

## **A COMPARATIVE STUDY IN TEACHING PRONUNCIATION BETWEEN USING ENGLISH SONG AND POETRY AT THE FIRST YEAR OF SMP XAVERIUS KOTABUMI**

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### **Abstract**

Teaching English by using English song and poetry is believed to make students have better pronunciation. Using English song can make the learners enjoy to follow teaching learning process and can solve most of the problems concerning motivation. In addition using poetry also easy to learn and fulfill the purpose of teaching material being learned.

There are two main objectives of this research, namely (1) to know whether there is significant difference of students' pronunciation achievement between the students who are taught through English song and those taught through poetry (2) to see which one of the techniques is more effective for teaching pronunciation. This research was conducted at SMP Xaverius Kotabumi. The population of this research was the first grade students, VII A as an experimental class and VII B as a control class. The research was quantitative research and used two group pretest-posttest design. Two classes selected by using purposive sampling, will be taken as the subject of the research. The data gained by administering a set of pretest and posttest and three treatments was conducted between them.

After calculating the scores of pretest and posttest, firstly it is found that the means of the posttest in Experimental Class was 72.75 and the mean of posttest in Control Class is 69.87 with the mean difference is 2.88 and p (probability level) is lower than 0.05 ( $0.023 < 0.05$ ). It indicated that we should reject null hypothesis ( $H_0$ ) and accept alternative hypothesis ( $H_1$ ) because there is a significant difference of pronunciation achievement between students taught through English song and those taught through poetry.

Secondly, the data show that the highest score of pretest in experimental class that taught through English song is 72.50 and the highest posttest is 82.50. it means that the gain is 10.00. Compared with the result in control class, the highest score of pretest is 75 and the posttest is 81.00, and the gain is 6.00. it can be concluded that English song technique is more effective in teaching pronunciation than poetry.

**Keywords:** *English song, poetry, pronunciation achievement*

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### **Abstrak**

Mengajar Bahasa Inggris dengan menggunakan lagu bahasa Inggris dan puisi diyakini membuat siswa memiliki pengucapan yang lebih baik. Menggunakan lagu bahasa Inggris dapat membuat peserta didik menikmati proses belajar mengajar dan dapat memecahkan sebagian besar masalah tentang motivasi. Selain itu menggunakan puisi juga dapat mempermudah belajar dan memenuhi tujuan mengajar materi yang dipelajari.

Ada dua tujuan utama dari penelitian ini, yaitu (1) untuk mengetahui apakah ada perbedaan yang signifikan dari prestasi pengucapan siswa antara siswa yang diajar melalui lagu bahasa Inggris dan yang diajarkan melalui puisi (2) untuk melihat mana salah satu teknik yang lebih efektif untuk mengajarkan pengucapan. Penelitian ini dilakukan di SMP Xaverius Kotabumi. Populasi dalam penelitian ini adalah siswa kelas pertama, VII A sebagai kelas eksperimen dan VII B sebagai kelas kontrol. Penelitian ini merupakan penelitian kuantitatif dan menggunakan dua kelompok pretest-posttest design. Dua kelas dipilih dengan menggunakan purposive sampling, akan diambil sebagai subyek penelitian. Data diperoleh dengan pemberian seperangkat pretest dan posttest dan tiga teknik dilakukan di antara mereka. Setelah menghitung skor pretest dan posttest, pertama ditemukan bahwa rata-rata nilai posttest di Kelas Eksperimental adalah 72,75 dan rata-rata posttest di Kelas Kontrol adalah 69,87 dengan perbedaan rata-rata adalah 2,88 dan p (tingkat probabilitas) lebih rendah dari 0,05 ( $0,023 < 0,05$ ). Ini menunjukkan bahwa kita harus menolak hipotesis nol ( $H_0$ ) dan menerima hipotesis alternatif ( $H_1$ ) karena ada perbedaan yang signifikan dari prestasi pengucapan antara siswa diajarkan melalui lagu bahasa Inggris dan mereka diajarkan melalui puisi.

Kedua, data menunjukkan bahwa skor tertinggi pretest di kelas eksperimen yang diajarkan melalui lagu bahasa Inggris adalah 72,50 dan posttest tertinggi adalah 82,50. itu berarti bahwa gain 10,00. Dibandingkan dengan hasil di kelas kontrol, skor tertinggi pretest adalah 75 dan posttest adalah 81.00, dan gain 6,00. dapat disimpulkan bahwa menggunakan lagu bahasa Inggris lebih efektif dalam mengajarkan pengucapan daripada puisi.

**Kata Kunci:** *lagu bahasa inggris, prestasi pengucapan, puisi*

## INTRODUCTION

Learning language means learning to communicate. In learning a language one can not run away from learning its sound, because language is a system of communication by sound. Learning language will automatically involves learning its pronunciation. Pronunciation is the most important component in phonology (Crystal, 1985 in Belda, 1995:1). Robbinet (1978:64 in Mukti, 2000:12) also states that pronunciation is one of the most important aspects of learning a language. Besides that, pronunciation is one of the English aspects which support English speaking skill so that the speakers can express their idea easily and understandably. Pronunciation can be developed by using many different techniques, and there are many techniques that can be used to teach or to improve students' pronunciation. Among many ways that can be applied in teaching pronunciation, the writer will use English song and poetry. Papa and Lantorno (1979; viii) state that introducing song in the classroom can solve most of the problems concerning motivation. Moreover, songs can be profitably introduced by all teachers, whatever method they use, and are easily available. Singing a song is certainly one of the activities which generate the greatest enthusiasm and stimulating approach to EFL students. On the other hand, pronunciation can also be taught through poetry. Mill (cited in Barnet, 1960:55) states that poetry was feeling confessing it-self, in moment of solitude and embodying itself in symbols which are the nearest possible representations of the feeling in the exact shape in which it exists in the poet's mind. Further, Mill says that the object of poetry is to act upon emotion; poetry addresses itself to the feelings; poetry does it work by moving; poetry acts by offering interesting objects of contemplation to the sensibilities.

In relation to the background, this research focuses on the following problems, namely:

- Is there any significant difference of pronunciation achievement between the students who are taught by using English song and those taught through poetry?

- Is teaching pronunciation by using English song more effective than using poetry?

Concerning with the problem above, the objectives of this research are:

- To know whether there is significant difference of students' pronunciation achievement between the students who are taught through English song and those taught through poetry.
- To see which one of the techniques is more effective for teaching pronunciation at SMP. Xaverius Kotabumi.

## **METHOD**

This was a quantitative study. It was aimed at finding out whether there is a significant difference of pronunciation achievement between students taught through English Song and those taught through Poetry. During the research, a true experimental research (two group-pretest-posttest design) was applied. There was two classes as the subject of the research. One class was the experimental class while the other one was the control class.

The design can be illustrated as follows:

G1 (random)	T1	X1	T2
G2 (random)	T1	X2	T2

In collecting the data, the researcher used the following technique:

- **Determining the subject of the research**

Two out of three classes of grade VII of SMP Xaverius Kotabumi was selected as the subjects of the research. One class became the control class and one class

became the experimental class. In determining the control class and the experimental class, simple probability sampling using coin was applied.

- **Preparing materials for pretest**

In this research, the pretests was conducted both in the experimental and control class. This test was give in order to know whether the two groups have the same initial mastery of pronunciation before giving the treatment.

- **Giving treatments**

In this occasion, the writer applied the two techniques to both groups. Experimental group received teaching pronunciation through English song and control group through poetry. The experiment was conducted in three meetings for each group.

- **Conducting the posttest**

The posttests was conducted both in the experimental and control class. This test was given after conducting the experiment to both groups. The test was aimed at knowing the students' pronunciation achievement after they received the treatment.

- **Analyzing the test result (pretest and posttest)**

After pretest and posttest were conducted, the data of these two tests was analyzed by using independent groups T-test. The mean of the pretests and posttests both in the experimental and control class will be compared. It was done to know whether there is a significant difference between the two techniques in contributing increase toward the students' pronunciation.

### **Realibility of the Test**

Reliability much deals with how far the consistence as well as the accuracy of the scores given related to the students' pronunciation performance. The concept of reliability stems from the ideas that no measurement is perfect; even if one goes to the same scale there was always be differences in the weight which become the fact that

measuring instrument is not perfect. Since this was a subjective test, inter rater reliability was occupied to make sure and verify that both the scoring between raters and that of the main rater herself (the researcher) is reliable or not.

The statistical formula for calculating inter-rater reliability is as follows:

$$R = 1 - \frac{6 \cdot (\sum d^2)}{N \cdot (N^2 - 1)}$$

In which:

R = Reliability

N = Number of Students

D = the difference of rank correlation

1-6 = Constant number

### **Result of Realibility Test of Pre-Test and Post-Test**

	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Criteria</b>
<b>Experimental Class</b>	0.871	0.931	Very high realibility
<b>Control Class</b>	0.775	0.886	Very high realibility

### **Validity of the Test**

Content validity can be best examined by the table of specification (fluency and accuracy) which matches the syllabus used by the teacher. Meanwhile, construct validity concerns with whether or not the test is actually in line with the theory of what it means to the language that is being measured. It would be examined whether or not the test actually reflects what it means to know a language (Shoamy, 1985: 74).



### Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not. The hypothesis was analyzed at the level of significance 0.05. This was operated to draw the conclusion and is approved if it signs  $< \alpha$ .

The hypotheses propose:

$H_0$  : There is no significant difference of pronunciation achievement between students taught through *English song* and those taught through *Poetry*.

$H_1$  : There is a significant difference of pronunciation achievement between students taught through *English Song* and those taught through *Poetry*.

### RESULT AND DISCUSSION

In this part, the researcher analyzed the result of pre-test and post-test.

#### Result of the Students' Pronunciation Score for Pre-Test

Class	Minimum Score	Maximum Score	Mean
Experimental Class	45.00	72.50	60.5139
Control Class	51.50	75.00	59.9063

As presented in table above, pre-test in experimental class shows that the highest score is 72.50 and the lowest score is 45.00. Meanwhile, in the control class the highest score is 75.00 and the lowest score is 51.50. it means that both classes were the same in level of ability although it had small difference.

#### Result of the Students' Pronunciation Score for Post-Test

Class	Minimum Score	Maximum Score	Mean
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Experimental Class	66.00	82.50	72.7500
Control Class	62.50	81.00	69.8750

From the table above it can be seen that the highest score in the experimental class is 82.50; the lowest score is 66.00, and the mean score is 72.7500. Comparing the data from the pre-test of experimental class, the result showed that the students' score improved from 60.5139 to 72.7500. Meanwhile in control class, it can be seen that the highest score is 81.00; the lowest score is 62.50, and the mean score is 69.8750.

### Hypothesis Testing

The Objective of the research is to know the differences between two scores compared is significant or not. To test the hypothesis the researcher used Independent Group T –test, which used to compare the means from two groups are taken from different situations too.

After gaining the data of post-test, both from experimental and control classes, the researcher calculated the data in SPSS version 15. The hypothesis of the test is described as follows:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.000	.984	2.325	66	.023	2.87500	1.23640	.40645	5.34355
	Equal variances not assumed			2.315	63.532	.024	2.87500	1.24217	.39313	5.35687

The criterion is if the test is significant ( $p < 0.05$ ), we must reject null hypothesis and accept the alternative hypothesis that the variances are unequal. Based on Table 5.1, It shows that p (probability level) is lower than 0.05 ( $0.023 < 0.05$ ). Furthermore, from the computation, it can be seen that mean of posttest in Experimental Class is 72.75

and the mean of post-test in Control Class is 69.87 with the mean difference is 2.88. It indicated that we should reject null hypothesis ( $H_0$ ) and accept alternative hypothesis ( $H_1$ ) because there is a significant differences of pronunciation achievement between students taught through English Song and those taught through Poetry. From students result of pre-test and post-test in both classes, it can be seen that the highest score of pre-test in experimental class was 72.50 and the highest posttest was 82.50. It means that the gain was 10.00. Compared with the result in control class, the highest score of pre-test was 75 and the posttest was 81.00, and the gain was 6.00. It can be concluded that English Song technique is more effective in teaching pronunciation than Poetry.

### **Discussions**

Before conducting the research, the pretest to both classes were administered by the researcher in order to know the initial mastery of pronunciation between both classes. The results of computation shows that the highest score on experimental class is 72.50 while the lowest is 45 and the mean score is 60.51. Whereas, on control class the highest score is 75 while the lowest is 51.50 and the mean score was 59.90. For the students who got low score in the pretest, the researcher gave them more attention in the treatments. The researcher guided them slowly, so they could get better results in the posttest.

After administering pretest, the researcher conducted the treatment. In this occasion, the researcher applied the two techniques to both groups. Experimental group received teaching pronunciation through English song and control group through poetry. The treatment would be conducted in three meetings for each group.

After finishing the treatments, the posttest to both classes were administered by the researcher. The result of the posttest showed that on experimental class, the highest score is 82.50 while the lowest is 66.00 and the mean score is 72.75. Whereas, on control group the highest score is also 81.00 while the lowest is 62.50 and the mean score is 69.87.

From the computation, it can be seen that mean of posttest in Experimental Class is 72.75 and mean of post-test in Control Class is 69.87 with the mean difference is 2.88. It indicate that there is a significant differences of pronunciation achievement between students taught through English Song and those taught through Poetry. From students result of pre-test and post-test in both classes, it can be seen that the highest score of pre-test in experimental class is 72.50 and the highest posttest was 82.50. It means that the gain is 10.00. Compared with the result in control class, the highest score of pre-test is 75 and the posttest is 81.00, and the gain is 6.00. It can be concluded that English Song technique is more effective in teaching pronunciation than Poetry. Based on the research it can be conclude, although English song is more fluent and poetry has better pronunciation, but English song is more popular for the students than poetry.

## **CONCLUSIONS AND SUGGESTONS**

### **Conclusions**

1. There is a significant difference of the students' pronunciation achievement between those taught by using English song and those taught through poetry. From students result of pre-test and post-test in both classes, it can be seen that the highest score of pre-test in experimental class is 72.50 and the highest posttest is 82.50. It means that the gain is 10.00. Compared with the result in control class, the highest score of pre-test is 75 and the posttest is 81.00, and the gain is 6.00.
2. Teaching pronunciation by using English song is more effective than by using poetry, because song can help the students to understand and remember the materials taught well. Besides that, song in teaching pronunciation enable students to listen directly and accurately to the song being learnt. In contrast, teaching pronunciation by using poetry, make the students remain passive and

lack of motivation to learn since they just memorize the pronunciation of the words taught by the teacher.

### **Suggestions**

1. Considering that pronunciation is one of the most important aspects of learning a language (English) and pronunciation is one of the English aspects which support English speaking skill, it is suggested to English teacher to use English song in teaching pronunciation, because songs can make the students enjoy the learning process. It is also suggested that English teacher use poetry. If they have extra time, the teacher can ask the students to practice their pronunciation with their friends in the classroom or out sides.
2. English teacher at Junior High School should be careful in selecting the materials and techniques. It means that teacher should select and teach the materials to the students with good techniques with things or objects close to them and they can hear and see in daily life, for example the teacher can use English song or poetry to teach pronunciation.

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