

Improving Students Pronunciation Skills by Using Songs at 11th Grade of SMK Pangeran Jayakarta

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Abstract

The purpose of this study was to determine whether using media such as English songs could improve the pronunciation skills of 11th grade students at SMK Pangeran Jayakarta. When the researcher conducts the PPL, the researcher notices that the students' ability to pronounce the words remains low, and they find it difficult to pronounce the words given by the researcher. It makes the student nervous and uninterested in pronouncing or speaking English. English songs can be used by English teachers at all levels to teach pronunciation. This study employs classroom action research. It was divided into two cycles. The findings revealed that students' test scores have improved. The outcome was derived from students' pronunciation scores. It demonstrated that teaching pronunciation through the use of English song is effective in the teaching-learning process.

Keywords : Pronunciation, English songs, Skill

Introduction

A. Background of the study

The main goal of teaching English is to make learners can communicate in English well. It is known that four basic elements of teaching English are Listening, Reading, Writing and Speaking. Although those four elements, learners cannot communicate in English without good pronunciation. Leohart (2008) defines pronunciation is the way of word or a language is customarily spoken. As a foreign language, English is considered difficult to pronounce since there are difference between the symbol and it sounds. Based on researchers experience during internship teaching in SMK pangeran Jayakarta, most of student in class are afraid to speak in English although they are good in structure. It was very difficult for them because they were not good enough in pronouncing English words. They seem to have some ideas in their minds, but they can't express them in English. Mispronunciation is not only caused by the background of the students, but also caused by the efforts of the teacher. Many teacher do not care about the needs of their students. Most teachers do not encourage their student to be more active in speaking in English. Student need various menus in the teaching and learning process. Sometimes the material cannot help students to built interest in learning. In accordance with the reality, the researcher tried to overcome students difficulties in learning pronunciation by providing some solutions that could help students to enjoy learning with the aim of improving their pronunciation skills by using media such as English songs. Researcher are optimistic



that the use of songs can be used to improve students pronunciation skills because songs are often heard in their daily. Start by listening to English song. By often listening English songs, it is hoped that students can improve their vocabulary and ability to pronounce words in English . in addition, listening to English songs is also an interesting way for students to memorize how a word in English is pronounced.

B. Reasons for Choosing the Topic

The researcher chooses the subject for two reasons :

First of all, the pronunciation ability SMK Pangeran Jayakarta students is still very lacking. Most of them do not have the ability to pronounce English words well. The second is how well can use media such as english songs can improve students pronunciation.

C. The Objectives of the Study

The researcher believes that the goal of this study is to determine whether using media, such as English songs, is beneficial enough to improve students' pronunciation of the English language after comparing the background and research problem.

D. The Scope of the Study

There are so many genres of music available. For that researchers limit the genre of songs that are taken. After analyzing the researcher decide to take the pop genre as the material.

E. The Significant of the Study

The result of this study are expected to be useful for student, teachers and other researchers. The research was made with the aim of being useful as follows :

- *For the students, the results are anticipated to be helpful to increase their interest and motivation in pronouncing words correctly.
- * For the researchers , the result of this study are expected to be very useful input for them as an alternative technique to overcome 'problem in pronunciation
- * For readers who teach English, the result of this study are expected to be useful for them to develop their techniques in teaching English.

Review of Literature

A. Teaching's Media

Learning is the process of connecting teachers and students through media. To put it another way, media assistance is necessary for active learning activities to deliver the subject to be studied. Quoting by Hamzah B.Uno and Nina Lamatenggo in the book Communication & Learning Information Technology, learning media are all forms of communication tools that can be used to convey information from sources to students in a planned manner, so as to create a conducive learning environment where



the recipient can carry out the learning process efficiently and effectively. Learning media is a messenger technology that can be used for learning purposes, and is also a physical and communication means to deliver subject matter. Learning media is used with the aim of being able to improve the quality of education.

Levie & Lentz (1982) suggested four functions of learning media, especially visual media, which are :

1. The function of visual media attention is the core, which is to attract and direct the attention of students to concentrate on lessons related to the meaning displayed or accompanying the text of the subject matter.
2. The affective function of visual media can be seen from the enjoyment of students when learning (or reading) illustrated texts.
3. The cognitive function of visual media can be seen from research findings which reveal that visual symbols or images facilitate the achievement of goals for understanding and remembering or messages contained in images.
4. The compensatory function of learning media can be seen from the result of research that visual media that provide context for understanding texts help students who are weak in reading to organize information in the text and recall it.

The function of learning media can help facilitate learning for students and educators, provide a more real experience (abstract becomes concrete), students' attention and interest in learning, and can generate an equalization between theory and reality.

B. Songs

The researcher used songs as the media that used in improving the students' pronunciation because from the songs, people can learn many things, for example they can get some more new words and they also could learn how the words are pronounced. According to Kramer states that songs are good for English teaching because, songs are funny. They promote mimics, gestures etc, and associated to the meaning they are good to introduce suprasegmental phonetics. Students play a participative role. They can be applied to comprehension stages (listening) or production (singing). There are songs for all ages and levels. Student can learn English very easily through echoic memory.

From the statements above, it is clear that songs are entertaining and funny. As is common knowledge, most students enjoy humor. The process of teaching English pronunciation will be made simpler by their love of music. The researcher argues that since songs are amusing, they are an effective tool for teaching English pronunciation to students at vocational schools.

C. Definition of Pronunciation

According to Hornby (1995), pronunciation is the way in which a word is spoken, the way a word which is pronounced, the way a person speaks the words of a language. Meanwhile, Rebecca (1993) defines pronunciation as the act of producing the sound of speech including articulation, vowel, formation, accent



inflection and intonation, often with reference to the correctness or acceptability of the speech sounds.

Those above definitions have already covered the whole meaning of pronunciation. In general, it can be conclude that pronunciation determines an understanding between speakers and listeners who convey or transfer their messages, ideas, and thoughts. More precisely, pronunciation is the way a person utters words or sounds in a certain way in order to make the speech can be easy to understand.

D. Teaching Pronunciation

There are so many factors that influence language teaching especially English pronunciation teaching. Besides teacher should select the media that suitable to be applied in teaching English pronunciation, they are also hoped to know to teach pronunciation well. According to Harmer (2000:183) states that teaching pronunciation not only make students aware of different sound features, but can also improve their immeasurably. Speaking concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed, all things give them extra information about spoken English and help them. The most important thing of the teaching and learning process is the understanding of the students about the lesson. Cameron says that “it is a crucial thing for teachers to take the responsibility for checking whether their pupils understand the language being used and the purpose of activities being carried out”. In this case, the teacher should let the students know that they are studying about pronunciation so that both the teacher and the students get good result in it.

From the statements above, it is important for the teacher to teach pronunciation and to make students aware of pronunciation features because it can improve their production of spoken language.

E. Elements of Pronunciation

Ramelan (2003) divides the elements of English pronunciation in two parts namely :

- **Segmental features.**

English segmental system includes vowels and consonant. The classification is based on the differences in their function in an utterance and their ways of production.

English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of /i:/, /æ:/, /u:/, /o:/, while short vowel consist of /i/, /e/, /æ/, /ə/, /ʌ/, /u/, /o/. Besides the two kinds of vowels above, there are also diphthongs. Diphthongs is a sound composed of two vowels pronounced in close succession within the limits of syllable (Syafei, 1988:13). There are eight English diphthongs, /ei/, /ai/, /oi/, /au/, /oə/, /iə/, /uə/, /eə/. The English consonants consist of twenty four. Those are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/.



- **Suprasegmental Features**

Suprasegmental features are like the style used in words or sentences. There are for kinds of suprasegmental features, they are stress, pitch and intonation, pause and rythm.

F. Students' Problem in Pronouncing English Words

as the researcher see, in Indonesia language there is no difference between its writing and its sound. But its difference in English. For example, the word “teacher” is pronounced /'ti:tʃə/, however in Indonesia people pronounce /teacher/. It is not denied that students often make mistakes in learning foreign language. However, doing such mistake is a part of learning the language itself.

Research Methodology

Research Design

According to Cohen, Manion & Morrison (2007;446), method is approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction. It means that method is the way used to discuss and examine the problem. Based on the statement above the researcher choose used qualitative method. The researcher did the experiment at the second year of Vocational School SMK Pangeran Jayakarta, involving the process of teaching Improving Students Pronunciation Skills by Using Songs. This action research has been conducted at the second year of SMK Pangeran Jayakarta.

1. Data Analysis and Finding

The test for collecting data are important in this study. the techniques used to obtain research results classroom action research. Harmer (2007) stated that “Action research is the name given to a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching”. This is because classroom action research is very compatible once in effort conducting the research which deals with repair an effort and makes up of study quality in the class.

The research was done in two cycle and from cycle 1 into cycle 2, the research was done continously to find out the improvment of student' pronunciation by English songs.



Cycle 1.

Cycle 1 ran well. it ran as follows, first the researcher greetings and the researcher read the list of students present. The researcher gave an explanation to the students for today's activities, practicing pronunciation using English songs. The researcher read song lyric for the first time, and then the researcher ordered each student for reading song lyric one by one, the students looked up the reading of their friends, the researcher played the English song for the first time, and students asked to give their attention to the song frequently, the researcher ordered to student sang a song one by one and the researcher took the score from each student. At the end the researcher evaluated the prononciation of every student and the researcher told and repaired the mistakes of the student. After that, the researcher concluded the learning activity and gave the parting to the students.

Observing

From the activity of cycle 1, the researcher found some facts that the students were afraid of making mistakes in pronouncing the words, they were not interested in the material and did not give attention to the lesson because they are not familiar with the song. In the cycle 2 the researcher would be more frequent to give motivation to the students in learning English, and the researcher would use the familiar song in the next cycle that could increase motivation and students' interst to the lesson.

Below is a table of the result in prononciation test cycle 1 :

Table 1. Pronunciation Test Result in Cycle 1 at 11th grade students of Pangeran Jayakarta

Students' Score	Total (person)	Percentage (%)
Score 50	3	15
Score 55	3	15
Score 60	1	5
Score 65	1	5
Score 70	7	35
Score 75	3	15
Score 80	2	10
Total	20	100

The table above showed about prononciation test result in cycle 1 hat has been done to every student. Each student has a varied score. Actually there twenty one students but there is one student who is not present, so the result is twenty



students in the class. As shown in the table above, there are still many students whose scores are less or still below the KKM, therefore the researcher continued research by giving more exercises in pronunciation in cycle 2 to get the best result for every student.

Cycle 2.

The researcher made the planning of the research based on the result of cycle 1. The researcher would give more exercise and used the familiar songs to motivate students in learning pronunciation. Cycle 2 ran as follows, first the researcher gave the greeting to the students and read the list of students present. Second, the researcher gave the motivation to the students about the importance of mastering English and learning pronunciation and convinced the student to more confidence in pronouncing the word. Next the researcher gave the students song lyric, and the researcher gave example how the way to pronounce the words and the students listen carefully. After that, the researcher asked the students to repeat what researcher said together. Next, the researcher played the song in an audio player frequently and the students were asked to listen carefully while saw the song lyric, and then they were asked to underline the words that they did not hear clearly and difficult to says. And the researcher replied frequently those difficult words. After students understood how to say it, the researcher asked the student to go forward one by one in front of the class to sing the song rightly.

Observing

The researcher evaluated that the students looked more interested in learning pronunciation because the researcher used the familiar songs. The students could enjoy the song and the researcher gave more exercise and they were more confident in pronouncing the words.

Below is the table of the result in cycle 2 .

Table 2. Pronunciation Test Result in Cycle 2at 11th grade students of Pangeran Jayakarta

Students' Score	Total (person)	Percentage (%)
Score 50	0	0
Score 55	0	0
Score 60	0	0
Score 65	0	0
Score 70	2	10
Score 75	10	50
Score 80	8	30
Total	20	100



The table above showed about pronounciantion test result in cycle 2 that has been done to every student. The result is there twenty students in the class. All of students passed. It is because their score is over satisfying. As we could see here that students pronounciation ability was getting better than cycle 1 in the cycle 2 showed a great result. In the first cycle, it seemed teh students' achievments have existed but the researcher did not satisfy to student scores. The researcher always motivated students to study hard and gave assignments about pronounciation to them.

Conclusion and Suggestion

Conclusion

Based on the result of the research, it is proved that song is one of media that can be used to improve students pronounciation skills. Learning pronounciation is not easy because the students do not have any habit of learning pronounciation and speak English in their daily life in many activities like converstation. Using English songs to improve students pronounciation is very effective because they look more interested and enjoyed doing an activity using English song. the student must have more attention to the lyrics of the song to catch good pronounciation.

Suggestion

For the teacher, teacher must always motivate their students and keep giving the student explanation about the importance of mastering english. The teacher and the student must have a good relationship so that learning goes well. The teaching must have a good way of teaching and the teacher should find and apply any kinds of teaching aids especially in pronounciation, the teacher should give more attention to the students improvements in learning English so that the students are always enthusiastic about following the lesson, especially to practice the pronounciation of their students.

The students should have a habit of using English in their daily life and the student should not be ashamed or afraid to speak English wherever they are. The student should be more active to excercise their pronounciation at the school and home. Usin English songs can be used by students as a way to practice their English pronounciation. The researcher hopes the school can be more supporting and provide equipment to support English teaching-learning. The scool should prepare many kinds of books or other pronounciation materials to support teaching learning activities in the classroom.



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