LISTENING TO ENGLISH SONGS AS A MEANS OF IMPROVING STUDENTS' ABILITY IN PRONUNCIATION

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ABSTRACT

The title of the research paper was "**Listening to English Songs as a Means of Improving Students' Ability in Pronunciation**". This study was conducted on the September 1st 2021 until September 8th 2021. The objectives of the study were to find out whether or not the English songs were effective for teaching pronunciation and to find out the students responses toward the used of English songs. The method that was used in this research was pre-experimental design. There was only one group to be researched. The sample was the second grade students of MA Quwatul Iman that consist of 20 students. The instruments were test and questionnaire. The research findings were the value of t- that was higher than the t-table (10.45 > 2.086) so that the Null Hypotheses (Ho) is rejected and the Alternative Hypotheses (Ha) is accepted, stating that there was significant difference in the result of students score before and after the treatment using English songs. This means that the use of English songs in teaching pronunciation to the second grade students of MA Quwatul Iman is effective. Then the writer found out that students liked being taught pronunciation by using English songs. It was shown by the result of the questionnaires that was 75% of the students answered being taught studying by using English songs was interesting. And 90% of the students answered that they like this method. It can be concluded that the students' response toward the use of English song in teaching pronunciation was good and positive.

BACKGROUND

English can help people to communicate in many different nations all over the world because it is a global language. In Indonesia, English is used as a foreign language. Indonesian people use English to communicate for several situations. Not only used as a foreign language, English is a subject in various schools from Elementary school up to university. Listening, Speaking, Writing and Reading are parts of English skills and there are language components such as vocabulary, pronunciation and grammar. Pronunciation is an important language component in communication. It helps the listener to understand words which are uttered by the speaker.

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation. As stated by Harmer (2000:1830) that for all these people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English. In listening by using songs, it can improve memory and understand vocabulary more effectively. With English songs can also help to develop pronunciation skills with good intonation. Students will prefer

English quickly because this way of learning can make the students enjoy, fun and not feel bored. However, pleasure listening to the songs is such an effective way of improving English especially English pronunciation.

THEORETICAL FOUNDATION

1. Pronunciation

According to Diah Kristina (2006:1) Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning. Lado (1964: 70) stated that pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening, Lado doesn't mention how the sounds are produced. From the definitions above, it can be concluded that pronunciation maybe defined as the particular way of speaking a word or phrase which is accepted or generally understood (intelligible). In this paper the pronunciation focused on Alveopalatal.

Whereas pronunciation is also needed for supporting their English mastery. Pennington (2019) stated, "pronunciation is required not merely for talking, but for communicating and making sense to another person, that is, for making meaning in both an audible and understandable form." Yates (2009) also explains that Pronunciation is important because if someone is skilled in vocabulary and grammar, but the people do not understand what he/she utters, then he/she needs to master the practice of sound. So, it will be useless if we are fluent in English speaking but we cannot pronounce each word clearly, the listener will not understand. On the other hand, good pronunciation provides learners with the confidence to engage in conversations with other speakers of English, allows them to sound able and competent, and gives them a sense of achievement Kozłowska (2015).

Therefore, pronunciation is really necessary to be taught to the learners because the first thing that they must learn in English is pronunciation. Both students and teachers have to cooperate with each other to understand and discuss how important the pronunciation is in any English proficiencies.

2. Alveopalatal

Alveopalatal or also known as palato-alveolar or postalveolar is a part of the place of articulation in consonant alphabets. It produces four sounds, they consist of /ʃ/, /ʒ/, /dʒ/ and /ʧ/. On the basis of Dardjowidjojo (2009), alveopalatal sound is the combination between palatal and alveolar, where the tip tongue touches the hard palate and the alveolar ridge, then it produces sounds such as shop and job. Palato-alveolar also is the production of sound where the blade of the tongue moves toward the back of alveolar ridge Yavas (2016). The examples of the words that produced by alveopalatal sound are fish, garage, rich, and ridge. Then, Carr (2019) states that alveopalatal is a sound production in which alveolar ridge and hard palate area are hit by the front part of tongue.

According to the explanations above, the writer concludes that alveopalatal or palato-alveolar sound is produced when the front part of tongue is raised towards the alveolar ridge and hard palate area, then it produces consonant sounds such as /ʃ/ (in shop and ship), /ʒ/ (in vision and garage), /dʒ/ (in job and ridge) and /ʧ/ (in check and rich).

3. Song

Songs is a series of words that are arranged according to the rhythm and tone, the usual song contains a certain meaning. According to Henneberg (2015), Song is a piece of music for voices. Then, according to Griffee (1992) as cited in Lenka, (2011) song is also a representation of our feeling in unique form. Songs are marked by richness of content, poetical meaning and symbol that emotionally reflect the world they live in. Song can stimulate the listeners' response and song can inspire the students to express their attitude to words that they have heard. Here, we can see that utilizing songs in teaching English language provides an active process for the students who intend to sing.

RESEARCH METHODOLOGY

1. Research Design
The writer uses the experimental design for the research. Specifically, the writer uses pre-experimental research design that only has one group to be researched, that is dependent group or can be called as one-group pre-test post-test design, Sugiyono (2010:74).

2. Population and Sample
    a. Population
        The population is the second grade of MA Quwatul Iman that consist of two classes. Which have 40 students.
    b. Sample
        The sample of the research is one class taken from the population. The sample falls into class 11 that consist of 20 students.

3. The Research Instrument
Instrument is tools that are required to get information. Gay and Airasian (2000: 145) stated that instrument is a tool that is used in collecting data. While, Arikunto (2000: 134) revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematics and easy. In this research the writer uses quantitative data which consists of pre-test, post-test and questionnaire.
    a. Pre-Test
Pre-test is simply a test before the main survey and will oftenrepresent a test of a single element of the survey, such as a specific question wording or instrument layout Stopher, (1996). In this pre-test, the writer provides a list of words related to alveopalatal sounds and a recording device to measure the students' pronunciationability before the treatment begins.
    b. Post-Test
Posttest is the second measurement of the research Bonate, (2000).It is implemented after giving the treatment. According to Mertens (2005), posttest is useful to figure out the effect of the treatments. Therefore, the writer provides a list of words related to alveopalatal sounds and a recording device to measure the students' pronunciation ability after the treatments.
    c. Questionnaire
It is actually an additional instrument to enhance the research. Questionnaire is a set of questions and statements that are used to findout the students' responses towards improving pronunciation ability inalveopalatal sounds. According to Wilkinson (2003: 8), questionnaire is applied to assemble wide quantities of data from various respondents.

4. The Data Analysis
a. Test

The data analysis used in this research is quantitative research with the formula of t-test for one group pre-test and post-test design, Coolidge (2000 :160-161]

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)})}}$$

Explanation:

1) $\bar{x}_1$ = The mean of the pre- test scores.
2) $\bar{x}_2$ = The mean of the post- test scores.
3) ΣD^2 = The sum of the squares of the differences between the pre-test scores and the post-test scores.
4) $(\Sigma D)^2$ = The squares of the sum of the differences between the pre-test scores and the post- test scores.
5) N = The number of pairs of scores.
6) DF = The degree of freedom.
7) DF = N-1

b. Questionnaire

The data analysis on questionnaire in this study is using percentage formula based on Sudjana (2001:129) as follow:

$$x = \frac{Y}{Z} \ 100$$

Explanation:

1) X = Percentage (quality of the answer)
2) Y = Give amount (total of the respondents' answer)
3) Z = Total amount (total the respondents)

FINDING AND DISCUSSION

Table 4.3 Calculation of Pretest and Posttest Score

No	Pre-Test Score (x_1)	Post-Test Score(x_2)	D scores	D2
1	45	55	-10	100
2	70	85	-15	225

3	60	65	-5	25
4	60	65	-5	25
5	25	30	-5	25
6	80	90	-10	100
7	50	55	-5	25
8	25	30	-5	25
9	70	80	-10	100
10	55	60	-5	25
11	80	90	-10	100
12	40	45	-5	25
13	50	55	-5	25
14	65	75	-10	100
15	60	65	-5	25
16	55	60	-5	25
17	75	80	-5	25
18	80	85	-5	25
19	50	60	-10	100
20	55	60	-5	25
N=20	$\Sigma x_1 = 1150$	Σx_2 1290	$\Sigma D = -140$	$\Sigma D^2 = 1150$

This research was started on September the 1st until 8th. The research objective was to know whether the use of English song is effective or not in teaching pronunciation at second grade of MA Quwatul Iman.

Based on the computation result of pretest and posttest, the obtained value after computing the t-observed is 10.45. The value of t table is gained from degree of freedom (df), the formula used is df= N-1, where N is the total number of respondents, so the df in this research is df = 20-1 = 19 at the level of significance of .05 for two tailed test is 2.086. It means that the t-observed is higher than the t-table (10.45> 2.086). Therefore, Ha is accepted and Ho is rejected. This also means that there is a significant difference in students' scores before and after the treatment using song. So, the use of song to improve pronunciation skill is effective in the second grade of MA Quwatul Iman. Then, the conclusion of students' responses according to the questionnaire results above is that they give positive responses toward teaching pronunciation by using songs.

The first is about learning English subject. According to the questionnaire above, most of the students love learning English subject, then half of them presume that learning English subject is difficult.

Next, the second is about song. They love listening to English song and know English from it. Besides that, many of them state that learning English by using song is interested.

Then, the third is teaching English by using songs. Many students agree that teaching English by using song is good to be applied in classroom. In another statement, they gain improvements in their pronunciation skill after learning by using song.

CONCLUSION AND SUGGESTIONS

After conducting the research, the researcher found out the results. After analysing the data, the researcher gets the result of the analysis. The result showed that t score is 10.45 and t table is 2.086 with the level significance of 0.5. It can be seen that t score is higher than t table. It means there is significant difference in teaching pronunciation before and after using songs. It proved that teaching pronunciation using song is more effective. It means that Listening to English Songs as a Means of Improving Students' Ability in Pronunciation is effective. The student response toward songs in teaching pronunciation is more interested, they get a lot of new vocabularies by listening to English song, they also gain the lessons and meanings from English songs, they are able to comprehend the songs that are conveyed, their pronunciation ability enhances after learning English through songs, then they agree that teaching pronunciation by using songs is compatible to be applied at classroom. It's proven from the scores of students which is increasing after treatment.

Based on the conclusion above, the researcher gives some suggestions as follows:
a. For the students

The students should be active in teaching learning process and do more practices in pronunciation. The students have to improve their competence in speaking and be confidence to express their thought. The students have to be brave whenever they meet difficulties.

b. For the researcher

The result of this research can be used as an additional reference for a similar research with different variables. Other researchers can develop with their other material which is suitable for the teaching learning process of English lesson.

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