

**HOMEY ENGLISH TEACHERS' PERCEPTIONS OF THE USE OF  
NURSERY RHYMES FOR YOUNG LEARNERS**

**(Undergraduate Thesis)**

**By:**

**M. Auliya Maulidhan Alunda**

**2113042084**



**ENGLISH EDUCATION STUDY PROGRAM  
ARTS AND LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG**

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## ABSTRAK

### HOMEY ENGLISH TEACHERS' PERCEPTION OF THE USE OF NURSERY RHYMES FOR YOUNG LEARNERS

Oleh:

**M. Auliya Maulidhan Alunda**

Penelitian ini bertujuan untuk menyelidiki persepsi guru bahasa Inggris terhadap penggunaan lagu anak (nursery rhymes) bagi pembelajar muda dalam konteks lembaga kursus bahasa Inggris, Homey English, di Bandar Lampung. Nursery rhymes dipandang sebagai media yang efektif dalam pembelajaran bahasa pada anak usia dini, karena pola ritme dan repetisinya mampu menarik perhatian anak sekaligus mendukung penguasaan kosakata. Penelitian kualitatif ini menggunakan wawancara semi-terstruktur dan observasi kelas sebagai instrumen utama untuk mengeksplorasi bagaimana lima orang guru memandang, menerapkan, serta menyesuaikan penggunaan nursery rhymes dalam kegiatan belajar-mengajar. Hasil penelitian menunjukkan bahwa guru memiliki persepsi positif terhadap nursery rhymes, dengan menekankan perannya dalam menciptakan suasana belajar yang menyenangkan, menenangkan, dan interaktif, serta memfasilitasi pemerolehan bahasa. Guru juga melaporkan adanya beberapa kendala, seperti kurangnya partisipasi siswa, kesulitan menemukan nursery rhymes yang sesuai, serta meningkatnya beban persiapan. Namun demikian, guru mampu menunjukkan strategi adaptif seperti menggunakan permainan, pendekatan personal, atau memberi waktu bagi siswa untuk menyesuaikan diri. Data observasi sebagian besar mendukung pernyataan dari wawancara, yang menunjukkan adanya tingkat kesesuaian yang tinggi antara persepsi dan praktik. Penelitian ini menegaskan nilai pedagogis nursery rhymes serta pentingnya fleksibilitas guru dalam menghadapi kebutuhan beragam pembelajar muda. Hasil penelitian ini berkontribusi terhadap pemahaman strategi pengajaran bahasa di lembaga pendidikan non-formal dan memberikan wawasan praktis bagi pendidik bahasa Inggris anak usia dini.

**Kata Kunci:** *Lagu Anak (Nursery Rhymes), Persepsi Guru, Pembelajar Muda, Media Pembelajaran, Lembaga Kursus Bahasa Inggris.*

## **ABSTRACT**

### **HOMEY ENGLISH TEACHERS' PERCEPTION OF THE USE OF NURSERY RHYMES FOR YOUNG LEARNERS**

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This research investigates English teachers' perceptions on the use of nursery rhymes for young learners in the context of a private English tutoring institution, Homey English, located in Bandar Lampung. Nursery rhymes are widely recognized as an effective medium in early language instruction, offering rhythmic and repetitive patterns that engage children and support vocabulary development. This qualitative study employs semi-structured interviews as its primary instrument to explore how five teachers perceive, implement, and adapt the use of nursery rhymes in their classrooms. The findings reveal that teachers hold generally positive perceptions of nursery rhymes, acknowledging their role in creating a fun, calm, and engaging learning environment while facilitating language acquisition. Teachers also reported several challenges, such as student reluctance, difficulty in sourcing suitable rhymes, and the added burden of preparation. However, they demonstrated adaptive strategies such as employing games, using personal approaches, or allowing students time to adjust. This study highlights the pedagogical value of nursery rhymes and the importance of teacher flexibility in addressing young learners' varying needs. The results contribute to the broader understanding of language instruction strategies in non-formal education settings and offer practical insights for early childhood English educators.

**Keywords:** *Nursery Rhymes, Teacher's Perception, Young Learners, Teaching Media, Private English Tutoring.*

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**By:**

**M. Auliya Maulidhan Alunda**

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**The Language and Arts Education Department of  
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**ENGLISH EDUCATION STUDY PROGRAM  
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FACULTY OF TEACHER TRAINING AND EDUCATION  
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**Research Title : HOMEY ENGLISH TEACHERS' PERCEPTION  
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YOUNG LEARNERS**

**Student's Name : M. Auliya Maulidhan Afunda**

**Student's Number : 2113042084**

**Study Program : English Education**

**Department : Language and Arts Education**


**Faculty : Teacher Training and Education**

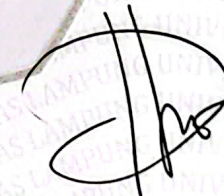


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Advisory Committee**

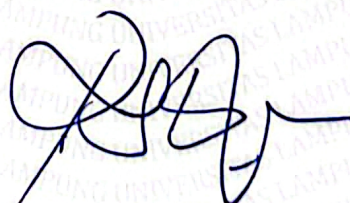
**Advisor**

**Co-Advisor**

  
**Dr. Budi Kadaryanto, S.Pd., M.A.**  
**NIP 19810326200501 1 002**

  
**Dian Shafwati, M.Pd.**  
**NIP 198909132019032012**

**The Chairperson of  
The Department of Language and Arts Education**


  
**Dr. Sumarti, S.Pd., M. Hum.**  
**NIP 19700318 199403 2 002**



**ADMITTED BY**

**1. Examination Committee**

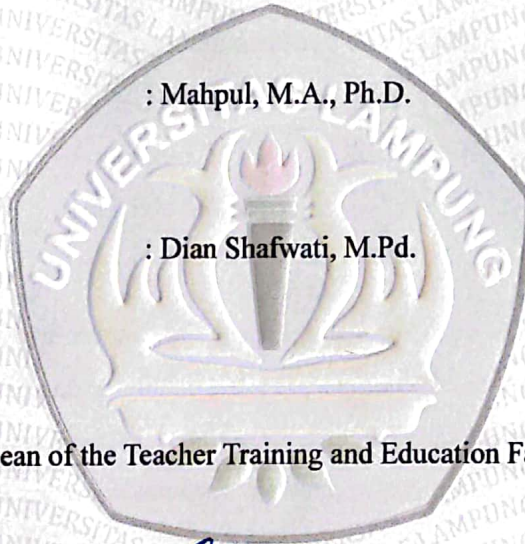
**Chairperson** : Dr. Budi Kadaryanto, S.Pd., M.A.



**Examiner** : Mahpul, M.A., Ph.D.



**Secretary** : Dian Shafwati, M.Pd.



**2. The Acting Dean of the Teacher Training and Education Faculty**



**Albet Maydiantoro, S.Pd., M. Pd.**

**NIP 19870504 201404 1 001**



**Graduated on: July 23<sup>rd</sup> 2025**

## LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : M. Auliya Maulidhan Alunda  
NPM : 2113042084  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa dan Seni  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : HOMEY ENGLISH TEACHERS' PERCEPTION OF  
THE USE OF NURSERY RHYMES FOR YOUNG  
LEARNERS

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A handwritten signature in black ink is written over a yellow revenue stamp. The stamp features the Garuda Pancasila emblem and the text '10000', 'METRA TEMPEL', and 'BF43DANX051435717'.

M. Auliya Maulidhan Alunda

2113042084

## **CURRICULUM VITAE**

Born on May 28<sup>th</sup> 2003, M. Auliya Maulidhan Alunda is the second child of Luna Agasti and Nanda Lucia Handayani. Being the middle child, he has an older brother named M. Rizki Ara Zesto Alunda and two younger siblings named Prajna Aura Dzikriya and M. Afiif Al Razzan Alunda.

In 2009, he studied at TK Kartika II-27 Bandar Lampung. A year later, he continued studying at SD Kartika II-5 Bandar Lampung. Still in the same neighborhood, he enrolled at SMP Kartika II-2 Bandar Lampung after having finished going to middle school in 2015. During the 3 years in junior high school he had a newfound dream of being an English teacher, influenced by his then English teacher. He continued studying at SMA Negeri 9 Bandar Lampung until eventually graduating in 2021, and started pursuing his dream of becoming an English teacher at Universitas Lampung in the same year.

Within his first year at English Education of Universitas Lampung, he was entrusted with becoming the secretary of the human resource division of SEEDS FKIP Unila. And after nearly 2 years of fully online learning, he started to slowly make his dream a reality by becoming an English teacher at Homey English, a private English tutoring institution based in Bandar Lampung. He has been teaching and studying at the same time for 3 years up until this point. Beyond working as a teacher, he had also took part in the Community Service Program (*KKN*) in Natar, Lampung Selatan. He then completed his study at Universitas Lampung by researching teachers' perception on the use of nursery rhymes at the place in which he works at, Homey English.



**MOTTO**

"فَإِنَّ مَعَ الْعُسْرِ يُسْرًا"

*"So, surely with hardship comes ease."*

**(Q.S Ash Sharh: 5)**

*"Brave people never give up; They either win or learn."*

*"Pain is inevitable. Suffering is optional."*

**(Haruki Murakami)**

## DEDICATION

In the divine name of *Allah Subhanahu Wa Ta'ala*, I dedicate this thesis to my family, teachers, lecturers, friends, partner, and myself.

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15. The writer himself, M. Auliya Maulidhan. Thank you for not giving up.

Bandar Lampung, 3 July 2025

The Author

M. Auliya Maulidhan Alunda

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## **I. INTRODUCTION**

Provided below in this chapter is a brief description of the contents of the research including; research background, research question, research objectives, research uses, research scope, and definition of key terms.

### **1.1 Background of the Research**

English is often referred to as a global lingua franca. It is the most widely spoken second language and serves as a common language for people from diverse linguistic backgrounds, facilitating international communication and collaboration. It is an important language that is so extensively used, it has occupied the spot as the connecting language for various uses, such as scientific publications across various fields of study, business, entertainment, and education (Rao, 2019). Therefore, learning English as a foreign language has become increasingly essential in today's globalized world, not merely as a means of communication, but as a fundamental skill for success and opportunities (Crystal, 2003)

In mastering the language, students must master aspects of the language, which there are multiple of. They are speaking, reading, writing, listening. These aspects are not easy to master; thus, it is advised that English is taught from an early age as it is advantageous to do so (Cameron, 2001). Though children in early stages of growth may not be able to read yet, children in this stage have remarkable memory (Smith, 2004). And since children are in their peak in the context of learning, and can better process information at an earlier age, it is thought to be beneficial to start teaching English to them in preschool and early childhood (Fitria, 2023), especially using a media such as nursery rhymes to help boost language teaching to young learners. Young EFL learners may also feel more fluent singing along to a song than

they do speaking, thus the activity of singing along to nursery rhymes can help foster confidence within them (Pourkalhor & Tavakoli, 2017).

The researcher found difficulties in teaching English for young learners, the most notable is the obvious difference between teaching a foreign language to young learners and adults or adolescents: as learners, children are often more enthusiastic and lively compared to adults. They will try to do an activity despite not knowing how or why and they would rather please the teacher than their peer group. However, children are also quick to lose interest and lose motivation if they feel the task given is too difficult (Cameron, 2001). Using nursery rhymes in the classroom might tackle the issue of young learners losing motivation, as they are great for catching the attention of young learners.

Nursery rhymes are a part of a historical curriculum for young children. Nursery rhymes have been taught and performed by children in homes and schools for many centuries (Levebvre et al., 2015). According to Pourkalhor & Tavakoli (2017), nursery rhymes are thought to have originated earlier than the 1600s. The first rhymes date back to oral tradition; they were passed on orally from generation to generation. Yet, a lot of nursery rhymes were not created with children in mind. Rather, some nursery rhymes were lifted from passages of adult songs, while other nursery rhymes were inspired by the alluring cries of street vendors. Some even have their roots in antiquated religious customs. Nursery rhymes have been ingrained in children's daily life; they are sung at home, at school, and while playing outside. Nursery rhymes are compact, basic rhyming poems, songs, or stories that are often wrote, recited, or sung for young children (Schon et al. 2008).

As for the pedagogical value of nursery rhymes, Pourkalhor and Tavakoli (2017) also stated that nursery rhymes can be a factor that motivates children in learning foreign languages as it creates a dynamic learning environment where the students can enthusiastically benefit from peer interaction in chorus while the teacher moderates their interaction and acts as a mediator in the teaching process. They also noted that it is beneficial for teachers to give attention to nursery rhymes and use it in language teaching effectively and practically by involving the learners in the context of interaction.



In previous researches, teachers using nursery rhymes to support the teaching of English for young learners is commonly found. Although it is still unclear what the teachers' perceptions are on the use of nursery rhymes for young learners, especially in the context of teaching English as a second language in private tutoring institution settings. Therefore, this research will be done in a private tutoring institution called Homey English. Homey English is an English private tutoring institution that was established in 2016. It currently has over 100 students across all three branches, with the majority being young learners in the age of 5-12 years old. Homey English puts a heavy emphasis on spoken and communicative language, which is why the teachers there often use creative teaching media to help support the teaching activity, nursery rhymes included.

## **1.2 Research Question**

As shown in the background above, the researcher formulates a research question as the main problem of the research. The research question is as follows: What are Homey English teachers' perception on the use of nursery rhymes for young learners?

## **1.3 Objective of the Research**

The objective of this research is to explore teachers' perception on the use of nursery rhymes for young learners.

## **1.4 Use of the Research**

The findings of this research are expected to have both theoretical and practical use:

1. Theoretically, it can be a reference for other researchers studying a related topic.
2. Practically, it may be beneficial for English teachers to use nursery rhymes in their classroom as teaching media for young learners.

### **1.5 Scope of the Research**

This study is focused on teachers' perception on the implementation of nursery rhymes for young learners and will be conducted using a qualitative method. In addition, this research is focused on teachers working at Homey English. This is due to Homey English teachers' familiarity with using nursery rhymes as a media to teach young learners.

### **1.6 Definition of Key Terms**

Below is the definition of some terms which were used by the researcher to give the basic understanding of the concept:

#### **1. Perception**

Perception is a way of regarding, understanding, interpreting something, or a mental impression. Gibson (1979) stated that perception is directly about picking up information from the environment that specifies how one can interact with

#### **2. Nursery Rhymes**

Nursery Rhymes are simple traditional songs or poems composed by anonymous poets with highly rhythmic nursery verses and tightly rhymed for children to listen, sing along, and enjoy (Martinez, 2017).

#### **3. Young Learners**

A young learner is a child whose age is between 5 to 12 years old (Rixon, 1999). Therefore, it can be concluded that the term young learners typically refers to children who are in the early stages of their education.

## **II. LITERATURE REVIEW**

This chapter describes the theories that are discussed in the research. It encompasses the concept of teaching English, teaching English to young learners' perception, perception types, teacher's perception on songs, the concept of nursery rhymes, benefits of using nursery rhymes, the concept of young learners, and previous studies.

### **2.1 Perception**

#### ***2.1.1 Definition of Perception***

Perception is the process of seeing and interpreting sensory information in order to form and understanding and mental picture of something. An individual senses a stimulus, organizes it, and then interprets it so they may know and comprehend what they have sensed. Put simply, perception can be defined as a person's ability to think and understand information or the world around us through senses (Eggen & Kauchak, 2001). For the purposes of this study, the term perception refers to teachers' understanding or awareness of doing things that may enhance the learners' knowledge.

#### ***2.1.2 Types of Perception***

According to experts, perception is split into five types:

##### **1) Self Perception**

Self-efficacy, self-concept, and self-esteem are the foundations of one's self-perception. This implies that an individual's perception is determined by their level of (internal) intelligence (Bandura, 1997). For example, if a student does terribly on a subject at school, he/she might develop a negative self perception, believing that they are not good at school.

## 2) Environmental Perception

The way an individual or a community relate to their surroundings determines how they perceive things. Individuals make interpretations about things based on reality as it relates to their surroundings (Gibson, 1979).

## 3) Learned Perception

Learned perception suggests that our perceptions and interpretations of the world are shaped by our experiences, knowledge, and cultural background (Gregory, 1970). It means that perception is not purely a passive process of receiving sensory information, but an active process influenced by what we have previously learned and experienced .

## 4) Physical Perception

Physical perception is a tangible one. It is connected to observable physical activity which the eyes sees and the brain processes (Marr, 1982).

## 5) Cultural Perception

Cultural perception is one in which culture can shape and influence an individual views the world (Hall, 1976). For example, in most parts of the world, the thumbs-up gesture is seen as a positive and harmless one. However, in Afghanistan it is seen as very offensive as it means “up yours.”

All five types of perception above determine how a person perceives something and are classified according to where the source is coming from, and where the stimulus comes in for the brain to build a perception. The perception collected in this research is a combination of the previously mentioned types of perceptions.

### ***2.1.3 Teachers’ Perception of Nursery Rhymes***

In Zimbabwe, Muguwe, Manzuzu, and Mutonganavo (2022) explored teachers’ perspectives on the use of rhymes in the teaching of English as a second language at ECD level at primary schools in Gweru rural district. Titled *Teachers’ Perspective on the Use of Rhymes in Teaching English as a Second Language at Early Childhood Development Level in Gweru Rural District Primary Schools of Zimbabwe*, the researchers collected data through interviews with from ten school headmasters and questionnaires

answers acquired from fifty Early Childhood Development teachers. The data suggested that the teachers tended to repeatedly use the same rhymes without concentrating on form and structure, even though the participants agreed that learners benefit tremendously from reciting action rhymes which in turn promote logical thinking. It can be concluded that although teachers believed that nursery rhymes are beneficial for young learners, the lack of creativity and usage of old and repeating rhymes can hinder the learners from benefiting from learning with nursery rhymes.

## **2.2 Nursery Rhymes**

### ***2.2.1 Definition of Nursery Rhymes***

Temple et al. (2011) described nursery rhyme as a brief poem or song meant for children. It is typically written by unknown authors, as many popular nursery rhymes have existed for centuries. These verses found in nursery rhymes are characterized by their strong rhythm, tight rhymes, and appeal to the younger generation. As previously mentioned in the first chapter, plenty of nursery rhymes have been passed down from generations to generations. Although simple, nursery rhymes consist of appropriate word orders, sentence structures, and grammatical elements which children as young as four to six years old can grasp a lot of information from (Mello et al., 2022). A well-known nursery rhyme that is used all around the world is the ABC song, or the alphabet song. It is a song that is used to recite the English alphabet in alphabetical order. It was first copyrighted under the title “The Schoolmaster” in 1834 by an American man named Charles Bradlee (Dwyer, 2017). It started becoming popular in the past because not very many children went to school and thus never learned how to read and write. But, because of how our brains work, we can remember songs and rhymes more easily (Dwyer, 2017). Therefore, it would be beneficial for teachers to introduce nursery rhymes to young learners in order to encourage them to learn English in an amusing manner.



### ***2.2.2 Benefits of Nursery Rhymes as a Teaching Tool***

As nursery rhymes are basic songs that often include cheerful music and repetitive verses, using it in the classroom can outcast the teacher from using a more monotonous approach and also make the teaching and learning process more creative and interactive (Blondel & Miller, 2001). Not only it is entertaining for the students, singing can also have additional benefits such as improving their motivation, thus making it an enjoyable way to channel their needs to move around and make noise (Conesa & Rubio, 2015). When learning a foreign language, motivation plays a pivotal part in ensuring the pupils develop positive attitudes towards the target language, which will create their desire to continue learning.

A study in Nigeria titled *Influence of Nursery Rhyme on the Speech Development of Nursery School Pupils in Orumba South Local Government, Anambra State* by Okoli et al. (2022) found that nursery rhymes boosted the speech development of pupils, as it enhanced their knowledge of the alphabet, allowing them to manipulate alphabets and their sounds. A similar study focusing on utilizing rhymes to build young learners' vocabulary by Rajan and Saadat (2024) explored the impact of nursery rhymes on enhancing vocabulary skills among kindergarten students. They discovered that nursery rhymes aid children to build on new vocabulary, spellings, and pronunciations. This newly built skills then allowed the students to be more confident orally as they describe objects or items they learn through rhymes, solve crossword puzzles, and finding missing links in exercises given by the teachers.

To conclude, it is safe to say the fact that nursery rhymes provide various benefits for young learners in learning English as a foreign language. Due to the enthusiastic nature of nursery rhymes, children are more likely to be motivated in learning, the heightened motivation then makes it easier for input to be understood and digested by them.

### ***2.2.3 Teaching Using Nursery Rhymes***

Nursery rhymes are brief songs that have rhyming or repeating patterns in it. Songs can be used in many different ways: as warmness in the beginning of the lesson, as a transition from one activity to the next, to introduce a new language, to practice language, to revise language, to change the mood of the class, to get everyone's attention, to channel high levels of energy, or to integrate with storytelling, games, or topic work (Brewster et al. 2003)

There are stages in using songs:

1. Set the context, build up the environment by explaining the purpose, and background information.
2. Pre-teach any necessary vocabulary using visual aids, actions, realia, etc.
3. Play on cassette or sing to allow children to listen, show understanding, familiarize themselves with the rhythm, tune, etc. Teachers should not be bothered too much by their singing skills, as singing is only a means to transfer the linguistic knowledge.
4. Do further listening activities, like matching, coloring, filling in gaps, etc.
5. Work on pronunciation awareness since songs provide a good model.
6. Invite children to listen, repeat, and practice by joining in and learning to sing. Encourage children to use actions, mime, drama, gestures, etc. They will help children memorize the words and their meanings.
7. Give a written record of text along with activities. It is better to avoid giving the script in the first time introducing the song, since it is easier for the children to listen first than reading especially since English words differ in spelling and pronunciation.
8. Present or perform as a whole class, in groups, in rounds, in pairs, or individually. Set a goal so that the students are motivated to reach it.

When choosing the song/nursery rhyme to use in the classroom, teachers should be selective as there are songs that are not appropriate for learning a language. Good songs must have clear topic to deliver the material, and not

too difficult for the students as to not make them lose interest in the topic. Repetition also provides a better chance of students memorizing new vocabulary, and give them a chance to act out the words which will help making the classroom atmosphere more cheerful and lively, resulting in students having a high interest in learning the target language.

## **2.3 Young Learners**

### ***2.3.1 Definition of Young Learners***

Young learners mean children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Phillips, 1993). Despite Phillips categorizing young learners based on their age, she also notes that a child's age does not fully influence how mature they are. Their culture, environment, sex, and expectations of their peers and parents also influence children's maturity. Teaching English to young learners offer different opportunities and can show different problems compared to teaching older language learners or native English speakers. Children are often more enthusiastic, though they are also quick at losing their enthusiasm. Children are also less embarrassed to speak compared to adults, and less able to keep themselves motivated on tasks (Cameron, 2001).

It has also been long hypothesized that children learn a second language better than adults, and this is often used to support the early introduction of foreign language teaching (Cameron, 2001). The Critical Period Hypothesis by Montreal neurologist, Wilder Penfield, is a theory in which young children are able to learn a second language particularly effectively before the age of puberty as their brain are still able to use the mechanisms that assisted first language acquisition. However, Lightbown and Spada (1999) presented evidence for and against the Critical Period Hypothesis where they suggested that if native-like proficiency is the goal, young learners would have an advantage. Though if the goal is to have communicative ability in a foreign language, the benefits of learning at an early age are much less clear.

### ***2.3.2 Characteristics of a Young Learner***

According to Scott (1995), the general characteristics of students in elementary school are as follows:

1. They love to play and learn best when they enjoy themselves but also take themselves seriously and like to think what they are doing is really working.
2. They are enthusiastic and positive about learning.
3. Their own understanding comes through eyes, hands, and ears.
4. They have very short attention and concentration span.

Based on these four general characteristics of elementary students, it is suggested teachers be more creative in teaching them. Teachers should involve their senses when teaching, allowing them to interact with their surroundings and work with it. Teachers also need to allow the students to experiment with the language by letting using songs, rhymes, and stories to encourage them to talk.

### ***2.3.3 Teaching English for Young Learners***

As mentioned previously, the way adults and children learn a language is contrasting, due to children having different characteristics compared to adults.

1. Children have short attention span

If the teaching material is too difficult and uninteresting, children will get bored easily. It is up to the teacher to make the teaching and learning activity a fun and lively one so that they can maintain children's interest and attention. It is important for the students to have an interest in learning the language as they will find it easier to understand and acquire it (Cameron, 2001).

2. Children have a lot of natural curiosity

A child's nature is to be curious and explore their environment in great detail in order to gain knowledge of everything. Teachers need to provide answers for questions that they may have, as this curiosity is an

advantage in learning a new language if the teacher can capitalize it (Lightbown & Spada, 2013).

3. Children need to have all five senses stimulated

The teacher should strive to construct activities that go well beyond the visual and auditory modes that are usually sufficient for a classroom. Sensory aids help children to internalize concepts. The beat of songs, the smell of flowers, the taste of food are all important elements in children's language learning (Brewster et al., 2003).

4. Children find it difficult to deal with abstract things and concepts

In teaching language to young learners, teachers must emphasize context within the language as children are focused on what the new language can actually be used for here and now. Children tend to have a comprehensive approach to language, which means that they understand meaningful messages, but they cannot analyze it yet (Harmer, 2007).

5. Children are sensitive

Children care about what others think about themselves and are concerned more about themselves than others. This is because their egos are still being shaped. Teachers need to provide an atmosphere in which children feel secure and confident to overcome potential barriers in learning (Ur, 2012).

The teacher must discover a special method to compensate these special characteristics that children have and make them acquire English effectively, especially from the activities. Teachers can provide a wide array of activities for young learners, though it should be noted that the activities should be simple enough for the children and is within their abilities, but it needs to be sufficiently stimulating for them to feel satisfied with their work. The activities should be largely orally based as children learn spoken language faster than written one and they find it easier (Ellis & Brewster, 2014). Most importantly, the activities must be attractive, interesting, joyous, various, and stimulating to keep the children focused and involved.



## 2.4 Previous Studies

The first research by Long and Mustafa (2020) titled *Early Childhood Teachers' Perspectives on the Effectiveness of Teaching Vocabulary Through Nursery Rhymes* aimed to investigate and measure the perspective of early childhood teachers on the effectiveness of teaching vocabulary through music, more specifically, nursery rhymes. The study was brought out with a quantitative approach and the results showed that the subjects emphasized that it was important to teach vocabulary in an enjoyable way. Using nursery rhymes allows the teachers to create an enjoyable atmosphere in the classroom while teaching, and it was effective in supporting teachers to teach vocabulary.

The second research by Lefebvre, Bolduc, and Pirkenne (2015) titled *Pilot Study on Kindergarten Teachers' Perception of Linguistic and Musical Challenges in Nursery Rhymes* attempts to explore three topics; 1) teachers' overall impression on nursery rhymes; 2) teachers' perception of pupils' enjoyment of nursery rhymes; and 3) the time spent using nursery rhymes in class. Conducted in a quantitative manner, the researchers found that the teachers tended to have a better impression of the nursery rhymes, perceive their students' enjoyment of the nursery rhymes as more positive, and spend more time on those nursery rhymes judged the easiest in regard to their vocabulary and their rhythm.

Lastly, in a research titled *Nursery Rhymes: Its Effectiveness in Teaching of English among Pre-Schoolers* by Mello et al. (2022), the researchers analyzed teachers' perceptions on the use of lyrics and animations of nursery rhymes in helping preschoolers learn vocabulary skills, spelling, and grammar knowledge. The researchers used a survey design to amass data from forty-eight kindergarten teachers using a Google link form. The data indicated that teachers agree with that nursery rhymes should be used in the teaching of English as the initial results indicated that nursery rhymes increased the grammar knowledge and the acquisition of new words of young learners.

### **III. METHOD**

This chapter encompasses research design, population and sample, instruments of the research, data collecting technique, and data analysis technique.

#### **3.1 Research Design**

In conducting the study, the researcher will employ a qualitative research method to investigate teachers' perspective on the implementation of songs for young learners. A descriptive qualitative study with interview as its instrument will be used in this research to provide and extract in-depth information from the sample. Interviews provides detailed firsthand accounts of participants' experiences and perspectives. DiCicco-Bloom & Crabtree (2006) emphasized that semi-structured interviews are especially effective for exploring complex behaviours, experiences, or social phenomena. Respondents are not limited to fixed choices, enabling them to elaborate and provide personal perspectives.

#### **3.2 Subjects of the Research**

The subjects of this study are five teachers at Homey English, a private English tutoring institution based in Tanjung Karang Pusat, Bandar Lampung. The participating teachers are of different levels of experience and professional backgrounds and chosen with a Homogeneous Purposive Sampling approach to ensure a wide range of perspective relating to the topic of the research. Palinkas et al. (2015) stated that homogeneous sampling involves selecting participants that share similar characteristics or traits, making it useful for studies focused on a particular subgroup. This method allows researchers to conduct a detailed and in-depth analysis of a specific subgroup.

### ***3.2.1 Population***

The population refers to the group being studied, which includes all individuals, with characteristics and qualities identified by the researchers from which to draw conclusions. The population of this study is five English teachers.

### ***3.2.2 Sample***

A sample is a subset of the population that exhibits the population's characteristics. In research, selecting a sample is crucial, and purposive sampling is employed as the method for choosing participants. Purposive sampling involves selecting individuals from the population who have specific traits relevant to the research objective, aiming to provide answers to the research question. In this research, five teachers at Homey English will be chosen as the participants of the research.

## **3.3 Research Instruments**

To collect data from the subjects, a research instrument is needed in this study. There is only one instrument that was used for this research, with it being interviews

### ***3.3.1 Interview***

Interviews serve the purpose of collecting valuable qualitative data with its ability to explore participants' perspective in-depth and capture rich insights. Interviews generate rich, detailed, and contextual data that contributes to a comprehensive analysis (Seidman, 2006). The subjects will be interviewed by the researcher with a semi-structured interview model to obtain qualitative data. Each interview with the participating teachers will take 5-10 minutes and will be audio-recorded with the consent of the participants. To gather detailed data from the teachers and students, the researcher has arranged a list of questions mentioned below, with each question's principle also written. It is essential for the questions to be arranged on a certain basis to assure the relevancy of the answers obtained.

1. What are your general thoughts on using nursery rhymes as a teaching tool for young learners?

This question aims to gather general perception and attitudes towards nursery rhymes in early education (McLemore, 2012).

2. How do you select which nursery rhymes to use in your classroom?

This question is constructed to better understand the criteria for choosing nursery rhymes, which can provide insight into their relevance and appropriateness (Cooper, 2005)

3. What benefits have you observed in students who regularly engage with nursery rhymes?

This is based on the principle of attempting to identify observed outcomes and benefits, such as language development (Kucirkova & Littleton, 2016).

4. What strategies do you use to engage reluctant learners with nursery rhymes?

This question explores methods for encouraging participation from hesitant students (Gambrell, 1996).

5. Do you encounter any challenges when using nursery rhymes in your teaching? If so, what are they?

The basis of this question is to identify potential barriers or difficulties helps understand the full context of using nursery rhymes (Jalongo, 2007).

### **3.4 Procedures of Data Collecting Technique**

This sub-chapter explains the systematic process of gathering the data in this research. The process is as detailed below:

1. Determining the participants of the research

As previously mentioned, the population of this research is English teachers currently working at Homey English. The total chosen participants are five teachers.

2. Constructing semi-structured questions for the interview

The interview for this research will be conducted in a semi-structured manner, which is a qualitative research method that combines a predetermined set of open-ended questions with the flexibility to explore topics in more depth as they arise during the conversation.

3. Interviewing the subjects

The questions will then be asked directly one-on-one in an offline interview. The researcher will also record the ongoing interview and take notes so that the result of the interview is able to be analyzed.

4. Analyzing the interview results

The collected data from the questions is then analyzed using observation and in a narrative manner, where the researcher describes the answers to the questions in detail descriptively.

5. Interpreting the findings

After the data has been analyzed, the compiled data is then descriptively interpreted and presented by the researcher in a narrative manner to conclude the subjects' perceptions.

### **3.5 Credibility**

There are various ways in which a researcher can test the credibility of a data. One of which is triangulation, where a researcher checks the credibility of a data using various sources and through thorough examination of field observation, field notes, literature study, and discussion with the interviewee about the data that is collected by the researcher to investigate the authenticity of the data. In this study, the researcher employs triangulation as a way to check the credibility of the data collected.

#### ***3.5.1 Source Triangulation***

Source triangulation is used to test the credibility of a data by checking the data that has been collected through different sources, such as interviews, archive, or other documents.

### ***3.5.2 Technique Triangulation***

Technique triangulation is used to test the credibility of a data by checking the data that has been collected by the researcher using different techniques. An example might be data that has been accumulated from observations is then tested further with interviews.

For this study, the researcher will cross-check the answers provided by the subjects from the questions using source triangulation method.

## **3.6 Data Analysis**

This study uses interviews as its main source of data. The researcher transcribes the recorded interviews to serve as the primary data source taken from the subjects. These transcripts are then analyzed with thorough reading so significant ideas, concepts, and patterns can be identified.

The instrument was analyzed using qualitative data analysis techniques to organize, categorize, and interpret the data. Despite the qualitative nature of this study, NVivo software was used to perform minimal quantification of the coding results. This involved determining what proportion of teachers cited each topic in the interviews. Afterwards, the quantified data of the interview's checklist will be examined using qualitative data analysis methods to arrange, classify, and interpret the information. The analysis methods in question includes open coding and identifying themes and patterns. After the data is analyzed, the data is collected and combined into a comprehensive and coherent narrative to provide a rich understanding of teachers' and students' perspective on the implementation of nursery rhymes for young learners. Miles and Huberman (1994) defined analysis as three simultaneous activities: data reduction, data display, and conclusion drawing.

### **1. Data Reduction**

The process of choosing, concentrating, streamlining, abstracting, and altering the information found in transcriptions or written field notes is referred to as data reduction (Miles and Huberman, 1994). This activity includes transcribing all interviews, organizing field notes and the materials collected, and it is done to compress and organize the data systemically.

## 2. Data Display

Data display centers on creating themes from certain written passages, emphasizing keywords and significant subjects associated with teaching using nursery rhymes. Each topic is demonstrated using exact quotes and real-world instances from interviews which will be backed up by actual data.

## 3. Drawing Conclusion

Interpreting the themes in light of the body of research on teaching methods is necessary to reach a conclusion. This includes discussing the prevalent topics that shows in the interview with the subjects. This analysis is used to draw a comprehensive conclusion about the perception of Homey English teachers on the usage of nursery rhymes for young learners.

## **V. CONCLUSION AND SUGGESTION**

This chapter presents the conclusions that could be drawn from the research and also provides suggestions for teachers and future researchers. The conclusions conclude the key findings of the research which underlines the perceptions of Homey English teachers of implementing nursery rhymes in the classroom to teach English to young learners. On the other hand, the suggestions offer practical recommendations for teachers and future researchers to further improve on the utilization of nursery rhymes for young learners.

### **5.1 Conclusion**

This study investigated Homey English teachers' perspective on the implementation on the use of nursery rhymes for young learners. The results gave insights to four key aspects: Benefits of teaching using nursery rhymes, how teachers choose the nursery rhyme to use in the classroom, the hindrances they have encountered when teaching using nursery rhymes, and the solutions to said hindrances.

The results also revealed that the five subjected teachers at Homey English generally hold positive perceptions toward the use of nursery rhymes in teaching English to young learners. Nursery rhymes were found to offer a variety of pedagogical benefits, including making the learning environment more engaging, fostering vocabulary acquisition, increasing student's focus and calmness, and promoting classroom interaction and socialization. Teachers highlighted that the rhythmic, repetitive, and entertaining nature of nursery rhymes aligns well with the developmental characteristics of young learners, particularly their short attention spans and preference for an interactive and playful learning.



Teachers also emphasized the importance of aligning the nursery rhyme with the lesson plan, incorporating visuals and gestures, and considering students' proficiency levels. However, several challenges were identified, including difficulties in finding appropriate nursery rhymes, the additional preparation required, and the presence of reluctant or shy learners who may not fully engage with the activity. In response, teachers implemented flexible strategies such as offering personal support, allowing students to acclimate at their own pace, or adapting their teaching to include games where nursery rhymes serve as background support.

While teachers found obstacles during teaching using nursery rhymes, it still shows that most students were actively engaged and benefitted from lessons that integrated nursery rhymes. Students could enjoy a fun learning experience in the classroom while also have a more straightforward time processing and digesting the lesson, in particular the acquisition of vocabularies. These findings support the broader body of literature that asserts the value of music and rhythm in early language acquisition.

## **5.2 Suggestions**

### ***5.2.1 For Teachers***

To improve on the implementation of nursery rhymes for young learners, teachers are encouraged on the two key obstacles that they face when teaching using nursery rhymes for young learners: problematic students and the difficulty of finding an appropriate nursery rhyme. In cases where nursery rhymes do not yield the expected student engagement, teachers should have alternative activities ready, such as games, role-play, or storytelling that can still meet the same instructional objectives while offering students different modes of participation that fits their preferences in studying. In addition, given the challenge of finding suitable nursery rhymes online, teachers may benefit from curating a personal or a collaborative library of nursery rhymes that is categorized by theme, vocabulary set, and learner level. This can save preparation time while also ensure content relevance.

### ***5.2.2 For Future Researchers***

In light of the scope and limitations of this study, future researchers could investigate young learners' own views on nursery rhymes and how these perceptions influence their motivation, confidence, and language acquisition. A mixed-methods approach could yield richer data that can provide more insights. It would also be valuable to compare perceptions and outcomes in different educational settings, such as public schools, international schools, or rural vs. urban institutions. This could highlight contextual factors that influence the effectiveness of nursery rhyme-based instruction. Future researchers could also be involved in the design and empirical testing of nursery rhyme-based instructional materials. Developing localized or culturally relevant rhymes may enhance learner engagement and provide insights into effective material for EFL contexts.

By implementing these suggestions, the activity of teaching and learning utilizing nursery rhymes can be polished and enhanced to further support the pedagogical value of nursery rhymes in ESL settings.

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