

The use of English songs to improve students pronunciation at Mardhotillah orphanage, Bandar Lampung

Arnita Annisa Belly¹, Ari Nurweni², Gita Hilmi Prakoso³

FKIP Universitas Lampung, Jl. Prof. Dr. Soemantri Bojonegoro No. 1, Rajabasa, Bandar Lampung

¹Correspondence: arnitaannisa6@gmail.com

ABSTRACT

This study looked at whether students' pronunciation had significantly improved before and after utilizing English songs to teach them. The researcher aimed to discuss pronunciation differences among students by using a quantitative technique. Using purposive sampling, the researcher selected Senior High School students at the Mardhotillah Orphanage in Bandar Lampung as a sample, with a total of 10 students. In this study, the mean test scores were compared using a one-group pre- and post-test methodology. The result showed that the mean of the post-test, which is 79.49 is higher than the mean of the pre-test at 64.03. In addition, the significance of the test is 0.000 lower than 0.05. It can be also supported by the evidence that verifies the statement was the t-value which showed a higher number than the t-table by having the result $19.407 > 2.0281$.

Keywords: *Improving, English Songs, Pronunciation*

I. INTRODUCTION

Language is a very important means of communication in daily human life. Everyone in this world uses language, both in written and spoken forms, to express their idea. The Indonesian government has chosen English as the first foreign language to be taught in schools. The importance of English as the key to international communication and commerce makes it a compulsory subject for students from Junior High Schools to Senior High Schools.

Basically, in English, there are four essential constituents of linguistics that all students have to master to be able to communicate with others. They are reading, writing, listening, and speaking. Speaking is a crucial skill that has to be mastered by everyone who wants to study English. Siaahan (2008:95) states that speaking is a productive language skill. In speaking, there are some aspects that must be fulfilled by scholars, like fluency, comprehension, grammar, vocabulary, and pronunciation. Those are often used as a measurement of whether the speech is good or not.

Before learning the speaking skills, the learners are recommended to learn pronunciation because it is the element basic for both teachers and students who want to master speaking in the English language. Pronunciation is one of the foremost aspects of speaking skills and one of the foremost important parts of English for speaking with others. In learning a foreign language, pronunciation plays an important role. According to O'Connor (1980:1), pronunciation is an organized sound; obviously, it is very different from written language. Bowen (1980:8) states that a student who pronounces and speaks nearly native-like can be said as a successful student

in mastering a second language. As stated by Harmer (2000:183), being made aware of pronunciation issues will be of immense benefit not only to their products but also to their understanding of spoken English. To communicate with others, we should have a good vocabulary and good pronunciation as well in order to be understandable. Therefore, it is important to teach pronunciation.

Most learners have problems when they learn oral skills, Riswanto & Haryanto (2012:82) state that when people communicate with others, they mistake pronouncing the word. Sometimes, language learners pronounce differently from the writing, and their speech will not be understandable to the listeners. This might have happened because teachers fail to listen when the students speak English. For example, in the word “love,” people pronounce /lɒ:p/, but the correct pronounce /lʌv/, “sheep” /ʃi:p/, but the people pronounce /si:p/, etc. The main problems for the students in learning pronunciation are the lack of real practice, and practicing pronunciation without engaging in media tends to be boring.

The students of Mardotillah orphanage also met similar problems. When the researcher went there to teach, some learners were worried about making mistakes and felt nervous about speaking English. Their fluency and confidence were also low. Also, the lack of supporting media in learned English made it difficult for them to pronounce English words correctly. Due to their limited access to smartphones and the internet, it is difficult for them to explore English further.

II. METHODS

By applying a quantitative approach, the researcher intended to discuss the difference in students' pronunciation after they were taught through English songs. Using purposive sampling, the researcher selected Senior High School students from the Mardhotillah orphanage in Bandar Lampung. As stated by Bernard, H. R. (2002), the purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. This method is non-random and does not require underlying theories or a predetermined number of participants. The researcher determines what information is required and then searches for sources willing and able to provide their expertise or experience. The researcher used a sample of Senior High School students from the Mardhotillah Orphanage, which included 10 students.

In this study, there were two different categories of variables: independent and dependent. The dependent variable was the opposite of the independent variable in that it was dependent on another variable. The study's independent variable was the use of English songs as a medium. The dependent variable was pronunciation skill, which could be improved using English songs.

Three meetings have been conducted in this study. Pronunciation tests were used to obtain information about the students' pronunciation skills before and after the implementation of English songs in the teaching-learning process. The test will be conducted at the beginning of the first meeting, referred to as a pre-test, and at the end of the meeting, referred to as a post-test. The researcher asks the pupils to pronounce 40 English words taken from the song's lyrics before beginning the treatment. The researcher asks the students to pronounce 40 English words taken from the song's lyrics before beginning the treatment. The researcher recorded the scores

that students produce on this first test. After that, the students were given treatment by using English songs for one meeting. The last stage of this research was to conduct a post-test. For the post-test, the researcher did the same thing as in the pre-test, but it was done after the treatment. Their pronunciation was captured on tape.

This study employed a one-group pre-test and post-test design by comparing the mean score of the pre-test and post-test, then utilizing a Repeated Measure T-Test to analyze the data using SPSS (Statistical Program for Social Sciences). The consistency of this pronunciation test can be seen from the use of inter-rater reliability. It means that there were two raters, the researcher and also the teacher, who examine the students' pronunciation test. The results of the two raters were compared to determine reliability. Therefore, the researcher used Rank Spearman Correlation to identify the correlation between the two raters. The students' pronunciation results were examined with a scoring rubric by Djiwandono (2008) which consists of Intelligibility, Fluency, Accuracy, Intonation, and Stress. The two tests were compared to find out the significant differences used to answer the research question.

III. RESULTS AND DISCUSSIONS

Results

The purpose of this study is to determine the impact of using English songs to teach pronunciation on students' pronunciation at the senior high school level. At the Mardhotillah Orphanage in Bandar Lampung, the teaching and learning process was conducted face-to-face for a week of meetings from March 28 to April 6. There were about 10 students of Senior High School students with 4 male students and 6 female students as a sample. A total of three meetings were held in this study. a pre-test was given at the first meeting. After that, a further explanation of the pronunciation material and also an introduction to students on the use of English songs in pronunciation was carried out in the second. Finally, students were asked to do a post-test at their last meeting.

Table 4.1 The Mean of Students' Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	10	37.5	72.5	48.500	10.0830
PostTest	10	55.0	90.0	72.500	10.4748
Valid N (listwise)	10				

According to tables 4.1 above, the majority of the students' test results improved between the pre- and post-test. It is evident in the pre- and post-test score ranges. The lowest and greatest scores on the pretest are 37,5 and 72,5, respectively. Additionally, the lowest and greatest scores on the post-test are 55 and 90, respectively. It demonstrates that from the pre-test to the post-test, all of the students' scores improved.

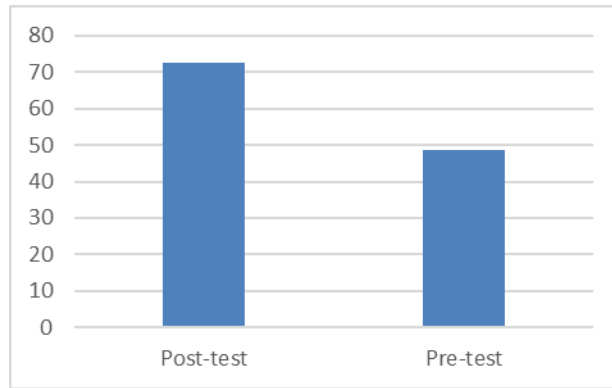


Figure 4.1 Comparison of Students' Pronunciation Test

It is necessary to conduct hypothesis testing to determine whether the researcher's hypothesis was accepted. The test results were analyzed using the Paired Sample T-test in this study. A value of 0.05 is used to measure the level of significance. H_0 is accepted if the result of a normality test is higher than 0.05 ($\text{sign} > 0.05$). The result of the normality test is shown in Table 4.2:

Table 4.2 Tests of Normality

Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre-Test	.160	10	.200*	.868	10	.094
	Post-Test	.117	10	.200*	.985	10	.985

Those data have been proven to be considered distributed normally. As can be seen that the pre-test result is 0.094 while the value of the normality of the post-test is 0.985. So, H_0 is accepted as the data from both tests are higher than 0.05 which indicates that the test has a normal distribution.

Table 4.3. Gain Score

Mean score of pre-tests	Mean score of post-tests	Gain
48.5	72.5	24

Based on table 4.3 above, it can be seen that the gain of the students' scores after the implementation of English songs improved to 24. It shows that students have better scores in the post-test.

Paired Sample of the Statistical Package for Social Science was used to answer the hypothesis in this research. The hypothesis was proved if $\text{sign} < p$ in which $p = 0.05$.

Table 4.4 Paired Samples Test

Paired Differences	t	df	Sig. (2-
--------------------	---	----	----------

	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
				Lower	Upper		
Paired Sample 1: PreTest - PostTest	24.000	5.0277	1.5899	-27.5966	20.4034	15.095	.000

Based on the result of the test analysis in the table Repeated Measure T-test, the hypothesis is accepted because the t-test is $0.000 < 0.05$. It can be also supported by the evidence that verifies those statements is the t-value which shows a higher number than the t-table by having the result $15.095 > 2.2622$.

Discussion

Learning is something that must be considered in the process in order to get the goals of the learner itself. In line with Abidin in Dewi and Sobari (2018), learning is a creative process that requires students to do a number of activities so that students can build knowledge independently and develop their creativity. Therefore, one of the solutions that can be done in overcoming problems in student difficulties is English songs. Moreover, according to Pimwan (2012, p.5), songs are authentic materials that can motivate students to learn English. Songs can inspire great motivation during a lesson because songs stimulate a positive emotional attitude towards language learning. In this study, an English song is shown using a YouTube video which is different in every meeting.

The use of English songs is applied to improve students' pronunciation. By taking a sample of Senior High School students of Mardhotillah Orphanage Bandar Lampung that consisted of 10 students, the researcher conducted a pre-test, three meetings with treatment, and a post-test. First, the researcher administered a pronunciation test using 40 English words that were taken from the lyrics. Before anything else was offered to them, this initial test was administered to measure their ability. After that, students were given treatment using English songs three times. At the end of the meeting, students were asked to take their tests to measure their abilities after being given treatment. All assessments were recorded at each meeting for a total of three times to see the progress that was in each of their pronunciation results.

The data on student scores cannot be separated from the pronunciation aspect. In the two tests, they should be able to pronounce in a proper composition with the aspects proposed by Djwandono (2008) which consist of Intelligibility, Fluency, Accuracy, Intonation, and Stress. Furthermore, the researcher used a substantial degree of pre-test and post-test to see if there was a significant difference in students' pronunciation skills after implementing English songs. Table 4.4 reveals that the significant degree of improvement across students is 0.00, less than 0.05. As a result, H1 accepts a considerable difference in students' abilities to pronounce English songs once they are implemented. It has been proven that student can considerably improve their pronunciation skills by listening to an English song.

In the implementation of English songs, the researcher found that teaching pronunciation through English songs made students more interested and excited. The environment was also enjoyable. Those assertions are backed up by Farhati (2011), who expressed a similar viewpoint when she noted that English songs could help students enjoy the learning process and feel more comfortable. They seemed enthusiastic about participating in the meetings. Following the discussion above, it can be concluded that there is a considerable difference in students' pronunciation after being introduced to English songs. Using English songs to improve pronunciation is very useful. In the end, the students made improvements on the vocabulary words given.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

The goal of this study was to see if using English songs may help students enhance their pronunciation skills considerably. Based on the result and discussion, after implementing English songs, there is a significant difference in students' pronunciation skills with a significance level of 0.00 (0.05). It can conclude that English songs are an efficient medium for teaching pronunciation to high school students at Mardhotillah Orphanage because students' ability to pronounce English words improves significantly.

Suggestions

Based on the results of research that has been carried out and associated with the objectives and benefits of the research that has been stated previously, the researchers provide suggestions to several parties. Teachers are suggested to provide material that is for teaching reference to teach foreign languages, specifically English, also to use media that are appropriate for students' needs and should be contextual so that the students become interested in the learning process and do not get bored. Assuredly, the teachers could consider audio aids such as songs.

Secondly, future researchers who are willing to conduct the same research could use the same variable as in this study, but in different subject circumstances than usual. In this case, the researcher conducted the research in an orphanage.

Lastly, pronunciation plays an important role in learning a foreign language, because in this study, the researcher only examined pronunciation in general, so that further research can find out other English consonants specifically such as plosives, affricates, fricatives, etc.

REFERENCES

- Bernard, HR (2002) *Research methods in anthropology. Qualitative and quantitative approaches* (3rd ed) Malnut Creek, CA Ala Mira Press
- Bowen, J. D. (1972). Contextualizing Pronunciation Practice. *TESOL Quarterly*, 83-94.
- Dewi, S. M., and Sobari, T. (2018). *Pembelajaran menulis teks cerpen dengan menggunakan metode pembelajaran berbasis masalah pada siswa kelas XI SMK Citra Pembaharuan*. Parole (Jurnal Pendidikan Bahasa dan Sastra Indonesia), 1(6), 989-998.
- Djiwandono, M. S. (2008). *Tes Bahasa: Pegangan bagi Pengajar Bahasa*. Jakarta: PT Indeks.

- Harmer, J. (2000). *The Practice of English Language Teaching*. London: Longman Group Ltd.
- O'Connor, J. D. (1980). *Better English Pronunciation*. New York: Cambridge University Press.
- Pimwan, K. (2012). *The Effect of Teaching English Pronunciation through Songs of Prathomsuksa 4 Students at Watratchaphatigaram School*. Bangkok: Srinakharinwirot University.
- Riswanto., & Haryanto, E. (2012). Improving students' pronunciation through communicative drilling technique at Senior High School (SMA) 07 South Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, 2(21), 82-87.
- Siahaan, S. (2008). *Issues in Linguistics*. Yogyakarta: Graha Ilmu.