

THE INFLUENCE OF ENGLISH SONGS TO IMPROVE STUDENT'S PRONUNCIATION ABILITY

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Abstract

This study was conducted in order to know the effectiveness of pronunciation achievement based on English songs strategy. This research is fill the gap with the previous ones. The difference between this research and others is that this study is conducted during School From Home (SFH) because of COVID-19 outbreak that is happening as this study is being conducted. This study applied an experimental research. The research design used is Pre-experimental research with one group pretest-posttest design model. Class X IPA consists of 35 chosen to be the sample for this research and it is applied in two meeting. The result show that an English song can affect student motivation and improve students ability in pronunciation. Related to the data of SPSS that significance value was .00 and it's lower than the criteria .05. It means null hypothesis was rejected and the alternative hypothesis was accepted.

Keywords: English Song, Pronunciation Ability

INTRODUCTION

Language is one of the most important things in the world. Humans cannot live without language, because as social beings, humans need to communicate with each other and language makes communication easier. One of the most widely spoken languages worldwide is English. English is the universal language used by all people to communicate throughout the world and English has become the most studied foreign language in the world (Kitao & Kitao, 1996; Richards & Rodgers, 1986).

English is also learnt as an important subject in school aside from being as a foreign language. There are four skills of learning English, namely listening, speaking, reading, and writing. And also, there are 3 components of learning English, namely pronunciation, grammar, and vocabulary. One of these components that must be master by students is pronunciation. Samir (2017) defined that pronunciation is a way of conveying words to someone. Pronunciation is often found problematic by students when they speak, read, or listen to English words (Ratnasari, 2007).

Thus, Ratnasari (2007) stated that teachers should have several ways to make their students motivated to learn English, for example, students will be integrated to English by using English songs. Using English songs in EFL classroom can successfully create an effective learning through interests and motivating students to learn the target language. A song is an important thing in learning besides utilizing songs in class environment amuses students, it is help the learners feel relaxed while learning through songs (Yusmita & Angraini, 2017).

The choice of song text as a medium in learning speaking skills is based on the following reasons: (1) at the age that is still classified as a teenager, most junior high school students like to listen songs, so that with this media it is expected to stimulate students to produce their best work and can create a learning atmosphere which is fun, (2) the song is a means of entertainment

that is fun and can create satisfaction, happiness and compassion for those who enjoy it, (3) the song text contains a series of beautiful words that tell a story, whether about life, experience or an event, with song texts It can be seen that the plot and theme will make it easier for students to develop the story to be told.

A song is a form of expression of a person's feelings which is poured through writing or poetry and conveyed accompanied by tones, rhythms, so as to form a beautiful song (Fauziyah, 2014). A song besides providing fun and entertainment also provides a moral message to music lovers or listeners because the song also writes or tells about daily life, culture, adventure, and deepening the feelings of each human being which have interrelated elements. These elements build a wholeness and blend of meanings that are built through their intrinsic elements.

Tarigan (1986) defines pronunciation as the ability to express articulated sounds or words to express, express, and convey thoughts, ideas and feelings. Furthermore, according to Harmer (2001), pronunciation is a skill in producing language. The ability to be able to produce this language will be successful if it is supported by the role of the teacher in providing direction to students. From the opinion of the two experts above, it can be concluded that pronunciation is the student's ability to produce language sounds through an articulatory process, with the aim of expressing and conveying thoughts, ideas, and opinions. In the process of speaking skills, the teacher plays an important role in providing direction so that students are able to produce language sounds correctly.

There are some several research that discussed the use of songs to improve students pronunciation. The first research is a thesis compiled by Permana (2012). In his thesis, which has the title "Improving Students" Pronunciation Through Songs Given as a Starter in English Teaching ", Permana uses the media in the form of songs. The song is played, then the students are invited to sing it, with the aim of getting the students accustomed to pronouncing sounds in English. This activity is routinely carried out at the beginning of each learning activity. The results obtained from this study were that some students were able to improve their pronunciation skills after they practiced pronunciation through the media of songs. By using the media of songs, they are motivated to be more enthusiastic about learning English. Second, a research conducted by Lengkoan (2017). In her research, she found that English songs is effective to improve students' pronunciation. She also advised to teach songs as a media to improve students' pronunciation routinely so that students will be able to learn comprehensively.

Third, a research conducted by Yusmita and Angraini (2017). In their research, there was significant difference in pronunciation achievement between the students who were taught through English songs strategy and those who were not ($T=12.663$). Based on this study, it is found that the use of English songs in teaching English is effective to improve the students' pronunciation and very beneficial for the students in order to facilitate them in learning English. This research is fill the gap with the previous ones. The difference between this research and others is that this study is conducted during School From Home (SFH) because of COVID-19 outbreak that is happening as this study is being conducted.

METHOD

In conducting this research, the writer was conducted pre-experimental design. According to Sugiyono (2012), the experimental research can be interpreted as a research design used to find the effect of certain treatments on others under controlled conditions. Based on this opinion, it

can be understood that experimental research is always carried out by giving treatment to research subjects and then seeing the effect of that treatment (Winarni, 2018). The research design used was the Pre-Experimental Design with the One-Group Pretest-Posttest Design model. This design is used because there was a pretest before being given treatment, the treatment results can be found to be more accurate because they can be compared with the situation before being treated.

There are three steps involving pre-experimental design in this research, the first was given pre-test to find out students pronunciation ability, then the treatment was applied using a song and the last is given post test to determine the effect of using a song to improve student pronunciation. Class X IPA consist of 35 students chosen to be the sample for this research and it is applied in two meeting. The writer is focus on the following research question: is english song can improve students' pronunciation ? To answer the question, the researcher guided by following hyppothesis.

Null hypothesis (H0) : song can not improve students' pronunciation

Allternative hypothesis : song can improve students' pronunciation

The writers used spsss 25.0 as tool of calculating and analyzing the result of both pre-test and post-test.

RESULTS AND DISCUSSION

Results

To find out the result of the pre-test and pos-test, the writer makes the table of students, the detail of students score can be seen below:

Table 1. The result of pre-test and post-test

STUDENTS	PRE-TEST	POST-TEST
Student 1	75	80
Student 2	50	70
Student 3	55	70
Student 4	66	75
Student 5	53	70
Student 6	70	80
Student 7	66	78
Student 8	53	76
Student 9	55	75
Student 10	66	80
Student 11	65	82
Student 12	52	76
Student 13	52	72
Student 14	53	77
Student 15	67	85
Student 16	70	85
Student 17	65	80
Student 18	52	77
Student 20	60	82
Student 21	80	90

Student 22	67	78
Student 23	60	82
Student 24	70	85
Student 25	56	80
Student 26	55	78
Student 27	54	70
Student 28	65	78
Student 29	67	79
Student 30	53	77
Student 31	65	80
Student 32	54	78
Student 33	75	85
Student 34	50	78
Student 35	60	78

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	35	50	80	60.89	8.141
PostTest	35	70	90	78.31	4.664
Valid (listwise)	N 35				

Based on the table 2 above. the mean of pre-test was 60.89 and the mean of post test was 78.31 which means there were improvements to the statsitics data. and standard deviation has decreased it means the data is representative.

Table 3. One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			35
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		3.11313642
Most Extreme Differences	Absolute		.132
	Positive		.082

Negative	-.132
Test Statistic	.132
Asymp. Sig. (2-tailed)	.125 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

See the result above, this is evidenced by the result of probability test on SPSS that is seen on Asymp value, Sig. (2-tailed) the value is 0.125 > 0.05 which means the data is normally distributed.

Table 4. Paired Samples Test

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Lower	Upper				
Pair 1	PRE TEST - POST TEST	-6.89	5.6113	-19.356	5.501	-18.375	34	.000

Table 4 showed that Asymp.Sig value was .000 while the level of significance level was .05, which means that the significance value was lower than the significance level. In other words, the null hypothesis was rejected. Thus English song was influenced to improve the students' pronunciation.

Discussion

The objective of this research is to determine whether English song could improve student's pronunciation ability. The finding showed that song can improve student's pronunciation ability, based on the table above, the mean of pretest is 60.89 after the treatment using English song the mean of posttest is 78.31 it means that the mean posttest was bigger than pretest and in the table3 that sig (2-tailed) is .000 is smaller than .05. Thus, it can be concluded that null

hypothesis was rejected and alternative hypothesis was accepted. In other words, English song can improve students' pronunciation.

CONCLUSION

This study attempts to investigate whether students who got the treatment using English songs have better in pronunciation ability than students without treatment using English song, based on the explanation above we can conclude that English song can affect student motivation and improve students ability in pronouciation. Related to the data of SPSS that significance value (.00) was lower than the significance level (.05) It means that the English songs can improve student's English pronunciation ability.

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