

IMPROVING THE PRONUNCIATION ABILITY THROUGH ENGLISH SONGS FOR STUDENTS

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Abstract

This study analyzed improve the Pronunciation ability through English Songs for the first grade students of SMP Asa Cendekia Sedati Sidoarjo. The method used in this study was the experimental design. Data were collected through tests and analyzed with statistical calculations of two experimental groups that served as examples. The result results showed the difference between the experimental group who were taught by using “English Songs” and a group of students who were taught without the use of English Songs. The difference between the two groups was significant. The groups who were taught by using English songs tend to be more accepting in learning.

Key Words:*Songs, Pronunciation, Improvement*

MENINGKATKAN KEMAMPUAN PENGUCAPAN MELALUI LAGU BAHASA INGGRIS)

Abstrak

Studi ini menganalisis tentang kemampuan pengucapan siswa dengan menggunakan lagu dalam bahasa Inggris. Metode yang dipakai adalah eksperimen. Data dikumpulkan dengan menggunakan tes dan dianalisis dengan menggunakan perhitungan statistik kepada dua kelompok yang dijadikan contoh eksperimen. Hasil penelitian menunjukkan perbedaan antara kelompok eksperimen yang diajar menggunakan lagu bahasa dalam inggris dan kelompok siswa yang diajar tanpa menggunakan lagu bahasa inggris sangat signifikan. Kelompok yang diajar dengan lagu bahasa dalam inggris cenderung lebih menerima pembelajaran dengan lebih baik.

Kata Kunci:*Lagu, Pengucapan*

Introduction

In the teaching learning English, there are four essential skills; speaking, reading, listening, and writing. Teaching speaking is very important because with speaking, the teacher will know the result of achievement and successful of their student

Improving pronunciation through English song could be one of the methods to expand the student abilities in speaking. Song can motivate students to learn pronunciation like native speakers. The teacher has to keep their ideas in improving pronunciation and must be able to make the student fun with English. The aim of this research are to know the student ability, pronunciation skill between the students who were taught using English song and those who were not taught without using song.

The student's skill in pronunciation will be improved after teaching and learning activity by using song. It means that improving pronunciation using English song is one of alternative media of teaching speaking and the last, the songs are good tool for learn as a fun language.

There are song lyrics, which become model especially for teenagers the song lyrics can help them to acquire their language. The authors of song lyrics specially compose have special intonation and forms which are easy to be understood by teenagers.

Teaching English to teenagers is not easy but needs more patience. The process of teaching adults. It needs such method to make it easy in delivering the materials.

Because of high curiosity of teenagers, we view that songs are very good as media to teach English pronunciation. It is because the language that is used in the songs is English. Teenagers are not accustomed English.

And based on that reason, teenagers will try to do any effort to know much about the songs is the teenagers have a willing to know the Songs, they will try to learn anything related to the songs. Here, we emphasize the pronunciation of

English. We choose the pronunciation because of the differences between the two languages – English and Indonesian.

There are many differences between English and Indonesian especially in pronunciation. As we see, the differences between English and Indonesian are very significant. Therefore, there are many students of Junior High School especially the students of ASA CENDEKIA Sedati Sidoarjo, who pronounce English words incorrectly.

Besides the teacher is expected to be imaginative and creative in developing their teaching techniques to make the English lesson more exiting. Teaching English to the first grade needs techniques in interactive in classroom. There are many ways in teaching English to teenagers, but the most important aspect to teach English is building their motivation to learn the language.

Speaking skills is very important because speaking skill and human being cannot be separated from each other. Speaking skill is used to express their ideas and to communicate to other people. Most students still get hard to be a good speaker. The problem is the students feels ashamed and afraid to speak English, so they never practice to use target language and always use mother language in the classroom, second for the teacher, they do not use variety of teaching technique such as visual aids. Teacher has to motivate the students to speak English in the class and create the method of teaching, so the student will feel relaxed, and free in using English in classroom. The teacher should be able to make students speak English fluently.

Songs can provide an interesting way to introduce many types of pronunciation of English language itself. Improving pronunciation by using songs may give new atmosphere for the student and also give them fun, and enjoyment. Besides that, songs could make the student easier to understand the material that shown by their enthusiasm in teaching learning process. Improving pronunciation through song not only for fun but also teacher teach English through unusual method to enrich student ability to achieve the best goal.

As we see, teenagers are an object that is interesting to be discussed. It is caused because of the nature of the teenagers themselves. "They are able to work with other and learn from other". (Scott, Wandy A. And Ytleberg, Lisbeth H. 1990. Teaching English to Children. New York : Longman. P.2-4]. They are also love to play. Moreover, they are not only active but also very intelligent.

Out of the educational scope, teenager is a pleased period. They can do anything they want to do. They do not think that it disturb others or not. They also do not think that it inflicts other or not. They can play the whole in us they want it is appropriate to their nature that they love play. (Scott, Wandy A and Ytleberg, Lisbeth H, 1990, Teaching. New York: Longman. P.2-4).

"A song is a short piece in one concise movement for the medium of solo voice and piano". (Simms, R Bryan. 1993. The art of music. An introduction USA: Harper Collins College Publishers. P.29). According to Parto, a song is a group of arrangements which consists of lyrics and elements of music like Rhythm, melody, harmony, and expressions. (Parto S. 1996. Seni Musik dan Sumber Daya Manusia, Yogyakarta : Penerbit Pustaka Belajar. P.99).

Based on the references above, it shows that song is a group of beautiful words in which there is a message in it to be. Conveyed to other people and presented with beautiful music. It deals with some themes it deals with story, advices, study, religious, environment, Universe, Love, happy, and sad feeling.

We have seen the definition of song above. And now, let us talk about song. It is viewed, song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty (Hornnby, A. S. 1995. Oxford Advance Learner's Dictionary. Great Britain : Oxford University Press. P. 192). And presented with a beautiful music so that they can got the message from it easily. But in fact, it can be enjoyed by everyone, it can be enjoyed by teenagers, adults, and even old people.

Language teacher can use songs as part of their classroom teaching repertoire. Songs containing authentic language, are easily obtainable, provide, vocabulary, grammar and cultural aspects and one fun for the students.

They can provide valuable speaking, listening and language practice in out of the classroom. According to Arsyad teaching of songs as media is used to convey educational message. (Arsyad, Azhar. 2006. Media Pembelajaran Jakarta : PT.Rja Grafindo Persada. P.4).

Another definition of teaching songs as media are perform of communication either printed or audio visual and the tools. (Arsyad, azhar. 2006. Media Pembelajaran. P.5).

From the two definition above, it can be said that teaching media is used by the teacher convey the teaching material to the students. It can be printed of audio visual and the tools. Media are needed in the teaching and learning process because of several factors.

The researcher did the experiment at the first grade of Junior High School SMP Asa Cendekia Sidoarjo, involving the process of teaching improving students pronunciation by English songs. The population of the research is the first grade of Junior High School SMP Sidoarjo. There are two classes consisting of VII A class, VII B class, so there are all 82 students.

The sample of research of two classes that are VII A class which consist of 42 students as controlled class and VII B class which consist of 40 students as experiment class. It will take only 20 students from each class as sample by random sampling.

The researcher chose them as the subject of the study because of the consideration that they have been taught English as the local content subject. Beside, based on the interview that we had done before, most of them were not able to pronounce English well.

Finding and discussion

In this study, the result of the data was calculated in order to know whether there is improve the pronunciation ability through English songs for the first grade students of SMP Asa Cendekia Sedati Sidoarjo and there is a different between the student who are taught by using English Songs and those who are

taught by using English Songs. The pre-test was done before the treatment and the post-test was done after the treatment given to experimental group. To analyze the pre-test scores of the experimental and control group, the pre-test scores with the mean of pre-test scores of both group was calculated. It was done in order to know the ability of the experimental and control group before the treatment is given. In addition, the pre-test scores were presented.

Table 4.1
Table of Homogeneity

Variant Sources	Control Group	Experimental Group
Sum	1.130,00	1.200,00
N	20,00	20,00
X	56,50	60,00
Varian (S2)	84,47	52,63
SD	9,19	7,25

By knowing the mean and the variance, the researcher was able to test the similarity of the two variants in the pre-test between experimental and control group. The formula of the test of homogeneity as follows :

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$F = \frac{84,47}{52,63}$$

$$= 1,61$$

On a 5% with df numerator (nb - 1) = 20 - 1 = 19 and df denominator (nk - 1) = 20 - 1 = 19, it was found table $F_{table} = 2,17$. Because of $F_{score} \leq F_{table}$, so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variants (homogenous).

Table 4.2
Table of Homogeneity

Variant Sources	Control Group	Experimental Group
Sum	1.270,00	1.540,00
N	20,00	20,00
X	63,50	77,00
Varian (S2)	47,63	35,26
SD	6,90	5,94

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$F = \frac{47,63}{35,26}$$

$$F = 1,3508$$

On $\alpha = 5\%$ with df numerator $(n_b - 1) = 20 - 1 = 19$ and df denominator $(n_k - 1) = 20 - 1 = 1$, it was found $F_{table} = 2.17$. Because of $F_{score} < F_{table}$, so it could be concluded that both experimental and control class had no differences. The result showed both groups had similar variance (homogeneous).

After counting standard deviation and variance, it could be concluded that both groups have no differences in the test of similarity between two variances in post-test score. So, to differentiate if the students' results of listening in experimental and control class after getting treatments were significant or not, the researcher used t-test to test the hypothesis.

After getting t-test result, then it would be consulted to the critical score of t_{table} to check whether difference is significant or not. For $\alpha = 5\%$ with $df_{20 + 20 - 2} = 38$, it was found $t_{table} = 2,17$. Because of $t_{score} > t_{table}$, it could be concluded that there was significance of difference between the experimental and

control class. It meant that experimental class was better than control class after getting treatments. Since the obtained t_{score} was higher than the critical score on the table, the difference was statistically significant. Therefore, based on computing there was a significant difference in listening skill score between students who were taught using English Songs and those who were taught without English Songs for the first grade students of SMP Asa cendekia Sedati Sidoarjo. So it can be said that using English Songs can improve students' pronunciation skill, and so the action hypothesis is accepted.

Based on the calculation of homogeneity test from class VIIB as experiment class and VIIA as a control class is normal distribution and homogeneous. The data were obtained from the students' achievement scores of the test of listening skill. They were post – test scores from the experiment and control class. The following was a simple table of pre test and post – test students' average.

No	Group	The Average Percentage	
		of Pre-Test	Percentage of Post-test
1	Experimental Group	60	77
2	Control Group	56,5	63,5

The result of the research shows that the experimental (the students who are taught using English Songs) class has the mean value 77.00. Meanwhile, the control class (the students who are taught without using English Songs) has the mean value 63.50. It can be said that the listening skill of the experimental class is higher than the control class. Based on t-test analysis that was done, it was found that the t_{score} (11.463) was higher than t_{table} by using 5% alpha of significance (2.17). Since $t_{score} > t_{table}$, it proved that there was a significant difference between the improvement of students' listening skill that was given a new treatment (using English Songs) and the improvement of students' pronunciation skills that was given a usual treatment.

Conclusion

After analyzing the result of the research, the researcher got the data about the score of teaching learning process by using song.

The researcher concluded that teaching learning process by using songs is more effective. It can be seen that the result of statistic calculation above when the value of “ t_0 ” is higher than “ t_t ”.

From the explanation above, it means that teaching learning process by using songs can improve student’s ability in English pronunciation.

References

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