or parents to access directly and listen to the songs in this teaching material.

The next stage is the implementation of this teaching material product in elementary school English learning. The trial phase is at Semai Annual Elementary School which is practicing how to teach with teaching materials that have been made based on Nursery Rhymes. The class chosen is class 3 and 4 with two meetings. The teaching techniques used are quite varied. At the first meeting in class 3, the

teaching technique used was Total Physical Response (TPR) for the theme "PART OF BODY" with the title of the song "Head, Shoulders, Knees and Toes". At the second meeting in grade 4, the teaching technique used was Numbered-Head-Together (NHT) for the theme "FEELING" with the title song "If you're happy".

In the implementation of teaching materials in English learning, it is very fun and competitive so the teacher has determined some students who will get rewards according to the category. The categories in this activity include the most active students, the bravest students, and the groups that are compacted. Previously, it was also not forgotten to give all students the opportunity to ask questions about the material that had been taught which might not be understood.

The analysis phase of the implementation of teaching material products is by using paired sample t analysis with the number of respondents 26. This respondent is a sample to determine the effectiveness of the implementation of the nursery rhymes song teaching material. From the results of the analysis shows the sig value results show that there are differences in learning before and after the implementation of teaching materials with a sig value of 0.00 that is sig < 0.05. The results of the analysis are shown in table 5.2 below.

TABLE II. INDEPENDENT SAMPLE T-TEST TEST RESULTS

Paired sample t test	
Mean	14,554
Std.Deviation	21,609
Std Error Mean	4,238
T	3,458
Df	25
Sig (2-tailed)	0,002
95% Confidence Interval of the Difference	Lower 23,382 Upper 5,926

Therefore, this teaching material is a medium that can improve English learning to improve students' listening skills. Besides that it can motivate students to prefer learning English.

The next stage is assessment by user (user) teaching materials. This data comes from an assessment by an English teacher. Results Tests by users of instructional materials by English teachers at SD Semai and SDUT Bumi Kartini with calculations from the assessment instruments seen from the assessment criteria from 1 to 5, the number of teachers who responded to the teaching material, namely 4 teachers to retrieve the data representative.

TABLE III. CONVERSION RESULTS OF TEACHING MATERIAL CRITERIA FROM EXPERT VALIDATION

No	Score Scale	Qualitative category
1	$\bar{x} > 72$	Excellent
2	$60 < \bar{x} \leq 72$	Good
3	$48 < \bar{x} \leq 60$	Enough
4	$36 < \bar{x} \leq 48$	Bad
5	$\bar{x} \leq 36$	Worst

From the analysis results shown in the conversion table shows that the average value is 80.5. On average, this is confirmed by the table, so the assessment criteria for this

teaching material have the criteria of authentic assessment model quality is very good and has advantages in the field of learning innovation in the development of teaching materials. compared to conventional assessments. From the results of the analysis of each aspect.

The results of the above research show that the development model of nursery rhymes-based teaching materials has an average value of 85%. This value shows that this teaching material has good criteria and is feasible to be implemented in the process of learning English for elementary students. Based on an assessment by experts in the English language, this English language teaching material has good criteria but it still needs revision related to the concept concept, assessment technique, suitability with linguistic features and presentation consistency. While based on the assessment by the user, shows that the average value is 80.5. This average is confirmed by the table, so the assessment criteria for this teaching material have criteria in terms of the quality of the authentic assessment model which is very good and has excellence in the field of learning innovation in the development of teaching materials compared to conventional assessments from the analysis of each aspect.

V. CONCLUSION

Conclusions from the results of the study indicate that the development of nursery rhymes-based teaching materials adopting the development design by Borg and Gall is then adapted to the findings in the field that are in accordance with the formulation of the problem. And the results of the analysis of the user response shows good criteria with an average value of 80.5. The analysis phase of the implementation of teaching material products shows that there are differences in learning before and after the implementation with a sig value of 0.00 that is sig less than 0.05. Therefore this teaching material can improve English learning to improve students' listening skills

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