A THESIS

IMPROVING STUDENTS' PRONUNCIATION USING NURSERY

RHYMES TYPE SONG AT THE FIFTH GRADE OF

SD NEGERI 182 BARRU

BY

RAHMI

REG NUM. 2020203888203033

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2024

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Submitted to the English Education Program of Tarbiyah Faculty of State
Islamic Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)

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A Thesis

As Partial Fulfillment of the Requirement for the Degree

of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted by:

**RAHMI
REG NUM.2020203888203033**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2024

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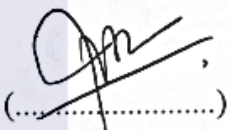
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In the name of Allah, The Beneficent and The Merciful

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Barru, 24th June 2024
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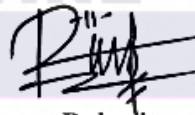Reg Num. 2020203888203033

DECLARATION OF THE RESEARCH AUTHENTICITY

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ABSTRACT

RAHMI *: Improving students' pronunciation using nursery rhymes type song at the fifth grade of SD Negeri 182 Barru.(Supervised by : Nurhamdah, Muajiz Muallim).*

This study was conducted in the fifth grade of SD Negeri 182 Barru. This study aims to determine the use of Nursery Rhymes media in improving students' pronunciation in the fifth grade of SD Negeri 182 Barru.

This research used an experimental design with Pre-experimental. The total sample was 11 fifth grade students of SD Negeri 182 Barru. The duration of this study was one month with two meetings each week, eight meetings including pre-test and post-test. This study used descriptive analysis using SPSS Application.

The results showed that the pre-test pronunciation of students before being given treatment using Nursery Rhymes media was categorized as weak with a mean of 54.91. Then after being given treatment using Nursery Rhymes media, it is categorized as good with the mean of 63.63. The data results obtained by the value of t -9.639 1.812 means that there is an increase in student pronunciation using Nursery Rhymes media in the fifth grade of SD Negeri 182 Barru. This also shows that Nursery Rhymes learning media can be very useful for learning pronunciation because it helps students more easily pronounce vocabulary properly and correctly by using different songs that can attract interest and create a fun atmosphere for students.

Keyword: *Pronunciation, Nursery Rhymes.*

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

   Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

   List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ṣ	es (with a dot below)

ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	'ain	'	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	'	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (").

2. Vocal

a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A

xv

اِ	Kasrah	I	I
اُ	Dhomma	U	U

b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
نَيْ	Fathah and Ya	Ai	a and i
نَوْ	Fathah and Wau	Au	a and u

Example:

كَيْفَ:Kaifa

حَوْلَ: Haula

3. *Maddah*

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Example:

Harkat and Letters	Name	Letters and Marks	Name
نَي/ نَا	Fathah and Alif or ya	Ā	a and line above
بِيْ	Kasrah and Ya	Ī	i and line above
بِيْ	Kasrah and Ya	Ī	i and line above
نُو	Kasrah and Wau	Ū	u and line above

Example:

مات	:māta
رمى	: ramā
قِيل	: qīla
يموت	: yamūtu

4. *Ta Marbutah*

There are two transliterations for tamarbutah:

a. Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].

b. Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example:

رَوْضَةُ الجَنَّةِ	: *rauḍahal-jannah atau rauḍatul jannah*
اَلْمَدِيْنَةُ الْفَاضِلَةِ	: *al-madīnahal-fāḍilah atau al-madīnatulfāḍilah*
اَلْحِكْمَةُ	: *al-hikmah*

5. *Syaddah (Tasydid)*

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ◌), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example:

رَبَّنَا	:*Rabbanā*
نَجَّيْنَا	: *Najjainā*
اَلْحَقُّ	: *al-haqq*
اَلْحَجُّ	: *al-hajj*

نُعْمَ : *nu''ima*

عَدُوّ : *'aduwwun*

If the letters ى bertasydid at the end of a word and preceded by the letter kasrah يّ, then it is transliterated as the letter *maddah* (i).

Example:

عَرَبِيٌّ:'Arabi (not 'Arabiyy or 'Araby)

عَلِيٌّ : 'Ali (not 'Alyy or 'Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters ال(*alif lam ma'arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example :

أَلشَّمْسُ : *al-syamsu (not asy- syamsu)*

اَلزَّلْزَلَةُ : *al-zalzalah (not az-zalzalah)*

اَلفَلْسَفَةُ : *al-falsafah*

أَلْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (') only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif. Example:

تَأْمُرُوْنَ : *ta'murūna*

النَّوعُ : *al-nau'*

شَيْءٌ	: *syai'un*
أُمِرْتُ	: *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole. Example :

Fīẓilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafẓlābi khusus al-sabab

9. Lafẓal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِيْنُ اللهِ	: *Dīnullah*
با الله	: *billah*

As for the tamarbutah at the end of a word that is attributed to lafẓal-jalālah, it is transliterated with the letter [t]. Example:

هُمْ فِيْ رَحْمَةِ اللهِ	: *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

Wa māMuhammadunillārasūl

Inna awwalabaitinwudiʿalinnāsilalladhībiBakkatamubārakan

Syahru Ramadan al-ladhīunzilafihal-Qurʾan

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnu Rusyd, ditulis menjadi: Ibnu Rusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaṣrḤamīdAbū Zaid, ditulis menjadi: Abū Zaid, NaṣrḤamīd (bukan:Zaid, NaṣrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

swt.   =   *subḥānahūwataʿāla*

saw.   =   *ṣallallāhu ʿalaihi wasallam*

a.s.   =   *ʿalaihi al- sallām*

H	=	Hijriah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun
w.	=	Wafat tahun
QS …/…: 4	=	QS al-Baqarah/2:187 atau QS Ibrahīm/ …, ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
دم	=	بدون
صلعم	=	ﷺ
ط	=	طبعة
ن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره
ج	=	جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of etalia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

CHAPTER I
INTRODUCTION

A. Background

In Indonesian elementary schools, English is studied as a foreign language. Currently, many elementary schools are only implementing English language learning when the independent curriculum is implemented. Anindito Aditomo, Head of the Education Standards, Curriculum, and Assessment Agency said that the implementation of English language learning will be implemented in elementary schools starting from the independent curriculum being taught in education units.[1] In this era of globalization and instant, students starting from elementary school and even kindergarten age are required to compete in English subjects.[2] In other words, if elementary school children are behind in English subjects, this will create problems for the child where the child becomes less confident, etc.

English language learning includes several skills namely listening, speaking, reading and writing. In addition, other elements of English include vocabulary, grammar and pronunciation. Based on the four language skills, pronunciation is an important aspect for elementary school students in learning English. For this reason, students must be guided from an early age in order to have pronunciation skills. However, if students from an early age, for example in elementary school, children have learned and applied how to pronounce a word on a certain matter, then they will always remember it and use it well. According to Suryana et al in 2021, English language teaching in primary schools provides students with a basic understanding of

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[1] KP, "Kurikulum Merdeka, Pelajaran Bahasa Inggris Kembali Wajib Diajarkan Di Sekolah Dasar, Ini Tanggapan Guru Kelas."

[2] Maili, "Bahasa Inggris Pada Sekolah Dasar : Mengapa Perlu Dan Mengapa Dipersoalkan."

basic English concepts and materials. English is used for social interaction with classmates in elementary school. The material learned relates to common situations in everyday life. Students are then encouraged to participate in interactive activities with their peers to improve their English pronunciation and speak more easily.[3]

In addition, media in learning is also one of the supporting factors that can be used in learning. However, it should be noted that English teaching methods at this level still emphasize learning through games and songs.[4] Where songs are one of the media that can be used for elementary school children. By listening to English songs, students can imitate how to pronounce English words. They not only understand saying the word, but they can also enjoy the learning process in the classroom. So that the teaching and learning process can run well. Therefore, the selection of appropriate learning support media is highly expected in order to achieve learning objectives. One of them is the use of songs as learning media.[5]

Song selection is also very necessary. For children, songs are intended that have a simple but interesting tone and the lyrics in the song contain words that are easy for children to understand and have a pleasant rhythmic pattern so that they can attract children's interest. Nursery Rhymes Longman Dictionary Of Contemporary English defines nursery rhymes as short traditional songs or poems for children in 2001.[6] This means that all children's songs are made for children. Children's songs usually have a simple but interesting tone because they are intended for children. The

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[3] Suryana et al., "English Learning Interactive Media For Early Childhood Through The Total Physical Response Method."

[4] Jassim and Dzakiria, "A Literature Review on the Impact of Games on Learning English Vocabulary to Children."

[5] Wijayanti, "Pembelajaran Efektif Bahasa Inggris Melalui Lagu Anak-Anak Untuk Siswa Madrasah Ibtidaiyah (MI)."

[6] Longman, "Longman Dictionary Of Contemporary English Online."

simple but catchy tune is intended to attract children to listen to it and then they can easily follow it without hesitation. Meanwhile, the lyrics in Nursery Rhymes usually have a deep meaning but use language that is easy for children to understand. Nursery Rhymes have a good impact on learning pronunciation because they are in accordance with the advantages of music as the best memorization media.

During English language learning lessons, singing and nursery rhymes help develop several skills in students including pronunciation. song media is considered to have many positive sides that can be utilized for English language learning in general and for the elementary school level in particular.[7] Therefore, familiarize yourself with English, the more often you interact with English, the easier it will be to master it. With English songs, students will be familiar with vocab, phrases, and pronunciation.[8]

Based on pre-observations carried out by researcher by observing the pronunciation learning process in class V of SD Negeri 182 Barru. Researcher found several problems from the student aspect. Researcher found that most students did not like English. Because for them, English is one of the most difficult subjects at school, especially since English is a subject that students at SD Negeri 182 Barru have just encountered. In addition to feeling unfamiliar with the language, they also have problems in how to pronounce each word because the pronunciation of each word in English is different from the way it is written. This aspect makes students less confident in pronouncing each different word for word in writing and pronunciation in English.

[7] Wijayanti, "Pembelajaran Efektif Bahasa Inggris Melalui Lagu Anak-Anak Untuk Siswa Madrasah Ibtidaiyah (MI)."

[8] Widyaningrum, Budiman, and Putri, "Pembelajaran Pronunciation Melalui Lagu Anak Dalam Mata Pelajaran Bahasa Inggris Bagi Siswa SD Kramat Kabupaten Kudus."

Based on the facts above, the researcher are interested in trying to explore the use of nursery Rhymes media in students' pronunciation in learning English and it can be concluded that pronunciation must be taught from an early age, so that when pronouncing the vocabulary there are no misunderstandings about what is being said. Mispronunciation of a letter, whether consonant or vowel, can result in different words resulting in errors in the intended meaning. Pronunciation learning includes the ability to understand and the ability to produce the language being learned. The important parts in learning the pronunciation of English vocabulary include: stress, rhythm, meeting point, intonation, and tone. By paying attention to these elements we can find out whether the pronunciation has been done correctly or not.

Based on this explanation, the researcher is interested in conducting research on *"Improving Students' Pronunciation Using Nursery Rhymes Type Songs at SD Negeri 182 Barru"*.

B. Research Questions

Based on the background of the study above, the research formulates research question as a follows:

Is there any significant improvement on students' pronunciation after using Nursery Rhymes type songs toward fifth grade students at SD Negeri 182 Barru?

C. The Objectives of the Research

Based on the research question, the objective of this research is formulated;

To find out the significant improvement of stundents pronunciation after using Nursery Rhymes Type Songs in fifth grade students at SD Negeri 182 Barru.

D. Significance of the Research

The significance of the research is hopelly give contribution for:

1. For The Students

The research results aim to provide valuable information to students. By implementing Nursery Rhymes type songs in learning, students can improve their pronunciation skills and improve their overall understanding. Research findings can be a guide for students to choose effective learning media and improve their pronunciation skills.

2. For The Teachers

The results of the research will benefit teachers by offering insight into students' understanding of pronunciation. Teachers can gain a better understanding of effective media to use to improve students' speaking skills. This knowledge can enable teachers to develop appropriate materials, tasks, and teaching techniques to facilitate their students' pronunciation development.

3. For The Researcher

Conducting research on teaching and learning pronunciation with Nursery Rhymes provided the researcher with valuable experience and knowledge. The findings can be utilized by future researchers who want to explore teaching pronunciation using Nursery Rhymes. In addition, other researchers can utilize the data collected in this study, such as field notes and observations, as valuable resources for considering teaching and learning media in the field of pronunciation education in the future. This study is also expected to provide benefits as a reference for researcher who want to conduct research related to the field of study.
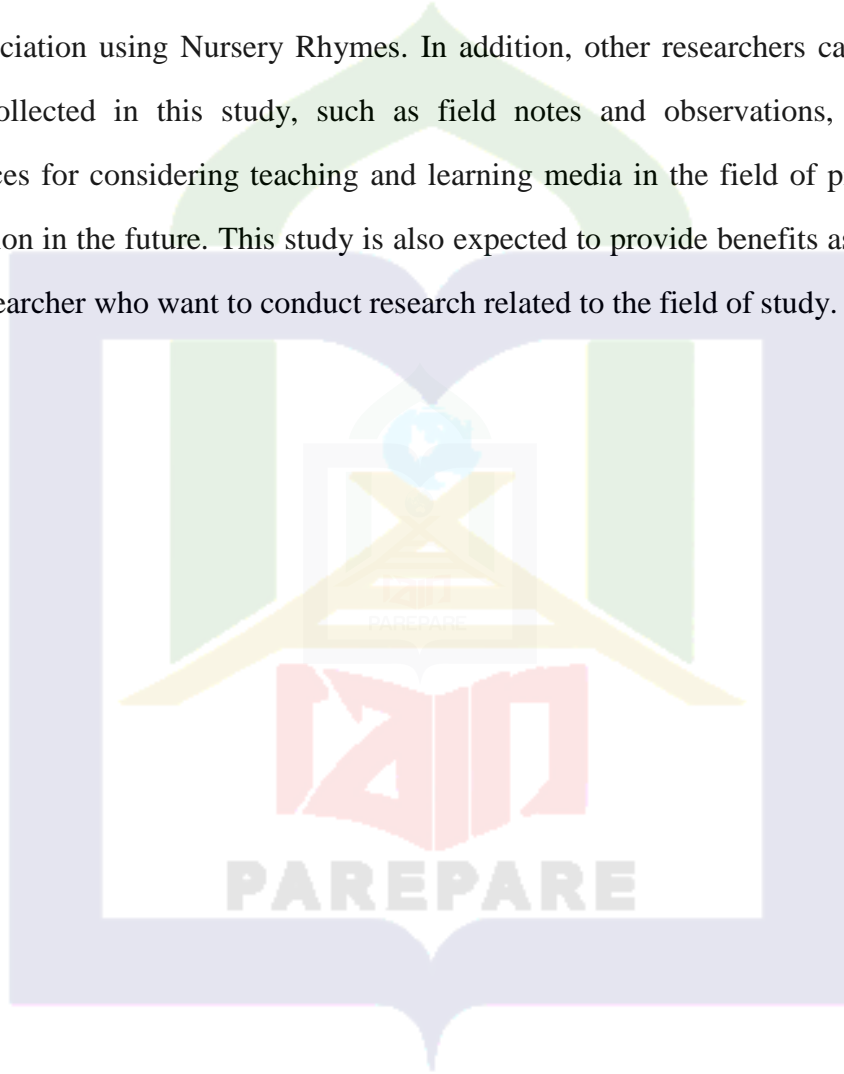
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researchers have conducted research on the use of children's songs. In this section, researcher list various previous research results related to the research to be conducted. Some of the research results that the author found related to the theme are as follows:

The first research from Nurhudayah in 2018 entitled "The effectiveness of teaching vocabulary by using children's songs to first grade students at MTS DDI Patttojo Soppeng". The results showed that the analysis of the difference in average scores between the experimental class and the control class in the post-test confirmed the effectiveness of the technique. Explaining the gap between the two classes shows that the experimental class showed a better improvement than the control class. In other words, the use of Children's Songs is effective in improving speaking skills, the use of student vocabulary is effective. Based on the results of the research on the effectiveness of the application of children's songs on vocabulary mastery, it can be explained that children's songs can increase students' active participation and vocabulary achievement.[9]

The second research from Rizka Laily Fadzilah in 2019 entitled "English Language Learning Using Nursery Rhymes Media at MIN 6 Jember". From the results of the study it was found that the application of song media improved mastery of language vocabulary. Each is divided into three activities, namely introductory activities, core activities and. closing activities. Then from the results of field

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[9] Nurhudayah, "The Effectiveness Of Teaching Vocabulary By Using Nursery Rhymes To The First Grade Students At MTS DDI Pattojo Soppeng."

research found that the use of song media in learning English is very helpful for teachers, and can also make students more enthusiastic, so that the scores obtained by students also increase.[10]

The third study from Agustina Panca Astuti Klau in 2023 entitled "The Influence of Using Nursery Song in Learning Vocabulary at Seventh Grade of SMP Negeri 3 Sorong Regency". The results of the study found that nursery songs influence students to learn vocabulary. Where the posttest results of students in the experimental class were higher than in the control class. The results show that there is an increase in students' vocabulary mastery by using Children's Songs. In this study it was also found that the implementation of nursery rhymes makes students easily memorize vocabulary, they do not require much effort and do not waste much time memorizing vocabulary. This is supported by the repetition of words in nursery rhymes. So, in this study, the researcher found that there is an effect of using nursery rhymes in vocabulary learning in grade seven of SMP Negeri 3 Sorong Regency.[11]

The fourth study from Keziban Teksan and Zeynep Yilmaz Alkan in 2020 entitled "The Effects of Nursery Rhymes on Improving Reading Fluency of Fourth Grade Primary School Students". From the results of the study it was found that there were significant differences in reading speed, reading accuracy, and prosodic reading skills in favor of the experimental group when the scores of the experimental group and the control group were compared after the exercise. It is considered that in addition to the classroom research conducted on the students in the experimental group, activities with nursery rhymes affected the improvement of their reading

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[10] Fadzilah, "Pembelajaran Bahasa Inggris Dengan Media Lagu Tipe Nursery Rhymes Di MIN 6 Jember."

[11] Klau, "The Influence of Using Nursery Song In Learning Vocabulary At Seventh Grade of SMP Negeri 3 Kabupaten Sorong."

speed. It can be stated that activities involving nursery rhymes significantly affect the automation of students' reading accuracy (word recognition).[12]

The fifth research from Meirizka Nuril Aulia in 2019 entitled "The Use of Nursery Rhymes to Improve The Eight Grade Students Vocabulary Achievement and Active Participation". Based on the results of the study, it was found that the use of nursery rhymes can increase students' active participation in teaching vocabulary and the use of nursery rhymes can increase students' vocabulary acquisition.[13]

Based on the results of previous research, there are fundamental differences between this research and previous research. The main difference between current research and previous research lies in the location of the research conducted. Previous previous research was conducted in the Soppeng, Jember, and Sorong areas while the current research focused on the Barru area and some of the previous research above focused on student vocabulary while the current research focuses on improving student pronunciation. Based on the results of previous research above, the use of Nursery Rhymes in learning English pronunciation is able to stimulate students' desire to improve their pronunciation. This is evidenced by some of the previous studies above that used Nursery Rhymes which state that this media is effective for use in learning.

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[12] Teksan and Alkan, "The Effects of Nursery Rhymes on Improving Reading Fluency of Fourth Grade Primary School Students."

[13] Aulia, "The Use of Nursery Rhymes to Improve the Eight Grade Students Vocabulary Achievement and Active Participation."

B. Some Pertinent Ideas

1. The Concept of Pronunciation

   a. Definition of Pronunciation

There are several pronunciation definitions that may be useful to support the author. According to Hewings in Pronunciation Practice Activities. "Pronunciation is the components of speech that range from the individual sounds that make up speech, to the way the pitch and rise and fall of the voice are moved to convey meaning".[14] This means that the components in pronunciation are intonation which will make it easy for someone to speak and to understand the speaker's intentions.

Penny assumes Pronunciation is "saying the correct sounds, using words to express an appropriate meaning, or constructing sentences in such a way that they sound acceptable".[15] This means that when one says the sounds with the right words, one can express their feelings and convey their meaning. Thus, a sentence or spoken word sounds acceptable..

Gilakjani assumes that "pronunciation is ready from sound production habits. The habit of producing a sound is acquired by repeating it over and over again with correction if the pronunciation is wrong".[16] That is, the habit of making sounds is acquired by repeating them over and over again with corrections if they are mispronounced. It can be said that ready pronunciation comes from one's habit of producing sounds.

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[14] Hewings, *Pronunciation Practice Activities : A Resource Book for Teaching English Pronunciation*.

[15] Ur, *A Course in Language Teaching : Practice and Theory*.

[16] Gilakjani, "A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction."

According to the Sound Concept, pronunciation is "an integrated system consisting of speaking and listening (or production and perception)".[17] This means that in speaking and listening skills, one needs pronunciation. An integrated system can result in production and perception.

Lastly, based on The Cambridge Guide to Teaching English to speakers of Other Languages, pronunciation is "the production and perception of important sounds from a particular language to achieve meaning in the context of language use".[18] That is, pronunciation is part of the process of learning English. The production and perception of sounds in a language that are used to receive meaning from the language.

From the definition above, there are several views from several experts related to pronunciation. In this case, the author can conclude that pronunciation is the way we use to pronounce words in English and is a sound that comes from the vocal condition in the form of word sentences. Which becomes one or an important unit in the language to convey the meaning of the speaker.

b. Feature of Pronunciation

There are several characteristics of pronunciation that can help students avoid misunderstandings in learning pronunciation, such as the types of errors that are most likely to disrupt communication. There are phonemes and supra segmentals. Phonemes are divided into 2 parts, namely consonants, which consist of voiced and voiceless, and vowels which consist of single vowels (short and long) and

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[17] Reed and Michaud, *Sound Concepts, An Integrated Pronunciation Course.*
[18] Carter and Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Language*.

diphthongs. Furthermore, supra segmental consists of intonation and stress (word stress and sentence stress).

1. Phonemes

Phonemes are sound units of a particular language that have different sounds from other languages. In fact, each person has differences in articulating sounds; we can still explain how they produce sound. Then, phonemes connect sound and meaning. Phonemes consist of two categories: consonants and vowels.

a) Consonants

Consonants are speech sounds that are not vowels. In this situation, changing one consonant for another can cause a breakdown in communication resulting in incorrect vowels.[19] There are three different types of consonants, namely voice, tongue shape, and articulator.[20]

- Voice

The vocal cords can be narrowed along the vocal cords so that they vibrate when air passes through them.

- Tongue shape

Very mobile and can take many positions to change the size and shape of the mouth, thereby affecting the sound.

- Articulators

Each vocal organ that plays a role in the production of speech sounds. Such as: tongue, lips, etc.; that can move, and teeth, hard palate, etc.; which remains to be repaired.

b) Vowels

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[19] Hewings, *Pronunciation Practice Activities : A Resource Book for Teaching English Pronunciation*.

[20] Kreidler, *The Pronunciation of English: Second Edition*.

Vowels are speech sounds produced by the vocal cords. Vowels are articulations that occur when sound airflow is formed using the tongue and lips to change the entire shape of the mouth.[21] The number of vowels used in a particular language is small, but in fact there may be many vowels. Linguists have made several analyzes of English vowels. The difference in the number of vowels recognizes that different symbols and combinations represent vowels and uses different terms to describe them.

There are two reasons for the differences in English vowel analysis[22]:

- Different dialects have an influence on the vocal system.

The difference in dialect is not a big problem in communicating with English speakers, but it can be obvious.

- Linguists have an important meaning for different characteristics, such as: physical characteristics.

Diphthongs are part of vowels. Diphthongs are sounds that arise as a result of moving one vowel to another.

2. Supra Segmental Feature

Supra segmental is a speech characteristic used in groups of segments or phonemes. Stress and intonation are important features in English. Supra-segmental features of stress, rhythm, and intonation are much more important for clear pronunciation than producing native vowels and consonants. Meanwhile, the definition of word stress is syllable stress in words, and word stress in phrases and sentences.[23] Whereas, intonation is a way of lowering or raising the tone of the voice as a direction for the sentence.

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[21] Kelly, *How to Teach Pronunciation*.

[22] Kreidler, *The Pronunciation of English: Second Edition.*

[23] Miller, *Targeting Pronunciation: The Intonation, Sound, and Rhythm of American English.*

Based on the understanding of word stress and intonation, it can be concluded that when someone says a word, he must understand the word stress and intonation, because someone who says words with different stress and intonation means that these words also have different meanings too.

c. Factors Affecting Pronunciation

As people who have their own language, it seems that they will be recognized as not being native speakers. The way we speak in very different languages reflects our first language. There are several factors that will influence pronunciation. Below is a list (adapted from Kenworthy 1987 as quoted in Brown 2001) of factors that teachers must pay attention to :

1) Native language

This is the most influential factor when a learner learns a new language. Teachers need to diagnose their pronunciation difficulties so they can have better pronunciation.

2) Age

Someone who is learning a second language starting from childhood, usually they can speak like natives. In contrast to people who do not start learning a second language until adulthood, they will never have an accent like a native speaker even if they have the same aspects of the language such as vocabulary or syntax. Adult learners have limitations in distinguishing and producing sounds that resemble native speakers. There are no special advantages associated with age. For example A fifty year old person can be as successful as an eighteen year old child if all other factors are equal.

3) Exposure

It is difficult to define exposure. A person can actually live in a foreign country for some time but not take advantage of being with its people. Since research seems to support that the more exposure one gets is important and the longer the time, class time needs to focus on improving pronunciation so that students can acquire better pronunciation.

4) Innate phonetic ability

Often referred to as language geeks, some people demonstrate phonetic decoding abilities that others do not. In many cases, if a person has been exposed to a foreign language as a child, this talent emerges whether the initial language remembered 28 of 87 implies greater familiarity with phonetic discrimination.

5) Identity and language ego

Another influence is a person's attitude towards speakers of the target language and the extent to which the language ego identifies with these speakers.

6) Motivation and concern for good pronunciation

Some students don't seem to care much about the pronunciation, while others may. The degree to which students' intrinsic motivation drives them toward improvement is perhaps the strongest influence of the six factors on this list. The factors above can open the teacher's mind to understand the student's desire to improve his pronunciation. Teachers can help students deal with these factors.[24]

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[24] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy. Second Edition*.

d. Problems in Pronunciation

Pronunciation is the part of the English language that is more difficult to master. What is written is different from what is spoken. We must have honest hearing to imitate the pronunciation. However, it is not only about good hearing, but also the good articulation produced by our organs. As we know, every language has different sounds, which means we want to articulate them correctly. The explanation above is that the examples of these problems cause pronunciation errors which cause difficulties in understanding the meaning or function of the speech that the researcher stores.

In our country, English acts as a foreign language. This implies that people only use English at school when they are taught in class. Because it is rarely used by people as a medium of communication, students may experience many difficulties in English pronunciation. There are two common mistakes made by students. First, they fail to form long vowels or diphthongs when followed by voiced consonants. Second, they fail to shorten long vowels or diphthongs when they are followed by voiceless consonants. He added that there are other problems or difficulties related to pronunciation. One of them is hearing problems. Everyone has different hearing abilities. This influences people to make mistakes while pronouncing words.[25]

Kelly provides a brief and clear explanation regarding the difficulties that individual students may face. They are :

1) A learner's first language may have a one-to-one relationship between sound and spelling. The concept of no such relationship may be new.

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[25] Yusti, "Masalah-Masalah Pelafalan (Pronunciation) Yang Dihadapi Penutur Bahasa Indonesia Yang Mempelajari Bahasa Inggris."

2) Even if the concept is not new to students, they must become familiar with the new sound-spelling relationships.

3) There may be sounds and sound combinations in L1 that are not found in English,

4) There may be sounds, and combinations of sounds, used in English that are not found in L1.

5) English may use stress and intonation patterns that may seem strange to students.[26]

Learners may have problems related to learning English pronunciation. However, we as teachers need to offer help to overcome their problems.

e. Kind of pronounciation

According to Yapping 1988 in Iskandar 2012 there kinds pronunciation exist, namely:

1) Native pronunciation

Pronunciation of nature is the manner in which native speakers say words. This pronunciation style is a common one that is used as the mother tongue in countries where English is used.

2) Native like pronunciation

The way of words by non-nature speakers that sounds like a native one is nature like pronunciation. The style of this pronunciation is typically found in countries where as s second foreign language English is thought and studied.

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[26] Kelly, *How to Teach Pronunciation*.

3) Non- native like pronunciation

The English pronunciation, which involves in this category, is used as a language. The leaners and the language users find it very difficult to use native like pronunciation. They use own ability to pronounce the words as find the pronunciation like this in, any country in Asia.[27]

f. The Importance of Teaching Pronunciation

Pronunciation teaching should be promoted to students. Knowing the fact that English is a foreign language in our country, students may experience many difficulties in communicating. Having good language pronunciation can help normal communication. However, Nation and Newton in 2009 argue that this is not the only reason why pronunciation teaching should be carried out. There is another more important reason. He said that the learner's phonological loop influences the learner to acquire stable pronunciation. Nation and Newton explain that the phonological loop is where the brain says a word or phrase over and over again to retain it in working memory or to help it move to long-term memory and if students do not have a stable memory. the pronunciation of a word cannot easily enter long-term memory because it cannot be stored in the phonological loop.[28] Students' working memory is different from each other. However, for second language learners it is likely that the size of their working memory in a second language is influenced by their knowledge of pronunciation patterns and grammar in that language. So, it is important for teachers to help them develop stable pronunciation. If students become familiar with

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[27] Yapping, *How I Taught a Listening and Speaking Class Forum*.
[28] Nation and Newton, *Teaching ESL/EFL Listening and Speaking*.

the patterns and rules that apply in a second or foreign language, they will quickly develop a stable pronunciation.

2. The Concept of Nursery Rhymes

a. Definition of Nursery Rhymes

Nursery rhymes can be defined as short poems or songs for children, usually composed by anonymous poets; these poems are "highly rhythmic, closely rhymed, and popular among young children".[29] Considered traditional poetry for young children in England and many other countries, its use dates to the 19th century and in North America, the older "Mother Goose Rhymes" is still frequently used in elementary classrooms. Betsy Hearne (as quoted in Norton and Toohey 2011 emphasizes the appeal of these poems and notes that "Nursery Rhymes are only one step away from songs because of their changing rhythms and condensed story elements".[30]While the introductory songs sleep is considered a sleep song, nursery rhymes are wake-up songs; they are interesting poems for adults to sing or recite with children. Many of these anonymous poems, with their rich oral tradition, have passed down from generation to generation and echoes of these poems can often be found in the collections of later poets.

b. Advantages of Nursery Rhymes

The advantage of Nursery Rhymes is that they help children laugh about things that are usually stressful. Nursery Rhymes have more than just

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[29]Temple, Martinez, and Junko, "Children's Books in Children's Hands: A Brief Introduction to Their Literature."

[30] Norton and Kelleen, *Identity, Language Learning, and Social Change*.

entertainment value. They introduce children to the idea of storytelling, improve social skills, and improve language development. They also lay the foundation for learning to read and spell. Generally, children who want to become good readers enjoy listening to speeches, enjoy listening to story books and children's songs. Called the 'nursery affect' by some, children who are frequently read to long before they enter school, are much more likely to become good readers than children who do not receive this kind of stimulation.

Regarding the benefits of Nursery Rhymes in language learning, the following contributions can be made:

1) It is useful for teachers to be aware of the use of Nursery Rhymes in teaching language skills effectively and practically by involving students in an interactive context.

2) The literature suggests effective methods for comprehensive language teaching programs for young language learners especially at the elementary level. The use of nursery rhymes in teaching language skills can be applied to other ages and levels of proficiency, and also to second or other foreign language environments.

3) Regarding the pedagogical value of Nursery Rhymes, these songs can be applied as a motivational factor in teaching language skills and sub-skills because they create a dynamic learning environment from which students can benefit enthusiastically. of peer interactions in the choir while the teacher monitors their interactions and acts as a mediator in the teaching process.

4) Finally, teacher education can also take important steps in increasing

teachers' awareness of using Nursery Rhymes in their classrooms to improve the quality of teaching language skills and sub-skills, such as listening or vocabulary.[31]

The explanation above shows that Nursery Rhymes provide an opportunity for students to learn about pronunciation. Nursery Rhymes can create a productive environment. Widyaningrum et al in 2019, Nursery Rhymes has a good impact on learning pronunciation because it matches the advantages of music as the best memorization media.[32] Songs and rhymes for young children have been passed down from generation to generation. They're fun, kids love them, and they provide a warm, nurturing experience between parent and child. What we may not realize when we recite simple nursery rhymes or sing songs with children is their enormous educational value.

c. **Types of Nursery Rhymes**

Nursery rhymes are simple traditional songs or poems for children that contain sequences of words and sentences that children can learn.[33]

Nursery rhymes are divided into several types, namely :[34]

1) Physical activity song type (movements, expressions, clapping)

Things that are developed through this type of song are memory, concentration, coordination, vocabulary, vocabulary structure, social skills.

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[31] Nurhudayah, "The Effectiveness Of Teaching Vocabulary By Using Nursery Rhymes To The First Grade Students At MTS DDI Pattojo Soppeng."

[32] Widyaningrum, Budiman, and Putri, "Pembelajaran Pronunciation Melalui Lagu Anak Dalam Mata Pelajaran Bahasa Inggris Bagi Siswa SD Kramat Kabupaten Kudus."

[33] Paradisa, "Teaching English Grammar To Young Learners Through Nursery Rhymes Applications."

[34] Brewster, Ellis, and Girard, *The Primary English Teacher's Guide*.

Example: Hockey Pockey.

    2) Song type activities using hands

The thing that is developed through this type of song is memory. concentration, coordination. Examples of songs of this type include: Two Fat Gentlemen, Met in a Lame and Tommy Thumb, Tommy Thumb.

    3) Game song type

What is developed with this type of song is the development of social, physical relationships, etc. Examples of songs of this type are Here We Go Round The Mulberry Bush.

    4) Number song types and their calculations

The things that are developed with this type of song are memory, concentration, coordination, calculation, vocabulary, vocabulary structure. Examples of songs of this type are 10 Green Bottles, 5 Currant Buns, 10 Fat Sausage, Over in The Meadow, When Goldilock Went to The House of The Bears, and One Two, Buckle My Shoe.

    5) Short dialogue song type

What is developed with this type of song is an appreciation of language as a means of communication. Examples of songs of this type are 1,2,3,4, Once I Coughed a Fish Alive, Tommy Thumb, and Who Stole The Cookie from The Cookie Jar.

    6) Types of repetition, accumulation, rhyme, word forms imitating sounds

Things that are developed with this type of song are memory, prediction, appreciation for rhymes and sound words, pronunciation. Examples of songs of this type are 10 Fat Sausages, One, Two, Buckle My

Shoe, The Wheels on The Bus.

7) Narrative type

What is developed through this type of song is the development of understanding of narrative stories, the development of memory and logical thinking, as well as the development of appreciation for dramatic arts such as songs and poetry that are acted out. Examples of songs of this type are: I Had A Little Brother, Miss Polly Had A Dolly, There Was An Old Lady Who Swallowed A Fly. There Was A Princess Long Ago, When Goldilock Went to The House Of The Bears and London Bridge Is Falling Down.

8) Type of customization with a particular theme or topic

Things that can be developed through this type of song are vocabulary and vocabulary structure. Examples of songs of this type are Heads, Shoulders, Knees, and Toes (the body). Old Mcdonald Had A Farm (farm animals), I Hear Thunder (the weather), I Can Sing A Rainbow (the weather and color), and others.

9) Scary rhyme type

The thing that can be developed through this type of song is voice control. appreciation for dramatic effect and suspense. Examples of songs of this type are in A Dark, Dark Wood.

10) This type of speaking uses words that start with the same sound

Things that can be developed through this type of song are awareness of alliteration, rhythm and emphasis. Examples of songs of this type are Tongue twisters, Limerics, Nonsense Verse, and others.

11) Instructional message type

What is developed in this type of song is awareness of being punctual

in carrying out daily activities. Examples of songs of this type are Here We Go Round to The Mulberry Bush (personal hygiene) and 1, 2, 3, 4, Please Come in and Shut The Door (Get To School On Time).

12) Type of knowledge of famous places.

Things that are developed from this type of song are knowledge of geographical and historical conditions. Examples of songs of this type are London Bridge Is Falling Down.

13) Special event type

Things that are developed from this type of song are the development of knowledge about culture in other countries. Examples of songs of this type are Happy Birthday and others.

3. Teaching Pronunciation Using Nursery Rhymes Type Song

In the teaching process, every teacher must have a strategy that will be used when teaching in class to achieve learning objectives and the learning process can be easier and more effective. Teaching strategy will be easier for teachers to obtain if they use media, the media used include books, the internet, movies, songs, and others.[35]

Teaching pronunciation using Nursery Rhymes can help teachers train students' listening, speaking and pronunciation skills. Students' listening and speaking skills are shown when students sing and listen and learn correctly how to pronounce. In addition, by listening to songs students are easier in memorizing, especially vocabulary. They can also learn how to pronounce the

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[35] Aulia, "Teacher's Strategies in Teaching Peonunciation For Primary School Students UsingSongs on Cocomelon Youtube Channel."

word. Listening skills are trained because students have to listen to the nursery rhymes first before memorizing the actual lyrics. Students will hear the rhythm first and after listening to it a few times, students will start to catch the vocabulary they listen to. Speaking skills are more improved from the students' ability to pronounce a word. nursery rhymes usually use word repetition which will help students in memorizing and pronouncing a particular word. Better and clearer pronunciation from the students will help them in using the word in daily conversation later on.[36]

In order to use songs for English learning effectively, there are several things that must be considered, including: (1) the ability level of the students, (2) the type of song. some songs are not suitable for use as learning media, for example, the pronunciation is not good or even wrong, (3) the level of difficulty (language complexity) contained in the song. Choose songs that are simple and appropriate to the learning needs (curriculum, for example). Also choose songs where the lyrics can be heard clearly, as well as the correct pronunciation. Since students will be using the song as a model, they should find the best model. If the teacher is going to sing it, it is important to make sure that the teacher is modeling it well for the students.[37]

Therefore, there are several stages that teachers do in teaching pronunciation using nursery rhymes, namely the planning stage, in this stage the teacher prepares learning tools and media. In planning song media, first the teacher writes a song script or lyrics because song media is a medium that only relies on sound to convey information and messages, after that the

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[36] Anugrah, "The Impacts of Using Nursery Rhymes in Teaching English."
[37] Nurhayati, "Penggunaan Lagu Dalam Pembelajaran Bahasa Inggris Untuk SIswa SD; Mangapa Dan Bagaimana."

teacher chooses songs that can fantasize the listener. Because in this study the teacher used nursery rhymes, the teacher chose songs with the type of Nursery Rhymes that are suitable for elementary school children. Furthermore, the implementation stage, initially the teacher explains in a conventional way and then after it is sufficient the teacher invites students to use song media. Initially, students are first listened to the song, then sing together. After repeating the song three times, the teacher teaches students how to mention vocabulary one by one properly and correctly. And the last is the evaluation stage, to measure the success of the learning, the teacher evaluates by inviting students to play by reciting as many vocabulary words from the lyrics that they know after learning using the Nursery Rhymes song that has been sung and discussed in turn or in groups.[38]

4. **Use of Spell and Pronounce Applications in Assessing Student Pronunciation**

Spell and pronounce app is a light weight app to check English pronunciation of words, this app has both functionality, pronunciation check and spelling check. English Pronunciation with learn english app app which helps you to learn actual pronunciation and spelling of words.

Learn english and Spell check and english pronouncing is a simple and easy to use app which also features called as STT (Speech to text) and TTS (Text to speech). Learn English by Just typing your text or copied text, and pasting it in the text box, tap on speaker button to listen to what you have

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[38] Fadzilah, "Pembelajaran Bahasa Inggris Dengan Media Lagu Tipe Nursery Rhymes Di MIN 6 Jember."

typed or pasted to learn exact English pronunciation.

How to use the Spell and Pronounce app :

- After installing the spell and pronounce application, open the application then press let's start. Next, the main screen will appear which displays several features including pronunciation, spell checker, translator, dictionary and phrases features.
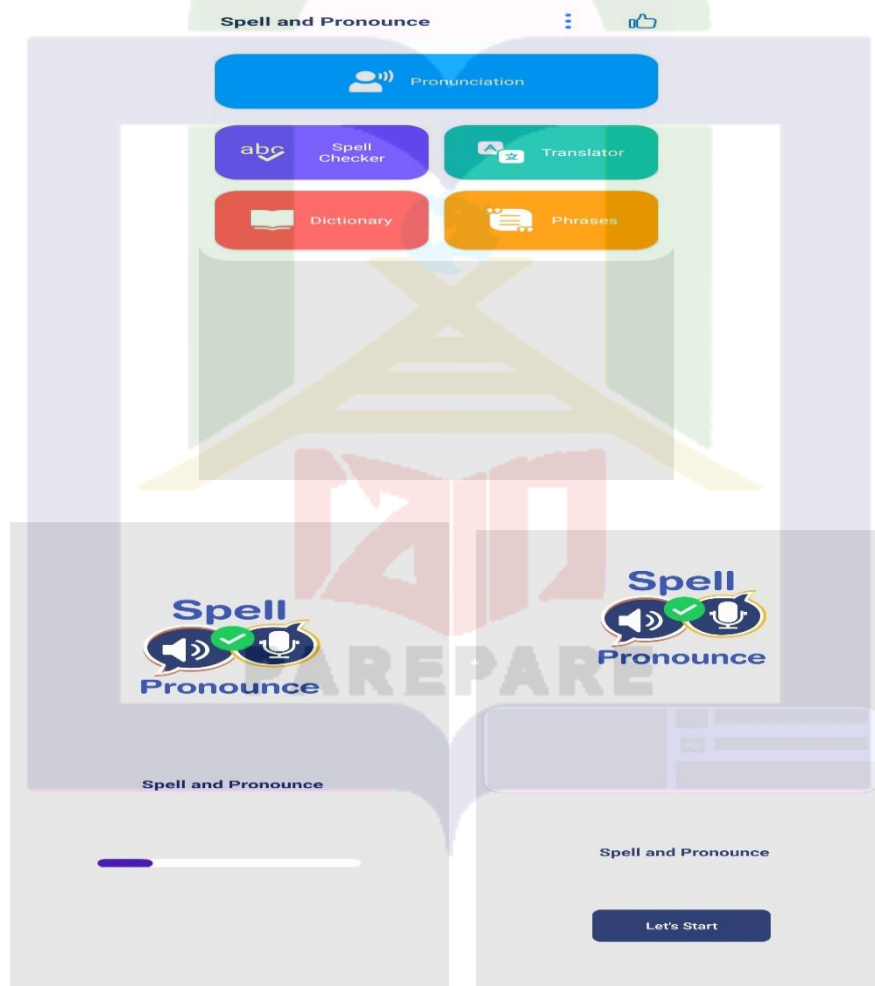
Pictures 2.1 Logo and Main Menu of the Spell and Pronounce

Application

- Next, select the word pronunciation feature and write a word then press the speaker button to pronounce it as practice.
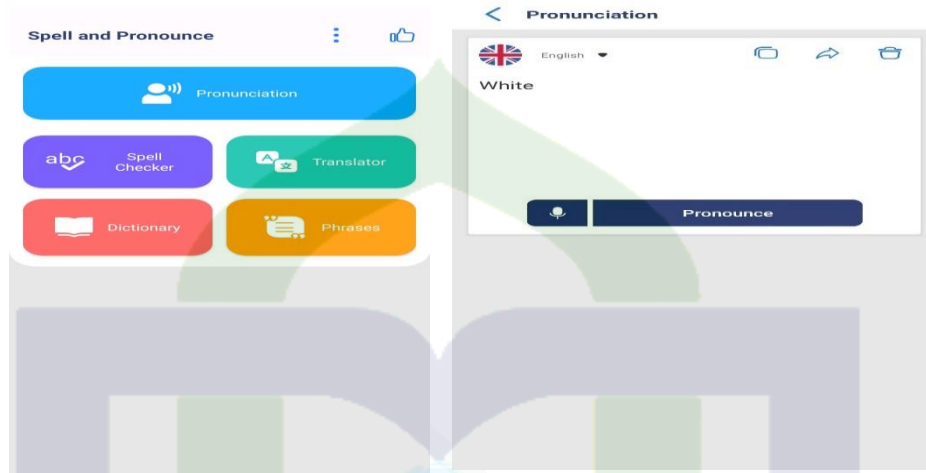
Pictures 2.2 Pronunciation Feature of the Spell and Pronounce

Application

- Next, return to the home menu then press check spelling
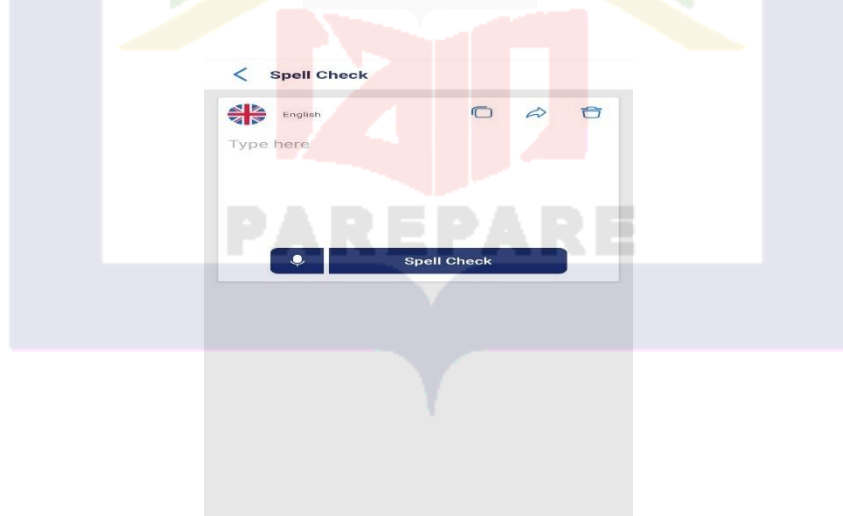
Pictures 2.3 Spell Checker Feature of the Spell and Pronounce

Application

- The next step is to press the microphone button and say a word or sentence. Then the application will detect what has been said. And give a check mark if the mention is correct. However, if it is not detected, it means the word mentioned is not correct.
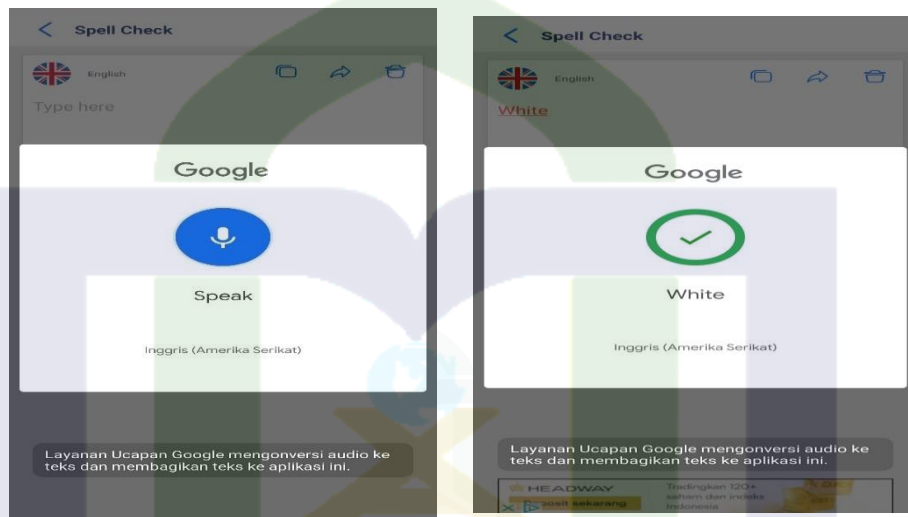
Pictures 2.4 Microphone Feature to check pronunciation from the

Spell and Pronounce Application

- To be more accurate, Once the mentioned word is detected, press the spell checker button. If the writing of the word mentioned changes color to red, that is how it can be seen that the spelling is correct.
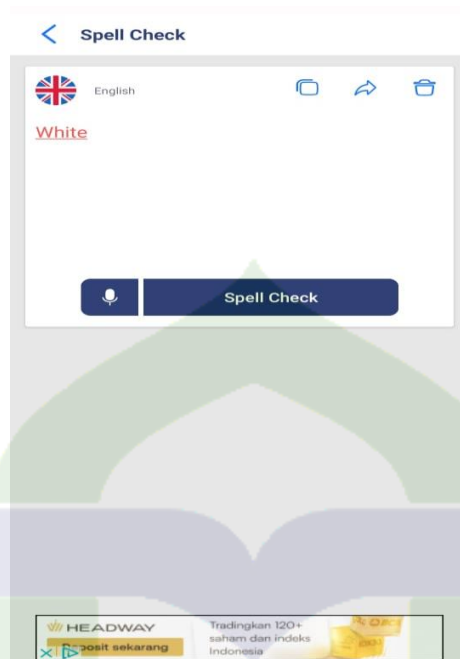
Pictures 2.5 Spell Checker to find out Pronunciation in the Spell and

Pronounce Application

From the explanation above, researcher are interested in using this application to provide a more accurate assessment of how students' pronunciation occurs after using Nursery Rhymes media.

C. Conceptual Framework

The main focus of this research is the use of Nursery Rhymes learning media in learning pronunciation for fifth grade students at SD Negeri 182 Barru. The researcher designed the conceptual framework of this research by showing the diagram below :

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                    ┌─────────────────────────┐
                    │     NURSERY RHYMES       │
                    └─────────────────────────┘
                       ↙                  ↘
┌──────────────────────────┐      ┌──────────────────────────┐
│  LEARNING USING VIDEO AND │ ←→  │    STUDENTS SING USING    │
│   AUDIO NURSERY RHYMES    │      │      NURSERY RHYMES       │
└──────────────────────────┘      └──────────────────────────┘
              ↘                      ↙
              ┌─────────────────────────┐
              │    PRONUNCIATION SKILL   │
              └─────────────────────────┘
              ↓            ↓            ↓
        ┌─────────┐  ┌─────────┐  ┌─────────────┐
        │ SOUNDS  │  │ STRESS  │  │ INTONATION  │
        └─────────┘  └─────────┘  └─────────────┘
```
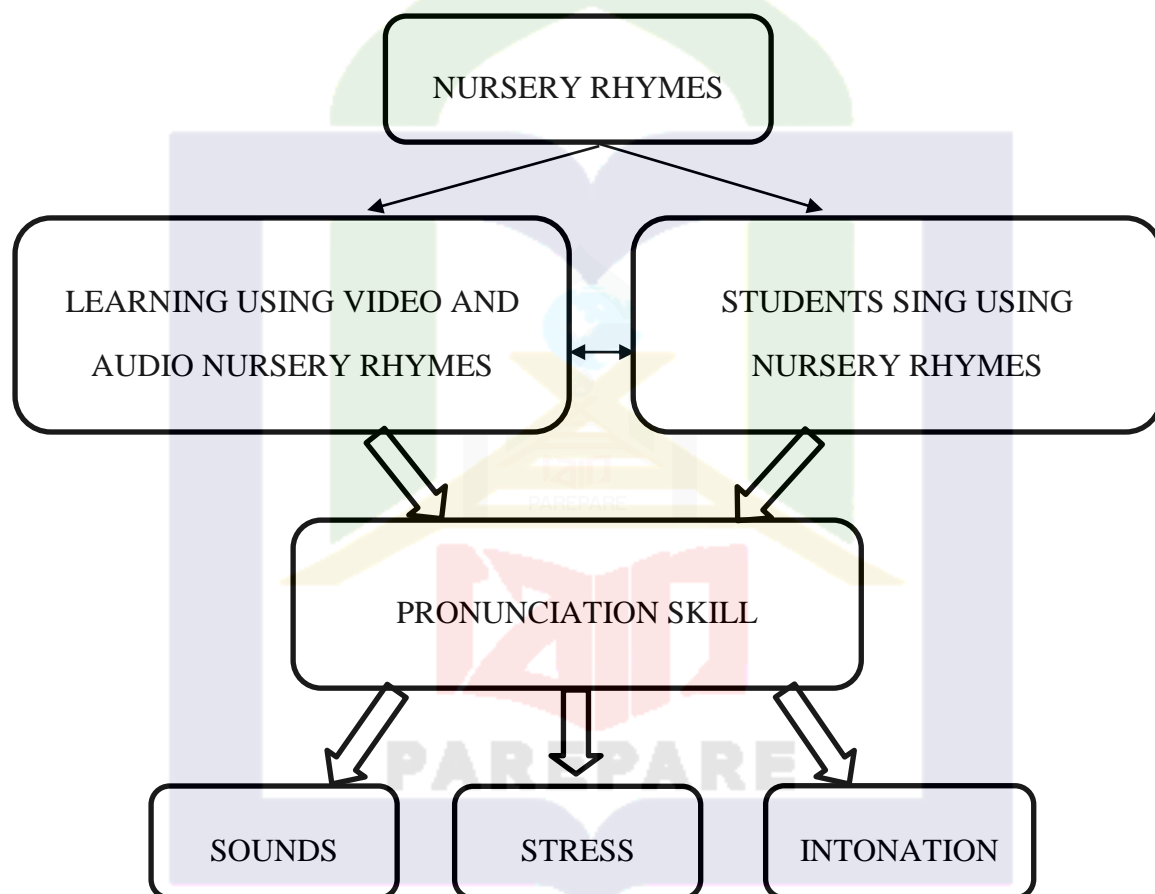
Table 2.1. Conceptual Framework

The researcher determined that in the first part explaining about nursery rhymes to students with the aim to help students understand using nursery rhymes to learn pronunciation. By focusing on the stages of learning stages, namely using video and audio Nursery Rhymes then students sing

using Nursery Rhymes. The process of teaching pronunciation with Nursery Rhymes will produce students' pronunciation skills, which include sounds, stress, and intonation. In this stage, it aims to improve students' pronunciation skills by using Nursery Rhymes.

D. Hypothesis

A hypothesis is a provisional outcome of research that has not been perfected, thus necessitating refinement to substantiate the validity of the hypothesis via further investigation.[39]

Based on the conceptual framework above, the researcher formulates hypothesis as follow:

HO: There is no significant improvement between students' pronunciation before and after using Nursery Rhymes at SD Negeri 182 Barru.

HI: There is a significant improvement between students' pronunciation before and after using Nursery Rhymes at SD Negeri 182 Barru.

E. Variable and Operational Definition

1. Variable

A variable is something that becomes the object of research from the core of the research problem. This research contains two variables, which is the independent variable indicated as x, and the dependent variable indicated as y.

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[39] Rukminingsih, Adnan, and Latief, *Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas*.

a. Independent variable (x)

The independent variable is what the experimenter expects to influence another variable.[40] The independent variable of this research is the use of Nursery Rhymes to learn English.

b. Dependent variable (y)

The dependent variable is the variable that is impacted or affected by changes in the independent variable. The variable under research in this study is the level of pronunciaotin among students at SD Negeri 182 Barru.

2. **Operational Definition**

a. Nursery Rhymes is a media in the form of songs that teachers can use to train students' pronunciation in English. With Nursery Rhymes, students memorize vocabulary easily and can attract students' interest and help students in learning pronunciation.

b. Pronunciation is the ability or way a person uses to pronounce words in English and is a sound that comes from a vocal condition in the form of a sentence or word which becomes one or an important unit in language to convey a meaning from the speaker when communicating. Pronunciation includes several aspects namely sounds, stress, and intonation. This study emphasizes on improving the aspects of sounds and stress.

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[40] Nunan, "Research of Method in Language Learning."

CHAPTER III
RESEARCH METHOD

A. Research Design

In this study, researchers used quantitative research methods with experimental research types because the researcher want to established possible cause and effect between dependent and independent variable. This research used to know the student response after using nursery rhymes in learning pronunciation at fifth grade of SD Negeri 182 Barru .

Table 3.1. Pretest-Posttest Design

$$O1 \ X \ O2$$

Keterangan:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Location and Duration of The Research

The location of the research have conducted in SD Negeri 182 Barru. Is located in Lapasu, Kecamatan Balusu, Kabupaten Barru, Sulawesi Selatan and researcher have do the research in a month (45 days), where the pre test is carried out at the first meeting, then the second meeting until the six meeting are treated while the last meeting is the post test including of analysis data.

C. Population and Sample of Research

1. Population

The population in this study were all Students' at SD Negeri 182 Barru. The total population are 77 students divided into 6 classes, so the total student shows in table below:

Table 3.2. Population of Research

No	Major	Total Students
1	CLASS 1	13
2	CLASS 2	15
3	CLASS 3	12
4	CLASS 4	13
5	CLASS 5	11
6	CLASS 6	13
	Total Population	77

2. Sample

According to Creswell in 2012, A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[41] the sample is part of the number and characteristics possessed by the population. So the sampling technique in this research is *Total Sampling*. Total sampling is an overall sampling technique. The reason for taking total sampling is because the population is less than 100, so the entire population will be used as the

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[41] Creswell, *Educational Research : Planning, Conducting And Evaluating Quantitative And Qualitative Research*.

research sample.[42] The sample can be choosen for class experiment for Fifth Grade which number of students are 11 students. The reason why the researcher choosen Fifth grade at SD Negeri 182 Barru because no previous researcher has conducted similar researcher at SD Negeri 182 Barru to conduct an experiment at that school the characteristic of the sample is available for implementing experiment research.

D.   Instrument of the Research

The research instrument have used Pronunciation test, and there were two tests, namely pretest and posttest. Conducting a pretest to determine students' pronunciation ability and conducting a posttest to determine students' ability to use Nursery Rhymes media after carrying out the six treatment meeting.

E.   Procedure of Collecting Data

In collecting data, researchers divided it into three stages, namely:

1. Pre-test

Before the researcher gives the treatment using Nursery Rhymes media, the researcher was conduct a pre-test to find out the students' pronunciation level before the treatment. After conducting the pre-test, the researcher was assess the students' work to identify the areas where they lack pronunciation skills. Then the researcher was given the treatment using Nursery Rhymes media to improve their pronunciation.

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[42] Sukmawati, Salmia, and Sudarmin, "Population, Sample (Quantitative) and Selection of Participants/Key Informants (Qualitative)."

2. Treatment

After completing the pre-test, the researcher was provide treatment to students in the classroom for several meetings. The researcher will apply the process to each activity. The procedure of the treatment as follow:

a. The First meeting

The researcher opened the class by inviting students to pray then the researcher gave motivate for students before delivering the learning material. Next, Nursery Rhymes is introduced by the researcher as media and its usefulness in learning. Then the researcher gives the lyrics of the song to the students and plays the video along with the audio so that students can absorb the song. Furthermore, the researcher invites students to sing together and repeat singing the song. This activity involves how students interact with the pronunciation of each English word and sentence. After listening and repeating the song for 3 times, students then asked to show their knowledge as an evaluation in turn or in groups by mentioning as many vocabulary words from the lyrics of the song that have been listened to obtained through the use of Nursery Rhymes media. Then the researcher helps to correct the mention of vocabulary that is less precise so that students can mention the vocabulary better. Then, the researcher finished the class.

b. The Second meeting

The researcher opened the class by inviting students to pray then the researcher gave motivate for students before delivering learning materials. After that, the researcher discussed what had been learned in the previous meeting. Then the researcher gave the lyrics of the song with a different theme from the previous meeting to the students and played the video along with the audio so that students could absorb the song. Furthermore, the researcher invited students to sing together

and repeat singing the song. This activity involves how students interact with the pronunciation of each English word and sentence. After listening and repeating the song for 3 times, students then asked to show their knowledge as an evaluation in turn or in groups by mentioning as many vocabulary words from the lyrics of the song that have been listened to obtained through the use of Nursery Rhymes media. Then the researcher helps to correct the mention of vocabulary that is less precise so that students can mention the vocabulary better. Then, the researcher finished the class.

c. The Third meeting

The researcher opened the class by inviting students to pray then the researcher gave motivate for students before delivering learning materials. After that, the researcher discussed what had been learned in the previous meeting. Then the researcher gave the lyrics of the song with a different theme from the previous meeting to the students and played the video along with the audio so that students could absorb the song. Furthermore, the researcher invited students to sing together and repeat singing the song. This activity involves how students interact with the pronunciation of each English word and sentence. After listening and repeating the song for 3 times, students then asked to show their knowledge as an evaluation in turn or in groups by mentioning as many vocabulary words from the lyrics of the song that have been listened to obtained through the use of Nursery Rhymes media. Then the researcher helps to correct the mention of vocabulary that is less precise so that students can mention the vocabulary better. Then, the researcher finished the class.

d. The Fourth meeting

The researcher opened the class by inviting students to pray then the researcher gave motivate for students before delivering learning materials. After that, the researcher discussed what had been learned in the previous meeting. Then the researcher gave the lyrics of the song with a different theme from the previous meeting to the students and played the video along with the audio so that students could absorb the song. Furthermore, the researcher invited students to sing together and repeat singing the song. This activity involves how students interact with the pronunciation of each English word and sentence. After listening and repeating the song for 3 times, students then asked to show their knowledge as an evaluation in turn or in groups by mentioning as many vocabulary words from the lyrics of the song that have been listened to obtained through the use of Nursery Rhymes media. Then the researcher helps to correct the mention of vocabulary that is less precise so that students can mention the vocabulary better. Then, the researcher finished the class.

e. The Fifth Meeting

The researcher opened the class by inviting students to pray then the researcher gave motivate for students before delivering learning materials. After that, the researcher discussed what had been learned in the previous meeting. Then the researcher gave the lyrics of the song with a different theme from the previous meeting to the students and played the video along with the audio so that students could absorb the song. Furthermore, the researcher invited students to sing together and repeat singing the song. This activity involves how students interact with the pronunciation of each English word and sentence. After listening and repeating the song for 3 times, students then asked to show their knowledge as an evaluation in

turn or in groups by mentioning as many vocabulary words from the lyrics of the song that have been listened to obtained through the use of Nursery Rhymes media. Then the researcher helps to correct the mention of vocabulary that is less precise so that students can mention the vocabulary better. Then, the researcher finished the class.

f. The Six Meeting

The researcher opened the class by inviting students to pray then the researcher gave motivate for students before delivering learning materials. After that, the researcher discussed what had been learned in the previous meeting. Then the researcher gave the lyrics of the song with a different theme from the previous meeting to the students and played the video along with the audio so that students could absorb the song. Furthermore, the researcher invited students to sing together and repeat singing the song. This activity involves how students interact with the pronunciation of each English word and sentence. After listening and repeating the song for 3 times, students then asked to show their knowledge as an evaluation in turn or in groups by mentioning as many vocabulary words from the lyrics of the song that have been listened to obtained through the use of Nursery Rhymes media. Then the researcher helps to correct the mention of vocabulary that is less precise so that students can mention the vocabulary better. Then, the researcher finished the class.

3. Post-test

Post-test is given to measure the extent of students' pronunciation after providing treatment based on the nursery rhymes material that has been taught. Post-test was given at the last meeting.

F. Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation has been determined. Caused the data was quantitative, then analyzes the data using statistical methods that have been available.[43]

Researcher gave tests to students before and after treatment. The test results were then compared, calculated, and analyzed to see if there was a significant improvement after the treatment.

The following is the assessment standard/rubric that will be used to assess students' pronunciation based on the aspects in pronunciation[44]

THE ASPECTS OF BASIC PRONUNCIATION		
Aspect	**Score**	**Explanation**
Vowels	5	Accurate pronunciation
	4	Fluent like a Native speaker
	3	Sounding the correct vowel sounds
	2	Clear vocals
	1	Say recognizable words
Consonant	5	All consonants are pronounced accurately
	4	Most consonants are clear
	3	The spoken word is not clear
	2	It's hard to follow what's being said
	1	Many consonants are unclear
Stress	5	Emphasis on the first syllable
	4	Affects clarity wrong stress patterns

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[43] Sugiono, *Metodologi Penelitian Kuantitatif Kualitatif Dan R&D*.
[44] Lasi, "A Study on the Ability of Supra-Segmental and Segmental Aspects in English Pronunciation."

	3	Often makes stress errors that affect meaning
	2	Pronunciation lacks clear stress
	1	Stress placement error
Intonation	5	Intonation Clear and natural
	4	propriate pitch variation and clear
	3	Tone inconsistency
	2	Affects the clarity of words or sentences
	1	Difficulty to understand
Rhythm	5	Even rhythm and with the right pressure
	4	Easy to understand even with a certain accent
	3	Pronouncing words or sentences too quickly
	2	Some visible irregularities word and sentense
	1	Inhibits understanding word and sentence

Table 3.3. The aspects of basic pronunciation

1. **Descriptive Analysis**

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any test before conducting infrential analysis.

a) **Scoring the students' correct answer of pre-test and post-test by using formula :**

$$Score = \frac{Student's\ point}{Maximum\ Point}\ x\ 100$$

Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

b) Classifying the score students' classification as follow:

After getting the score obtained from each student, the researcher then classified the scores using the classification standard from Arikunto's book.[45]

No.	Classification	Score
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤ 40

Table 3.4. Classification of Student's Scores

c) Percentage of students' score using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:
P : Percentage
F : Frequency
N : Total Number of Students

To find out the average score following formula :

[45] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan: Edisi Revisi*.

$$\overline{x} = \frac{\sum x}{N}$$

Where :

$\overline{x}$: Mean Score

$\sum x$: The total number of the students score

N   : The number of student

d) **Calculating standard deviation of students' score in pre-test and post-test following formula:**

$$S = \sqrt{\frac{SS}{N}}, \text{ where SS} = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where :   S   : The standard Deviation

SS   : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum x)^2$: Total square of the sum

N   : Total number of student [46]

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average.

e) **The formula used in finding out the difference between students' score in pre-test and post-test following formula:**

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[46] Rukminingsih, Adnan, and Latief, *Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas*.

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where :

t	: Test of significance
$\bar{x}1$	: Mean score of Pre Test
$\bar{x}2$	: Mean score of Post Test
SS_1	: Sum square of Pre Test
SS_2	: Sum square of Post Test
n_1	: Number of students' of Pre Test
n_2	: Number of students' of Post Test
1	: Constant number
2	: Number of class [47]

T test become very essential test for comparing the two findings

result data which has different category of sample and average result.

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[47] Nurvitasyasari, "The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar."

CHAPTER IV
FINDINGS AND DISCUSSION

A. Research Findings

After conducting the research, the researcher obtained two types of data; pre-test and post-test scores. The pre-test was given to students before being given treatment to find out the pronunciation of students and then given a post-test to find out the improvement of students' pronunciation after being given treatment. The results of the post-test aimed to determine that the use of Nursery Rhymes media in improving students' pronunciation in SD Negeri 182 Barru students.

Table 4.1. Descriptive Analysis

Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Mean Std. Error	Std. Deviation Statistic
Pretest	11	44	68	604	54.91	2.230	7.395
Posttest	11	52	76	700	63.64	2.667	8.846
Valid N (listwise)	11						

Based on the data presented in the table above, a comprehensive analysis shows that there is a huge difference between the Pre-test and Post-test scores after the implementation of the prescribed treatment. Notably, the mean score before the administration of the treatment stood at 54.91 while the mean score after the intervention jumped up to 63.64. These interesting findings clearly show the real difference between the pre and post performance levels. Utilization of the Nursery

Rhymes media, highlighting the undeniable impact of this technological tool in improving learners' pronunciation.

1. **Students' Pronunciation Before Learning Using Nursery Rhymes.**

When the pre-test is conducted, the researcher opened the class by inviting students to pray then the researcher gave motivate for students before delivering the learning material. Next, the researcher gives several questions that cover aspects of pronunciation such as vowels, consonants, stress, intonation and rhythm. Where students are told to answer and pronounce the vocabulary that has been given.

The finding that identifies students' pronunciation before treatment is the Pre-test, where the question covers several assessment rubrics including vowel, consonant, stress, intonation, and rhythm to assess students' pronunciation. This pre-test was given to find out student pronunciation before using Nursery Rhymes media on SD Negeri 182 Barru students. Based on the test, the analysis on SPSS with descriptive statistics showed some results which are explained below.

Table 4.2. Students' Pronounciation Score and Classification in pre-test

No.	Name	Students' Point					Total Point	Total Score	Clasification
		V	C	S	I	R			
1	AMFP	2	2	2	3	3	12	48	Poor
2	FLF	3	3	3	3	3	15	60	Fair
3	FR	2	3	3	3	3	14	56	Fair
4	HPW	3	3	4	4	3	17	68	Fair
5	MAF	2	2	3	2	2	11	44	Poor
6	MHN	2	2	3	3	3	13	52	Poor
7	NS	2	3	2	3	3	13	52	Poor

8	QZ	3	3	3	3	3	15	60	Fair
9	RPS	2	3	3	3	2	13	52	Poor
10	RR	2	2	3	3	2	12	48	Poor
11	SM	3	3	4	3	3	16	64	Fair

From the pre-test conducted, vowels, consonants, stress, intonation, and rhythm were tested. Where it can be seen that students are still lacking in several aspects of pronunciation (vowel, consonant, stress, intonation, and rhythm).

Table 4.3. Result of the Pre-test

No.	Classification	Score	Score Frequency of Pre-test	Percentage of Pre-test
1	Excellent	86-100	0	0%
2	Good	71-85	0	0%
3	Fair	56-70	5	45%
4	Poor	41-55	6	55%
5	Very Poor	≤40	0	0%
	Total		11	100%

Based on this research, before using Nursery Rhymes in the fifth grade of SD Negeri 182 Barru, students' pronunciation was classified as low because only 5 students (45%) and the bad category was 6 students (55%) from the total students. Where, Point' obtained from the pre-test with points for vowel scores; seven students with 2 points and four students with 3 points. For consonant score, four students scored 2 points and seven students scored 3 points. For Stress there are two students with 2 points, seven students with 3 points and two students with 4 points.

Furthermore, intonation, there is one student with a score of 2 points, nine students with 3 points, and one student with a score of 4 points. Then rhythm, there are three students with 2 points and eight students with 3 points. Based on the results of the data analysis above, the researcher presents descriptive statistics of students' pronunciation before using Nursery Rhymes media at SD Negeri 182 Barru.

Table 4.4. Descriptive of Pre test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	11	44.00	68.00	604.00	54.9091	2.22978	7.39533
Valid N (listwise)	11						

Based on the data above, pronunciation of students' before using Nursery Rhymes media, in the pre-test activity was still in the low category with a score of 54.91.

2. Students' Pronunciation After Learning Using Nursery Rhymes.

Furthermore, related to pronunciation after using Nursery Rhymes media in the learning process in fifth grade students of SD Negeri 182 Barru. The finding that identifies students' pronunciation after treatment is the Post-test, where the question again covers several points from the assessment rubric including vowel, consonant, stress, intonation, and rhythm to assess students' pronunciation.

The results of data analysis of students' pronunciation after using Nursery Rhymes media in the fifth grade of SD Negeri 182 Barru can be explained below :

Table 4.5. Students' Pronounciation Score and Classification in Post-test

No.	Name	Students' Point					Total Point	Total Score	Clasification
		V	C	S	I	R			
1	AMFP	2	2	3	3	3	13	52	Poor
2	FLF	3	4	3	4	4	18	72	Good
3	FR	3	3	4	4	3	17	68	Fair
4	HPW	3	4	4	4	4	19	72	Good
5	MAF	2	3	3	3	2	13	52	Poor
6	MHN	2	3	3	3	3	14	56	Fair
7	NS	3	3	3	3	3	15	60	Fair
8	QZ	3	4	4	4	3	18	72	Good
9	RPS	2	4	3	4	3	16	64	Fair
10	RR	2	3	3	3	3	14	56	Fair
11	SM	3	3	4	4	4	18	72	Good

From the post test that has been done tested vowel, consonant, stress, intonation, and rhythm. Where it can be seen that there is an increase in student scores in several aspects of pronunciation (vowel, consonant, stress, intonation, and rhythm).

Table 4.6. Result of the Post-test

No.	Classification	Score	Score Frequency of Post test	Percentage of Post test
1	Excellent	86-100	0	0%
2	Good	71-85	4	36%
3	Fair	56-70	5	46%
4	Poor	41-55	2	18%
5	Very Poor	≤40	0	0%
Total			11	100%

Based on the data analysis above, the findings show that students' of pronunciation improved significantly after using Nursery Rhymes learning media. This finding is based on the results of the study which showed that there were 4 students who got a good score category (36%) of the total students, the sufficient category was 5 students (46%) of the total students, while the poor category was 2 students (18%). There are no students in the very good and very poor categories. Where, Point' obtained from the pre-test with points for vowel scores; five students with 2 points and six students with 3 points. For consonant score one student with 2 points and six students with 3 points and four students with 4 points. For Stress there are seven students with a score of 3 points, and four students with a score of 4 points. Furthermore, intonation, there are five students with a score of 3 points, and six students with a score of 4 points. Finally, rhythm, there is one student with a score of 2 points, seven students with a score of 3 points, and three students with 4 points.

Based on the above results, this study will present descriptive statistics of students' pronunciation mastery after using Nursery Rhymes media in fifth grade students of SD Negeri 182 Barru.

Table 4.7. Descriptive of Post test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Posttest	11	52.00	76.00	700.00	63.6364	2.66722	8.84616
Valid N (listwise)	11						

Based on the data analysis above, students' pronunciation after using Nursery Rhymes media is included in the better category because there is an increase from pre test to post test. Judging from the classification table of pre test and post test, there is an increase. In this case, the students still need to further enrich their mastery of pronunciation by practicing a lot of vocabulary in English and improving their abilities.

3. **Significant changes in the pronunciation of fifth grade students of SD Negeri 182 Barru.**

a. T-Test Independent

Paired T-Test is a parametric test that can be used on two data between pre and post test. The purpose of this test is to see if there is an average difference between two paired data. The following are the results of the data description:

Table 4.8. T-test Paired Samples Test

Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
			Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
		Mean								
Pair 1	Pretest - Posttest	-8.72727	3.00303	.90545	-10.74473	-6.70981	-9.639	10	<.001	<.001

Based on the results of data analysis, the t-count value is -9.639, where to find out whether the t-count value is significant with a confidence interval of 95% or 0.05, it must be compared with the value in the t table. And to see the t table, it must

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be based on-(dk) or the degree of Beedom (of) which is n-1, in this case it means 11-1 = 10. When referring to the t table value of 1.812.

Because the calculated T value is negative, then if the calculated t value is negative :

- t count < -t table means H0 is rejected and H1 is accepted (Affected)

- t count> -t table means H0 Accepted and H1 rejected (No effect)

Thus the analysis results obtained the value of t -9.639 < -1.812 which means there is a significant increase in the use of Nursery Rhymes media to improve the mastery of pronunciation of fifth grade students of SD Negeri 182 Barru.

Furthermore, based on the Paired samples test table, the significance value (2-tailed) is 0.01 with the provisions:

A. Sig≤0.05 means there is an improvement

B. Sig≥ 0.05 means there is no improvement

With the paired sample test obtained that the sig value. 0.01, so the sig value. 0.01 <0.05 so that the pre-test and post-test results experienced significant changes. So Ho is rejected and H1 is accepted. This shows that there is an increase in the pronunciation of students after applying learning using Nursery Rhymes media in learning English. Therefore, it can be concluded that Nursery Rhymes media can improve the pronunciation of fifth grade students of SD Negeri 182 Barru.

B. Discussion

Significant changes in improving student pronunciation at SD Negeri 182 Barru.

After conducting the research and analyzing the data, the researcher found a significant difference in students' pronunciation before and after the application of

Nursery Rhymes media in learning pronunciation. This is proven through analysis using SPSS, where the tcount value of -9.639 is greater than the critical value of -1.812. Furthermore, sig. 0.01 then sig. 0.01 <0.05 so that the pre-test and post-test results experienced significant changes. So Ho is rejected and H1 is accepted. This shows that there is an increase in students' pronunciation after learning using Nursery Rhymes media in English language learning.

Based on Mohan Kumar Pradhan's research in the Asian Journal Education And Social Studies, highlights the effectiveness of nursery rhymes in improving pronunciation, articulation, vocabulary acquisition, confidence in speaking, and overall fluency and suggests that nursery rhymes can be an important component of the language curriculum for primary school students, as it offers a simple yet impactful method of improving oral communication skills.[48]

Based on that research, this study found that nursery rhymes also proved to be able to improve students' pronunciation. Where after implementing Nursery Rhymes learning, there is an increase in students' pronunciation and articulation in mentioning vocabulary. From initially mentioning words with less clarity but after singing together repeatedly makes students more courageous to say word by word even they are more confident to question if there is vocabulary that they think is difficult to pronounce. Their curiosity is because they want to sing well. It automatically increases the vocabulary acquisition from some of the Nursery Rhymes songs that they sing. In this case, students also look more confident when mentioning vocabulary while singing.

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[48] Pradhan, "The Impact of Nursery Rhymes on Enhancing Speaking Skills of Grade Three and Four Students."

This is related to the advantages of nursery rhymes that can help children laugh about things that are usually stressful. Nursery Rhymes have more than just entertainment value as they can introduce children to the idea of storytelling, improve social skills, and enhance language development. The interactive nature of Nursery Rhymes makes learning pronunciation more enjoyable and effective, where when using Nursery Rhymes media students seem to enjoy, excited, and eager in learning thus improving students' overall pronunciation.

Furthermore, according to Widarwati et al in 2017, in addition to improving the development of children's ability to hear vocabulary in English, Nursery Rhymes are also useful in improving correct pronunciation in English.[49] In this study, the use of nursery rhymes is proven to improve pronunciation because there are so many nursery rhymes that can be used in learning pronunciation itself.

Nursery Rhymes media provides a variety of songs that make it easier to learn pronunciation. Among them are songs related to physical activity song, song type activity using hands, game song type, etc. By utilizing these songs, students can actively engage with pronunciation material, strengthen understanding and can automatically increase student vocabulary. Adjusting to the views of Ari widyaningrum et al in 2019, Children's Songs have a good impact on pronunciation learning because they match the advantages of music as the best memorization medium.[50] In this case, Children's Songs can get students involved in various learning activities, which in turn also improve language proficiency as well as vocabulary acquisition and pronunciation.

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[49] Widarwati, Gama, and Putra, "Pelatihan Bahasa Inggris Bagi Guru TK Di Kalurahan Dukuh, Kecamatan Mojolaban Sukoharjo."

[50] Widyaningrum, Budiman, and Putri, "Pembelajaran Pronunciation Melalui Lagu Anak Dalam Mata Pelajaran Bahasa Inggris Bagi Siswa SD Kramat Kabupaten Kudus."

So, media for learning is very important especially for young learners. Because it can make students more interested in learning activities and feel more happy in learning activities. The application of diverse learning media can create an interactive and interesting environment that promotes pronunciation learning, which is very beneficial for expanding vocabulary and pronouncing words correctly. After the post test, it can be seen that the application of Children's Song media in the classroom proved to be successful, as evidenced by the significant increase in students who achieved better grades than before.

In conclusion, the application of Nursery Rhymes media in pronunciation learning showed a significant improvement in students' mastery of pronunciation. The use of appropriate methods and media, such as Nursery Rhymes, plays an important role in improving students' pronunciation. Nursery rhymes provide valuable support in the acquisition of better pronunciation and can make the learning process more interesting and effective.

CHAPTER V
CLOSING

A. Conclusion

Based on the description of the results of data analysis, the researcher concluded that :

The students' pronunciation after using Nursery Rhymes media was in the good category with a score of 63.64. The students still need to improve their practice in pronouncing English vocabulary. The use of Nursery Rhymes media to improve the pronunciation of students of SD Negeri 182 Barru shows the data of student results which obtained the value of t -9,639 < -1,812 which means there is a significant increase in the use of Nursery Rhymes media in improving the pronunciation of fifth grade students of SD Negeri 182 Barru. With the paired sample test obtained that the sig value. 0.01, so the sig value. 0.01 <0.05 so that the pre-test and post-test results experienced significant changes. So that Ho is rejected and H1 is accepted. This shows that there is an increase in the pronunciation of students after applying learning using Nursery Rhymes media in learning English.

B. Suggestion

Based on the data above, suggestions are offered to :

1. English Teacher

   Teachers are advised to do more teaching by integrating technology or media in learning activities and this can also make the class better.

2. English students

   It is suggested for students to do more learning by using technology such as using Nursery Rhymes media so that learning activities become more fun.

3. Future Researchers

   Future researchers are advised to conduct further research that can develop the use of Nursery Rhymes media in the scope of research.

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APPENDICES

Appendix 1. Instrument of Pre-Test and Post-Test

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307
	VALIDASI INSTRUMEN PENELITIAN
	PENULISAN PROPOSAL SKRIPSI

```
NAMA MAHASISWA    : RAHMI
NIM               : 2020203888203033
FAKULTAS          : TARBIYAH
PRODI             : ENGLISH EDUCATION
JUDUL             :  IMPROVING  STUDENTS'  PRONUNCIATION
                     USING  NURSERY  RHYMES  TYPE  SONG  AT
                     THE FIFTH GRADE OF SD NEGERI 182 BARRU
```

Instrument of the Pre-test

1. **Pronounce the vocabulary below !**

   - Name
   - Welcome
   - White
   - Cat
   - Head
   - Blue
   - Brother
   - Sky
   - Everywhere
   - See You
   - Really

V

- Nose
- Three
- Pen

2. **Pronounce and Translate the picture below !**

- **Teacher : ……….**

- **Red : ……….**

- **Monkey : ……….**

- **Apple : ……….**
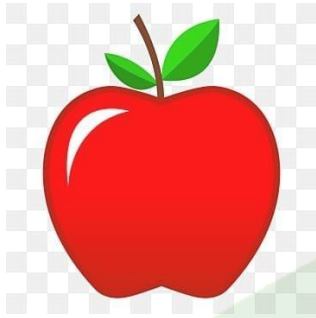
- **Book : ……….**

3. **Recite the lyrics of the song below!**

   "School Things Song"

   This is my table

   This is my chair

   This is my bag

   That I take everywhere

   Sit down, stand up

   One, two, three

   School, school, school for you and me...

Barru, 20th March 2024

Concultant

Hj. Nurhamdah, S.Ag., M.Pd.
NIP. 19731116 199803 2 007

Co-Consultant

Muajiz Muallim, M.A
NIP. 19910726 202321 1 027

Instrument of the Post-test

1. **Pronounce the vocabulary below !**
   - School
   - Family
   - Sun
   - Green
   - Body
   - Apple
   - Finger
   - Jump
   - Dog
   - Color
   - Stand up
   - Black
   - Happy
   - Clap
   - Sit down

2. **Pronounce and Translate the picture below !**
   - **Farmer : ……….**

   - **Yellow : ……….**

- **Sheep : ……….**

- **Pumpkin : ……….**

- **Bag : ……….**

3. **Sing one of the Nursery Rhymes that you have learned with the correct pronunciation!**
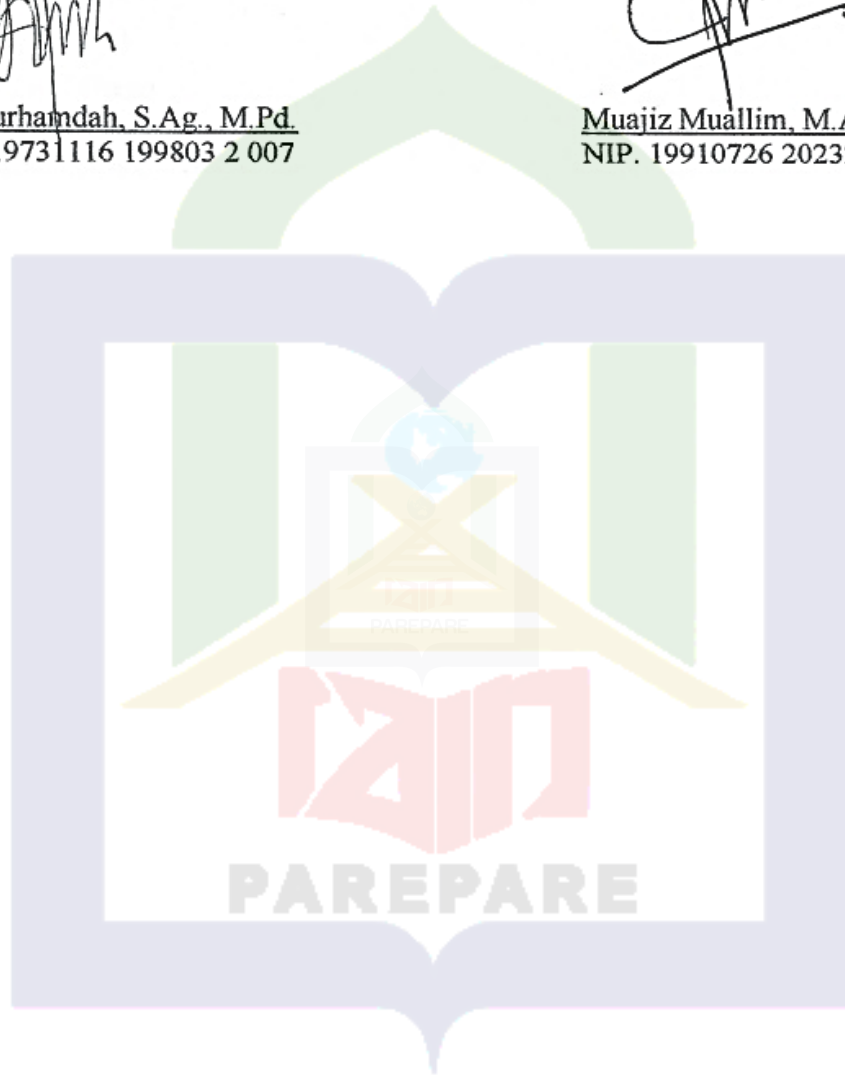
Barru, 20th March 2024

Concultant

Hj. Nurhamdah, S.Ag., M.Pd.
NIP. 19731116 199803 2 007

Co-Consultant

Muajiz Muallim, M.A
NIP. 19910726 202321 1 027

Appendix 2. Determination of student scores for intonation aspects

- **Correct intonation with a score of 5 points'**
  For Example Song of "Twinkle Twinkle Little Star" :

  Twinkle, twinkle, little star, (^)
  How I wonder what you are! (^)
  Up above the world so high, (>)
  Like a diamond in the sky. (—)
  Twinkle, twinkle, little star, (^)
  How I wonder what you are! (^)

- Note : Explanation of the intonation symbols used:
  (^): Marcato or strong emphasis. Used here to emphasize key words like "twinkle" and "wonder", giving a more intense feel to important parts of the song.

  (>): Crescendo. This symbol indicates that the volume should be increased gradually, adding dramatization when singing the phrase "Up above the world so high".

  (--): Legato. This symbol indicates that the notes in the sung phrase flow smoothly, without too obvious pauses between them. This creates the impression of a smooth and calm melody.

- **Intonation with 4 points**

  Twinkle, twinkle, little star,
  How I wonder what you are!
  Up above the world so high,
  Like a diamond in the sky.
  Twinkle, twinkle, little star,
  How I wonder what you are!

  In the words "Twinkle" and "Wonder" there are Intonation errors. Where the word is not emphasized correctly (such as using too weak or too strong emphasis), this can damage the beauty of the melody and the overall meaning of the song. So that the Score obtained is 4 Points.

- **Intonation with 3 points**

  Twinkle, twinkle, little star,
  How I wonder what you are!

Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

In addition to mistakes in Intonation of important words: For example, if the word "twinkle" or "wonder" is not emphasized correctly (such as using too weak or too strong an emphasis), it can ruin the beauty of the melody and the overall meaning of the song.
Furthermore, errors were also found in the improper pace: This song is usually sung at a moderate and calm tempo. If sung too fast or too slow, it can change the mood and intended impression of the song. So that the Score obtained is 3 Points.

- **Intonation with 2 points**

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

In addition to mistakes in Intonation of important words: For example, if the word "twinkle" or "wonder" is not emphasized correctly (such as using too weak or too strong an emphasis), it can ruin the beauty of the melody and the overall meaning of the song.
Furthermore, errors were also found in the improper pace: This song is usually sung at a moderate and calm tempo. If sung too fast or too slow, it can change the mood and intended impression of the song.
In this case, there is also a mistake in dynamics: Ignoring dynamics symbols such as crescendo or decrescendo present in music notation can lead to a less dramatic or less emotional delivery of important parts of the song. So that the Score obtained is 2 Points.

- **Intonation with 1 points**

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

In addition to mistakes in Intonation of important words: For example, if the word "twinkle" or "wonder" is not emphasized correctly (such as using too weak or too strong an emphasis), it can ruin the beauty of the melody and the overall meaning of the song.

Furthermore, errors were also found in the improper pace: This song is usually sung at a moderate and calm tempo. If sung too fast or too slow, it can change the mood and intended impression of the song.

In this case, there is also a mistake in dynamics: Ignoring dynamics symbols such as crescendo or decrescendo present in music notation can lead to a less dramatic or less emotional delivery of important parts of the song.

Next, Mistakes in legato and staccato: The song uses legato to seamlessly connect notes, which creates a calm flow of the melody. If staccato is used inappropriately, it can disrupt the smoothness of the melody and the feel of the song.

However, it is also worth noting Errors in the root note or melody: Although rare, singing the wrong root note or main melody of the song can make the song sound unrecognizable or change the overall meaning.So that the Score obtained is 1 Points.
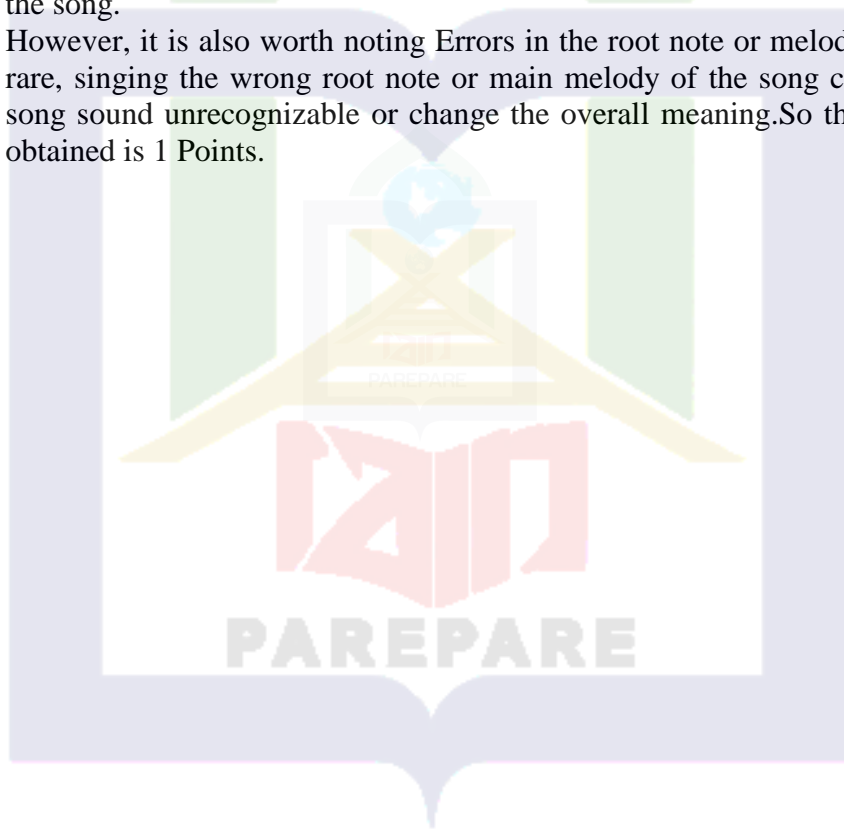
Appendix 3 Lesson Plan

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

</div>

Sekolah   : SD Negeri 182 Barru

Mata Pelajaran   : Bahasa Inggris

Kelas   : V

Waktu   : 70 Menit (pertemuan ke 1)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui teks.
2. Peserta didik mampu Mengeja dan membaca kata dengan baik dan benar.
3. Meningkatkan pengucapan peserta didik dalam bahasa inggris.

B. Langkah Pembelajaran

<div align="center">

Kegiatan Pendahuluan (10 menit)

</div>

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.

- Guru menanyakan kabar dan mengecek kehadiran siswa.

- Guru menyampaikan tujuan pembelajaran yang ingin dicapai

- Guru memberikan apersepsi dan motivasi

<div align="center">

Kegiatan Inti (60 menit)

</div>

- Guru menjelaskan materi yang akan di pelajari.

- Guru memperkenalkan dan menjelaskan materi tentang pembelajaran bahasa inggris dengan Nursery Rhymes.

- Guru memperlihatkan contoh lirik lagu dengan tipe nursery rhymes beserta video dan audio kepada siswa.

- Guru meminta seluruh siswa untuk mendengarkan dengan seksama lagu yang diputarkan secara berulang—ulang agar dapat didalami.

- Siswa diminta untuk ikut menyanyi secara bersama sama lagu yang diputarkan.

- Guru akan memberikan kesempatan kepada siswa untuk menyebutkan salah satu atau beberapa kosakata dari lagu Nursery Rhymes yang telah diputar dan dinyanyikan.

- Guru memperbaiki dan memberikan arahan kepada siswa mengenai pengucapan yang tepat.

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.

- Guru memberikan umpan balik dan pesan moral dari pembelajaran.

- Guru memberikan penugasan kepada siswa.

- Guru menyampaikan materi pembelajaran berikutnya.

- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SD Negeri 182 Barru

Mata Pelajaran   : Bahasa Inggris

Kelas   : V

Waktu   : 70 Menit (pertemuan ke 2)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui teks.
2. Peserta didik mampu Mengeja dan membaca kata dengan baik dan benar.
3. Meningkatkan pengucapan peserta didik dalam bahasa inggris.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.   • Guru menanyakan kabar dan mengecek kehadiran siswa.   • Guru menyampaikan tujuan pembelajaran yang ingin dicapai   • Guru memberikan apersepsi dan motivasi
Kegiatan Inti (60 menit)
• Guru menjelaskan materi yang telah dipelajari sebelumnya dan yang akan di pelajari.   • Guru memberikan lirk lagu beserta video dan audio kepada siswa dengan tema yang berbeda dari pertemuan sebelumnya.   • Guru meminta seluruh siswa untuk mendengarkan dengan seksama lagu yang diputarkan secara berulang—ulang agar dapat didalami.

XVII

• Siswa diminta untuk ikut menyanyi secara bersama sama lagu yang diputarkan.
• Guru akan memberikan kesempatan kepada siswa untuk menyebutkan salah satu atau beberapa kosakata dari lagu Nursery Rhymes yang telah diputar dan dinyanyikan.
• Guru memperbaiki dan memberikan arahan kepada siswa mengenai pengucapan yang tepat.
Kegiatan Penutup (10 menit)
• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.   • Guru memberikan umpan balik dan pesan moral dari pembelajaran.   • Guru memberikan penugasan kepada siswa.   • Guru menyampaikan materi pembelajaran berikutnya.   • Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

      Sekolah   : SD Negeri 182 Barru

      Mata Pelajaran   : Bahasa Inggris

      Kelas   : V

      Waktu   : 70 Menit (pertemuan ke 3)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui teks.
2. Peserta didik mampu Mengeja dan membaca kata dengan baik dan benar.
3. Meningkatkan pengucapan peserta didik dalam bahasa inggris.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.
• Guru menanyakan kabar dan mengecek kehadiran siswa.
• Guru menyampaikan tujuan pembelajaran yang ingin dicapai
• Guru memberikan apersepsi dan motivasi
Kegiatan Inti (60 menit)
• Guru menjelaskan materi yang telah dipelajari sebelumnya dan yang akan di pelajari.
• Guru memberikan lirk lagu beserta video dan audio kepada siswa dengan tema yang berbeda dari pertemuan sebelumnya.
• Guru meminta seluruh siswa untuk mendengarkan dengan seksama lagu yang diputarkan secara berulang—ulang agar dapat didalami.

- Siswa diminta untuk ikut menyanyi secara bersama sama lagu yang diputarkan.

- Guru akan memberikan kesempatan kepada siswa untuk menyebutkan salah satu atau beberapa kosakata dari lagu Nursery Rhymes yang telah diputar dan dinyanyikan.

- Guru memperbaiki dan memberikan arahan kepada siswa mengenai pengucapan yang tepat.

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.

- Guru memberikan umpan balik dan pesan moral dari pembelajaran.

- Guru memberikan penugasan kepada siswa.

- Guru menyampaikan materi pembelajaran berikutnya.

- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SD Negeri 182 Barru

Mata Pelajaran   : Bahasa Inggris

Kelas   : V

Waktu   : 70 Menit (pertemuan ke 4)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui teks.
2. Peserta didik mampu Mengeja dan membaca kata dengan baik dan benar.
3. Meningkatkan pengucapan peserta didik dalam bahasa inggris.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.
• Guru menanyakan kabar dan mengecek kehadiran siswa.
• Guru menyampaikan tujuan pembelajaran yang ingin dicapai
• Guru memberikan apersepsi dan motivasi
Kegiatan Inti (60 menit)
• Guru menjelaskan materi yang telah dipelajari sebelumnya dan yang akan di pelajari.
• Guru memberikan lirk lagu beserta video dan audio kepada siswa dengan tema yang berbeda dari pertemuan sebelumnya.
• Guru meminta seluruh siswa untuk mendengarkan dengan seksama lagu yang diputarkan secara berulang—ulang agar dapat didalami.

- Siswa diminta untuk ikut menyanyi secara bersama sama lagu yang diputarkan.

- Guru akan memberikan kesempatan kepada siswa untuk menyebutkan salah satu atau beberapa kosakata dari lagu Nursery Rhymes yang telah diputar dan dinyanyikan.

- Guru memperbaiki dan memberikan arahan kepada siswa mengenai pengucapan yang tepat.

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.

- Guru memberikan umpan balik dan pesan moral dari pembelajaran.

- Guru memberikan penugasan kepada siswa.

- Guru menyampaikan materi pembelajaran berikutnya.

- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SD Negeri 182 Barru

Mata Pelajaran   : Bahasa Inggris

Kelas   : V

Waktu   : 70 Menit (pertemuan ke 5)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui teks.
2. Peserta didik mampu Mengeja dan membaca kata dengan baik dan benar.
3. Meningkatkan pengucapan peserta didik dalam bahasa inggris.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.
• Guru menanyakan kabar dan mengecek kehadiran siswa.
• Guru menyampaikan tujuan pembelajaran yang ingin dicapai
• Guru memberikan apersepsi dan motivasi
Kegiatan Inti (60 menit)
• Guru menjelaskan materi yang telah dipelajari sebelumnya dan yang akan di pelajari.
• Guru memberikan lirk lagu beserta video dan audio kepada siswa dengan tema yang berbeda dari pertemuan sebelumnya.
• Guru meminta seluruh siswa untuk mendengarkan dengan seksama lagu yang diputarkan secara berulang—ulang agar dapat didalami.

- Siswa diminta untuk ikut menyanyi secara bersama sama lagu yang diputarkan.

- Guru akan memberikan kesempatan kepada siswa untuk menyebutkan salah satu atau beberapa kosakata dari lagu Nursery Rhymes yang telah diputar dan dinyanyikan.

- Guru memperbaiki dan memberikan arahan kepada siswa mengenai pengucapan yang tepat.

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.

- Guru memberikan umpan balik dan pesan moral dari pembelajaran.

- Guru memberikan penugasan kepada siswa.

- Guru menyampaikan materi pembelajaran berikutnya.

- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SD Negeri 182 Barru

Mata Pelajaran : Bahasa Inggris

Kelas : V

Waktu : 70 Menit (pertemuan ke 6)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui teks.
2. Peserta didik mampu Mengeja dan membaca kata dengan baik dan benar.
3. Meningkatkan pengucapan peserta didik dalam bahasa inggris.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.
• Guru menanyakan kabar dan mengecek kehadiran siswa.
• Guru menyampaikan tujuan pembelajaran yang ingin dicapai
• Guru memberikan apersepsi dan motivasi
Kegiatan Inti (60 menit)
• Guru menjelaskan materi yang telah dipelajari sebelumnya dan yang akan di pelajari.
• Guru memberikan lirk lagu beserta video dan audio kepada siswa dengan tema yang berbeda dari pertemuan sebelumnya.
• Guru meminta seluruh siswa untuk mendengarkan dengan seksama lagu yang diputarkan secara berulang—ulang agar dapat didalami.

• Siswa diminta untuk ikut menyanyi secara bersama sama lagu yang diputarkan.
• Guru akan memberikan kesempatan kepada siswa untuk menyebutkan salah satu atau beberapa kosakata dari lagu Nursery Rhymes yang telah diputar dan dinyanyikan.
• Guru memperbaiki dan memberikan arahan kepada siswa mengenai pengucapan yang tepat.
Kegiatan Penutup (10 menit)
• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
• Guru memberikan umpan balik dan pesan moral dari pembelajaran.
• Guru memberikan penugasan kepada siswa.
• Guru menyampaikan materi pembelajaran berikutnya.
• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

Appendix 4 Results Data of Test

No.	Name	Pre-Test
1.	AMFP	48
2.	FLF	60
3.	FR	56
4.	HPW	68
5.	MAF	44
6.	MHN	52
7.	NS	52
8.	QZ	60
9.	RPS	52
10.	RR	48
11.	SM	64

No.	Name	Post-Test
1.	AMFP	52
2.	FLF	72
3.	FR	68
4.	HPW	76
5.	MAF	52
6.	MHN	56
7.	NS	60
8.	QZ	72
9.	RPS	64
10.	RR	56
11.	SM	72

Appendix 5 : SPSS DATA

Normality test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.198	11	.200[*]	.957	11	.738
Posttest	.191	11	.200[*]	.900	11	.185

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Pre-test and Post-test Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	11	44	68	604	54.91	2.230	7.395
posttest	11	52	76	700	63.64	2.667	8.846
Valid N (listwise)	11						

Paired Sample T-test

Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pretest - Posttest	-8.72727	3.00303	.90545	-10.74473	-6.70981	-9.639	10	<.001	<.001

Appendix 6 : T-Table

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t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
						Confidence Level					

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Appendix 7 : Documentation

Appendix 8 : Virtue of Consultant Degree

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4987 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
		11.	Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah
Memperhatikan	:	a	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;
Kesatu	:	Menunjuk saudara; 1 Hj Nurhamdah, M.Pd. 2. Muajiz Muallim, M.A

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Rahmi
NIM	:	2020203888203033
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Improving students pronunciation using nursery rhymes type song at SD Negeri 182 Barru

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi.
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 30 November 2023
Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

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Appendix 9 : Research Permit Recommendation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1607/In.39/FTAR.01/PP.00.9/05/2024   17 Mei 2024
Sifat : Biasa
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI BARRU
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
  KAB. BARRU

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: RAHMI
Tempat/Tgl. Lahir	: LAPASU, 02 Agustus 2002
NIM	: 2020203888203033
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: DUSUN LAPASU, KEC. BALUSU, KAB. BARRU

Bermaksud akan mengadakan penelitian di wilayah BUPATI BARRU dalam rangka penyusunan skripsi yang berjudul :

IMPROVING STUDENTS' PRONUNCIATION USING NURSERY RHYMES TYPE SONG AT THE FIFTH GRADE OF SD NEGERI 182 BARRU

Pelaksanaan penelitian ini direncanakan pada tanggal 17 Mei 2024 sampai dengan tanggal 02 Juli 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

  1. Rektor IAIN Parepare

Page : 1 of 1, Copyright©afs 2015-2024 - (rahmatullah)   Dicetak pada Tgl : 17 May 2024 Jam : 15:32:31

Appendix 10 : Permission Research

PEMERINTAH KABUPATEN BARRU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Unru Telp. (0427) 21662, Fax (0427) 21410
http://dpmptsptk.barrukab.go.id ; e-mail : barrudpmptsptk@gmail.com .Kode Pos 90711

Barru, 22 Mei 2024
Kepada

Nomor   : 279/IP/DMPTSP/V/2024
Lampiran : -
Perihal   : Izin Penelitian

Yth. Kepala UPTD SD Negeri 182 Barru

di -
Tempat

Berdasarkan Surat dari Dekan Fak. Tarbiyah IAIN Parepare Nomor : B-1607/In.39/FTAR.01/PP.009/05/2024 perihal tersebut di atas, maka *Mahasiswi* di bawah ini :

Nama   : RAHMI
Nomor Pokok   : 2020203888203033
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Perguruan Tinggi : IAIN PAREPARE
Pekerjaan   : MAHASISWI (S1)
Alamat   : LAPASU DESA BALUSU KEC. BALUSU KAB. BARRU

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal **27 Mei 2024 s/d 2 Juli 2024**, dalam rangka penyusunan **Skripsi** dengan judul :

IMPROVING STUDENTS PRONUNCIATION USING NURSERY RHYMES TYPE SONG AT THE FIFTH GRADE OF SD NEGERI 182 BARRU

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperluhnya.

Kepala Dinas,

Dokumen ini telah ditandatangani secara elektronik
Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu Kabupaten Barru
ANDI SYUKUR MAKKAWARU, S.STP.,M.Si
Pembina Utama Muda, IV/c
NIP. 19770829 199612 1 001

TEMBUSAN : disampaikan Kepada Yth.
1. Bapak Bupati (sebagai laporan);
2. Kepala Bappelitbangda Kab. Barru;
3. Kepala Dinas Pendidikan Kab. Barru;
3. Dekan Fak. Tarbiyah IAIN Parepare ;
5. Mahasiswi yang bersangkutan.

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
"Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan setifikat yang diterbitkan BSrE

Balai
Sertifikasi
Elektronik

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Appendix 11 : Letter of Research Completion

PEMERINTAH KABUPATEN BARRU
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SEKOLAH DASAR NEGERI 182 BARRU
Alamat : Lapasu, *Desa Balusu*, Kecamatan Balusu, Kab. Barru Kode Pos 90751

SURAT KETERANGAN SELESAI PENELITIAN
Nomor: 400.3.5.6/29/SDN 182 Barru/V/2024

Yang bertanda tangan dibawah ini, Kepala Sekolah SD Negeri 182 Barru menerangkan dengan sesungguhnya bahwa :

Nama	: RAHMI
Jenis Kelamin	: Perempuan
NIM	: 2020203888203033
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah

Adalah benar telah selesai melakukan penelitian di SD Negeri 182 Barru selama 1 (satu) bulan, terhitung mulai tanggal 22 Mei 2024 22 Juni 2024 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"IMPROVING STUDENTS' PRONUNCIATION USING NURSERY RHYMES TYPE SONG AT THE FIFTH GRADE OF SD NEGERI 182 BARRU"**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Lapasu, 22 Juni 2024
Kepala Sekolah,

RAHMATANG, S. Pd.
NIP. 197805082005022003

CURRICULUM VITAE

RAHMI, the author was born on August 15, 2002 in Lapasu, Barru. She is from the couple Imran and Hj. Sri Hayati. She started her education in elementary school at SDN 182 Barru and graduated in 2014. In the same year, she continued his education in Junior High School at public junior high school 18 Barru and completed her studies there in 2017. After that, she continued her education at public high school 1 Soppeng Riaja which has been changed to SMAN 2 Barru and graduated in 2020. In 2020, she decided to continue her studies at the State Islamic Institute (IAIN) Parepare. She completed her thesis with the title "Improving students pronunciation using Nursery Rhymes Type Song at the fifth grade of SD Negeri 182 Barru" in 2024.