The effectiveness of English songs in teaching pronunciation to senior high school students at MAN 1 Bandar Lampung

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Abstract. The objectives of this research were to find out whether there was a significant difference in students' pronunciation ability after the implementation of English songs in the teaching-learning process and the students' perception towards the use of English songs as the teaching media. The approach of the research was quantitative. The subjects were 36 students of class X MIA 5 at MAN 1 Bandar Lampung in 2019/2020 academic year. Pronunciation tests, recording, and questionnaire were used to collect the data. The students' pronunciation scores were taken from the pretest and the posttest which had been recorded by the audio recorder and compared by using Paired Sample T-Test with the significant level 0.01. The results showed that there is a significant difference in students' pronunciation ability after the implementation of English songs from the pretest (25.07) to the posttest (50.32). Moreover, the questionnaire was analyzed by using a Frequency Distribution Table. The results showed that out of 36 students, 34 of them had positive perception toward the implementation of English songs in learning pronunciation with a percentage of 94.4%. Based on the results, it can be concluded that the use of English songs is effective in teaching pronunciation.

Keywords: English songs, teaching pronunciation, perception.

I. INTRODUCTION

According to O'Connor (1980:1), pronunciation is an organized sound; obviously, it is very different from written language. It is the way to pronounce the sound of the language. Celce-Murcia, Brinton, and Goodwin (1996) stated that pronunciation is paramount of the importance of all since successful communication using language cannot take a place without correct pronunciation. Thus, it is one of the most important parts of English to communicate with others.

Pronunciation cannot be separated from speaking as it is one of the components of speaking skill. When we learn to speak, we are recommended to learn pronunciation first because it is the fundamental basis for those who want to master speaking in English language. They can speak English better if they master the pronunciation. In Indonesia, English becomes a prominent foreign language taught at school but there are still a lot of Indonesian students who have lack ability in pronouncing English words. For this reason, a suitable medium needs to be used in this research; therefore, the researcher has to find out some media that can be used in teaching pronunciation. One of them is song.

Hermansyah, Handayani, and Wulandari (2018) stated that songs can be used to practice the pronunciation which is kept in the brain memory subconsciously. This situation creates a relaxed and amusing learning process in class so that they will be motivated to learn the correct pronunciation. English songs can improve the quality of students' pronunciation in the teaching-learning process. The use of English songs as the media has been applied in many studies. According to Ulate (2007) entitled "Using Songs to Improve EFL Students' Pronunciation" and Sumantri (2011) entitled "Improving Students Pronunciation by Using English Songs", it is found that using songs can help students to distinguish difficult sounds and improve their production. This enables students to be more aware of the importance of having clear pronunciation in English and practice it while having fun. Using songs also can give a significant influence to increase students' ability in pronunciation.

Furthermore, the researcher conducted this research to investigate the significant difference in students' pronunciation ability after the implementation of English songs. Thus, the researcher tried to make this research different with the previous studies by adding students' perception of English songs as the feedback for the researcher. The researcher uses questionnaire to measure students' perspective. Based on those reason, it is worth to investigate the significant difference in students' pronunciation ability after the implementation of English songs and also students' perception toward the use of English songs.

II.   METHOD

This research adopts a quantitative approach with one group pretest posttest design, in which there is one group as the sample.

Participant

The participants of this research was the first-grade students at MAN 1 Bandar Lampung in academic year 2019/2020. For the sample, the researcher chooses 36 students from X MIA 5 by using random sampling.

Instrument

Two instruments were applied to gather the data of this research: pronunciation test and questionnaire. There were two tests. The first one is pre-test which conducted before the treatment then posttest after the treatment.

Data Analysis

The data are collected by using tests (pretest and posttest), recording, and questionnaire. Then, the improvement of students' tests is analyzed by using Paired Sample T-Test in SPSS version 26. Meanwhile, the data of the questionnaire of students' perception toward the use of English songs are computed by using Frequency Distribution Table in SPSS version 26.

III. RESULTS AND DISCUSSIONS

Results

After conducting the research, the researcher gathered the result of the pretest and posttest after the implementation of English songs. Table 1 shows the improvement of students' pronunciation test from pretest to posttest.

Table 1. Students' Improvement

|	Pre-test	Post-test	Improvement
English Songs	25.07	50.32	25.25

Based on table 1 above, it can be seen that the gain of the students' scores after the implementation of English songs improved at 25.25. It shows that students have better scores in the posttest.

Table 2. The Difference of Pretest and Posttest Scores in Paired Samples Statistics

Paired Samples Test

				Paired Differences					
			Std.	95% Confidence Interval of the Difference					Sig. (2-tailed)
		Std.	Error						
	Mean	Deviation	Mean	Lower	Upper	T	df	tailed)
Pair Posttest – Pretest	25.250	3.224	.537	24.159	26.341	46.994	35	.000

Table 2 provides evidence that the mean difference in students' pronunciation scores in the pretest and posttest is 25.25. Moreover, the table shows the significant level of the difference is 0.01 which is lower than 0.05.It indicates that after the implementation of English songs, students' pronunciation ability improved.

Chart 1. Students' Perception of English Songs
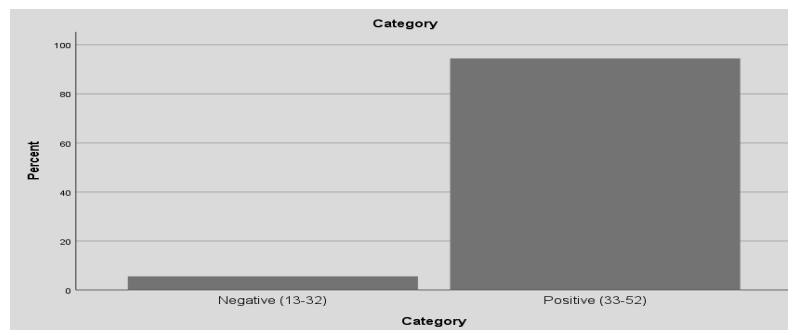
From the table above, it can be seen that 2 students (5.6%) of X MIA 5 have negative perception and 34 students (94.4%) have positive perception out of 36 students. The number of students who have a positive perception of English songs in teaching pronunciation is bigger than those who have a negative perception.

Discussion

1. **The Improvement and the Significant Difference in Students' Pronunciation Ability through English Songs**

This current study which involved 36 students provides evidence that the implementation of English songs can improve the students' pronunciation ability. It can be seen from the gain of the students' pretest and posttest scores in table 1. It indicated that all of the students' scores increased from the pretest to the posttest.

Besides, it can be seen in table 2 which showed that there is a significant difference in students' pronunciation ability after the implementation of English songs. It proved that English songs help students to improve their pronunciation ability significantly. It is supported by Salcedo (2010) who asserted that songs can possibly improve the long-range potential for better pronunciation.

The finding above is in line with Pimwan (2012)who proved that students' pretest and posttest mean scores before and after learning pronunciation through songs had improved and were significantly different. Her analysis also revealed that all of the students obtained higher scores on the posttest than they did on the pretest.

In the implementation of English songs, the researcher found that the process of teaching pronunciation through English songs made students more interested and excited. The environment was also enjoyable. Those statements are supported by Farhati (2011) who also addressed the same view when she stated that English songs could make students enjoy the learning process and felt more relaxed. They seemed interested and happy in taking part in the activities.

From the discussion above, it can be concluded that there is a significant difference in students' pronunciation after the implementation of English songs and the use of English songs in teaching pronunciation is effective. In the end, the students made improvement in pronouncing English words.

2. **Students' Perception toward the Implementation of English Songs in Teaching Pronunciation**

The result of students' perception questionnaire that has been given after the implementation of English songs in teaching pronunciation shows that most of the students had a positive perception toward the implementation of English songs. Most of them chose strongly agree and agree toward the statements of English songs in the questionnaire. In other words, the students perceived that

English songs help them in learning pronunciation. The finding is in line with Irwanto (2002) who stated that positive perception is the perception that describes all information and responds objects that perceived positively. Meanwhile, negative perception is perception that describes all information negatively or not suitable with the object that perceived.

Based on the result of the data analysis of the questionnaire, it was found that out of 36 students, 34 students (94.4%) had positive perception and 2 students (5.6%) had negative perception toward the implementation of English songs. Thus, the majority of the students (94.4%) asserted that the implementation of English songs in teaching pronunciation was very good for them. It is supported by Ranggen (2016) who had observed that the majority of his respondents (92%) have positive perception toward English songs.

Related to the answer of the students, it showed that English songs gave some advantages to them. First, listening to the songs is interesting and enjoyable. Second, when using English songs, the atmosphere of learning becomes more relaxing. Third, English songs facilitate them to precisely listen to the English words. Those statements are supported by Ulate (2007) who stated that songs can be very helpful for students because it enables them to understand the language better, as well as motivating and making them feel more relaxed.

Having considered the discussion above, it can be concluded that the students' perception toward the implementation of English songs in teaching pronunciation is positive. English songs gave many advantages to the students in the learning process. Therefore, the use of English songs is suitable to improve students' pronunciation.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

The objectives of this research were to investigate whether the use of English songs can improve students' pronunciation ability significantly and to know students' perception of English songs. Based on the result and discussion, it can be concluded that there is a significant difference in students' pronunciation ability after the implementation of English songs. It can be seen from the improvements of students' pronunciation mean score from pretest to posttest (25.25). So, it justifies that the implementation of English songs is effective to improve students' pronunciation ability. Moreover, the students' perception about the implementation of English songs in learning pronunciation is positive. Out of 36 students, 34 of them have positive perception with a percentage of 94.4%.

Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions. It is suggested for English teachers to give the model on how the words are pronounced and give drills to the students. For example, the teacher demonstrates the organ of speech of English phonetic sounds. It is important for English teachers to select songs that are easy to understand, not too long,

students are familiar with, and contain repetition. English teachers are also suggested to add the media in giving the treatment when teaching English through songs like using a video about the video clip of song or song lyric. It will hence the students' comprehension in listening to the song. Besides, it is also suggested for further researchers to try to find out the use of English songs at different levels of school or different settings. Another purpose of this research is to discover the students' perception of English songs. Thus, further researchers can try to discover the responses, motivation, or attitude of the students.

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