# LEMBAR
## HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
### KARYA ILMIAH : JURNAL ILMIAH

Judul Karya Ilmiah (artikel) : **Utilizing Nursery Rhymes to Enhance Phonemic Awareness among Young Indonesian English Learners**

Nama Penulis           : Ipung Sri Purwanti Hery
Jumlah Penulis        : 3 (Tiga)
Status Pengusul       : Penulis pertama /~~penulis ke........~~/~~penulis korespondensi~~*

Identitas Jurnal Ilmiah:
    a. Nama Jurnal      : Australian Journal of Basic and Applied Sciences
    b. Nomor ISSN      : 1991-8178
    c. Volume, Nomor, Bulan Tahun : 10 (7) Special, February, 2016
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| **Nilai Pengusul** | **23,5** | | | |

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3. Kecukupan dan kemutakhiran data serta metodologi : *metode experiment tepat diterapkan*
4. Kelengkapan unsur kualitas penerbit : *bereputasi / okay*
5. Indikasi Plagiasi : *memenuhi persyaratan*
6. Kesesuaian Bidang Ilmu : *Tepat untuk Early Education in English Learning*

Surakarta, 07 Juli, 2019
Reviewer 1,

**Drs. Djoko Srijono, M.Hum**
NIP/NIDN               : 19590601 198503 1003 / 0001065901
Unit Kerja              : FKIP Universitas Muhammadiyah Surakarta
Jabatan Fungsional    : Lektor Kepala
Bidang Ilmu         : Pendidikan Bahasa Inggris

*Coret yang tidak perlu

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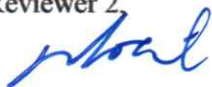
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| **Nilai Pengusul** | **23,5** | | | |

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1. Kelengkapan dan kesesuaian unsur : *sesuai dengan unsur penerbitan*
2. Ruang lingkup dan kedalaman : *memenuhi faktor penulisan karya ilmiah*
3. **Kecukupan dan kemutakhiran data serta metodologi** :*metode experiment praktis bagi anak*
4. Kelengkapan unsur kualitas penerbit : *baik*
5. Indikasi Plagiasi : *memenuhi persyaratan publikasi*
6. Kesesuaian Bidang Ilmu : *Cocok untuk pembelajaran anak*

Surakarta, 07 Juli, 2019
Reviewer 2,

**Dra. Nunun Tri Widarwati, M.Hum**
NIPY/NIDN         : 199501 1 137 / 0606076301
Unit Kerja           : FKIP Universitas Veteran Bangun Nusantara Sukoharjo
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| c. Kecukupan dan kemutakhiran data /informasi dan metodologi (30%) | 30% x (100% x 24) = 7,2 | | | (7,2 + 7,0) : 2 = 7,1 | |
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4. Kelengkapan unsur kualitas penerbit :
5. Indikasi Plagiasi :
6. Kesesuaian Bidang Ilmu :

Semarang, ...........................

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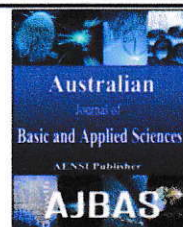
# Utilizing Nursery Rhymes to Enhance Phonemic Awareness among Young Indonesian English Learners

[1]Ipung Sri Purwanti Hery, [2]Subadrah Madhawa Nair, [3]Hariharan N Krishnasamy

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## ARTICLE INFO

## ABSTRACT

**Background:** Early childhood is a stage in which imagination and fantasy develop. That is why the education at this stage should be focused on developing children's imagination. **Objectives:** This study aims to find whether the use of nursery rhymes in the teaching of English can significantly enhance the mastery of phonemic awareness along with the noticing of initial sounds, pronouncing and spelling of words used in communication. **Method:** Two English teachers and 80 students of eight to nine years old in the third grade from two elementary schools in Depok-Sleman, Yogyakarta, Indonesia participated in this study. This study employed a quasi-experimental design with the Experimental and Control Groups. Pre-test and post-test were used as instruments to gather data for the study. **Results:** The findings indicate that the utilization of nursery rhymes significantly enhanced students' scores for overall mastery of phonemic awareness. Students from the experimental group also performed significantly better in noticing the initial sounds introduced through 24 alphabetically arranged words, pronouncing and spelling vocabulary correctly compared to their counterparts in the control group. **Conclusion:** This study affirms that the use of nursery rhymes can significantly enhance the students' knowledge in phonemic awareness. This study has innovative elements in the teaching of English and has useful pedagogical implications. Hopefully, the Ministry of Education in Indonesia and the Teacher Education Division will train teachers to use nursery rhymes to enhance young learners' phonemic awareness in English.

## INTRODUCTION

Early childhood is an age of imagination and fantasy. It is natural to develop the child's imagaination using interesting material such as songs, folk tales and nursery rhymes in this stage. In early childhood, the education material should involve more activities like playing, clapping and singing. These activities are considered as the focal objectives of thephonemic method of teaching. This idea for making education interesting is to make acquisition of literacyless boring and more enjoyable at the early infancy stages, as it is a panacea for achieving the life's goals (Yusuf & Enesi, 2012).From the teachers' perspective, apart from the effectiveness of teaching language, the teaching activities, methods, techniques and ease of preparation are very important considerations in the teaching of language(Er, 2014).

As part of the world community, Indonesia faces challenges when it competes in the global market and tries to benefit from the economic opportunities brought about by globalisation. The learning of English as a global medium of communication by the younger generation in Indonesiaand the preservation of national cultural legacy need to be a twofold strategy of any learning intervention (Musthafa, 2010; Sikki, Rahman, Hamra, & Noni, 2013; Yuwono & Harbon, 2010). Ara (2009) mentioned that at the elementary school level, many second language learners responded very well when they were introduced to nursery rhymes. By repetitively reciting and listening to rhymes, children unconsciously learn how to incorporate sounds of language with words and sentences. After the end of a rhyme, it is noticed that children learned words of the rhyme at a faster pace. After children learn the rhyming words, teachers prompt the children to produce new words with the same rhyming scheme (Shwetha, 2013). The current study will investigate the impact of using nursery rhymes in enhancing phonemic awareness among young Indonesian English learners using a quasi-experimental research design. This study will further investigate whether

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