

# THE USE OF SONG IN LEARNING PRONUNCIATION

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## Abstract

This study aims to determine students' perceptions in learning pronunciation through songs. This was a qualitative research method. The participants of this study were 16 tenth grade students from a the vocational schools in Cimahi. Data were collected through questionnaire. The results showed that the students had a good opinion about the use of songs. They thought that it offered a different learning atmosphere, in which it was more relaxed and enjoyable. Besides, it could improve their pronunciation. This indicates that the teacher can use song in teaching pronunciation.

**Keywords:** Pronunciation, Song

## INTRODUCTION

Pronunciation is key role in communicating by using English language. Pronunciation helps the hearer to understand what the speaker says and means. As in English pronunciation there is a different between sound and symbol. For example, when there is a person say “wine” (/wɪn/) to be “win” (/wɪn/), the meaning caught will be different. This difference, according to Harmer (in Multasih, 2018), should be realized by people who learn and teach English as second or foreign language

In the classroom, it is important for the teacher to teach English pronunciation to the students appropriately. There are so many elements in pronunciation such as sound, pressure, intonation, etc (Ladi in Widyawati, 2017). Learning all of those thing can be boredom for the students, unless the teacher can find appropriate technique or media in delivering the material.

Song, in this case, can be an media for the teacher to teach pronunciation. It offers various benefits. Kramer (2001: 3) says that songs are excellent for coaching due to the fact songs are fun. Its contains mimics, gestures, etc, and related to the meaning. It is excellent to introduce supra segmental phonetics. Students play a participative role. They may be carried out to comprehension stages (listening) or production (singing). Songs can be heard by people from various age and level. Students can study English very effortlessly via echoic memory.

Using songs in learning pronunciation also could improve students' listening skills. They will get the example of how to pronounce the word correctly. As the song close with the students' life, it will not possible if they will sing the song and mention the word correctly following what the singer says. This is in accordance with Harmer (in Humiras & Desmalia, 2018) who states that song is a powerful stimulus for student involvement precisely because it speaks directly to their emotions while still allowing them to use their brain to analyze. This media also can minimalize their' unatisfaction to the use “English native speaker” audio that is often spoken to fast for them.

Based on the above explanation, this study aims to find out students' perspective of using song in learning pronunciation.

### **Pronunciation**

Hornby (1995: 928) says that pronunciation is the manner wherein a language is spoken; a phrase is pronounced; someone speaks the phrases of a language. Yates (2002: 1) states that pronunciation refers back to the manufacturing of sounds that a person makes use of to make meaning. Syafei (1988: 1) says that pronunciation is folds process. It includes the popularity of sound in addition to the manufacturing of sounds. Practice and aural belief must accept earlier than the exercise on oral manufacturing.

Based on the definition above, it can be concluded that pronunciation is the manner wherein a language is spoken. It refers back to the manufacturing of sounds that a person makes use to make meaning.

### **The element of pronunciation**

According to Sondang Manik (2015) pronunciation consists of each of the suprasegmental and segmental features. Although that only component of pronunciation is handled separately, it is very important not to forget that all paint the whole while speaking, and as a result it is usually satisfactory to be found as an indispensable part of the verbal language. Ramelan (1985: 22) says that once acquiring knowledge of English, a person will find a type of speech function.

1. The segment functions, which request advice from the voice unit, are arranged in consecutive order; or it's roughly consonants and vowels.
2. The supra-segmental function seeks advice from pressure, pitch, intonation period and the different functions that usually accompany segmental creation.

### **Song**

According to Pimwan (2012), "Song is the right substance that can inspire students to research English. Songs can promote tremendous motivation throughout the lesson because they stimulate an extraordinary emotional mindset closer to language to acquire knowledge". Through chanting, scholars obtained cloth with ease, and this could be a way of opportunity to improve their pronunciation. The advantages of using songs are: 1) songs can upload feelings and rhythm into language exercises which in other cases become flat (Paul, 2003). It also helps remember things more easily and draws deeper into the lesson. Another advantage, according to Murphey (2002) in Millington (2011: 134) is flexibility, and songs can help students improve their listening and pronunciation skills, thus potentially helping them improve their skills. talks. From the exposure of good songs to improve pronunciation as a way of learning English, Saricoban (2000) suggests the use of English in Focus Songs in class to entertain students, giving a positive attitude when learning language structures through songs. Using songs can provide a positive learning attitude. Based on the explanations above, this study aims to determine students' perceptions in learning pronunciation through songs.

### **METHOD**

This study used a qualitative method because it investigated real conditions in the classroom, where the teacher used songs in teaching students' pronunciation. The respondents were 16 tenth grade students of a vocational school in Cimahi. Students in the investigated class had substantially low pronunciation in English. However, after the teacher used songs as a medium in learning pronunciation, the students' abilities seemed to improve. Therefore, these students deserve to be respondents in this study because they already have experience in learning pronunciation through songs. Data were collected through a questionnaire. The questionnaire

was in the form 5 range Likert Scale. The data gained were then analysed by using the following formula:

- a. Total 7 respondent Strongly Agree (5) = 7 x 5 = 35
  - b. Total 4 respondent Agree (4) = 4 x 4 = 16
  - c. Total 3 respondent Neutral (3) = 3 x 3 = 9
  - d. Total 2 respondent Disagree (2) = 2 x 2 = 4
  - e. Total 0 respondent Strongly Disagree (1) = 0 x 1 = 0
- TOTAL = 64**

The ideal number of scores for questions submitted to the respondent :

- a) Skor maximum : 16 x 5 = 80 (strongly agree)
- b) Skor minimum : 16 x 1 = 16 (strongly disagree)

Interpretation of the observed scores : 64/80 x 100% = 80%

## RESULTS AND DISCUSSION

### Results

As it has been previously stated that this study aimed to find out the use of songs in learning pronunciation. The data were gained from the questionnaire. The result could be seen below:

**Table 1.**  
**The Students' Perception to the Use of Song**

No	Questions	SA	A	N	D	SD
1	The students' interest in some songs that are given by the teacher during the learning process.	7	3	3	2	0
2	The advantages that the students' gain after the teacher presented the songs to improve their pronunciation.	7	5	3	0	0
3	The students' motivations in taking part the learning activities.	12	2	0	2	0
4	The relevance between vocabularies that are presented in the songs used in this action research and the vocabulary that the students ever get but they still get difficulties in their pronunciation.	4	7	1	3	0
5	The sustainability the program in the action.	7	3	3	2	0
<b>TOTAL</b>		<b>37</b>	<b>20</b>	<b>10</b>	<b>9</b>	<b>0</b>

The table shows that most of the students agreed with the statement that they became interested in learning after the application of song in learning pronunciation. They also claimed that learning pronunciation had several advantages. This motivated them to participate in learning activities. The vocabulary stated on the songs were also relevant to the material they learned. The students were expected that the teacher could continually use song in teaching pronunciation.

### Discussion

From the findings above, it can be concluded that most of the students gave good responses to the application of the use of songs in pronunciation learning. Based on the results of the student questionnaire calculation, the responses were in the very agreeable category. The statement uttered by the students corroborate the previous study about the benefits of using songs in

learning. It provides powerful stimulus for student involvement precisely because it speaks directly to their emotions while still allowing them to use their brain to analyze (Harmer in Humiras & Desmilia, 2018). It also motivates students as well as foster a positive attitude towards English, especially in learning pronunciation (Brewster et al, 2002: 162). This because some important pronunciation features such as stress and rhythm and intonation can be practiced naturally through songs.

## CONCLUSION

The results of this study indicate that students have a good perception of the use of songs in pronunciation learning. Various benefits are offered such as songs can change the atmosphere of the class, can improve pronunciation skills, help students to improve their pronunciation skills, and the use of songs can be a relaxed and comfortable environment for students and develop their language skills. Thus, the advantages obtained by students when learning pronunciation using songs in the context of missing lyrics can provide a positive attitude when learning language structures through songs.

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