

EFFECT OF USING ENGLISH SONGS AS LEARNING MEDIA ON THE STUDENTS' PRONUNCIATION ABILITY

Shepty Isnaeny Fahmiliya¹, Sumartono, M.Pd², Fajar Prihatini, M.Pd³

*Corresponding author: sheptyisnaenyfahmiliya@gmail.com

Abstract.

The objective of this research is to find out the effect of english songs on the student's pronunciation ability. This research hypothesis is the use of english songs as a learning media gives positive effects towards students pronunciation ability. The researcher used true experimental method. The population of the research is the 7th grade students of SMP negeri 19 Tegal consisting of 220 students. The sample determination was carried out by using random sampling technique. The research sample consists of two classes consisting of 64 students, where each class consists of 32 students. Class 7C (control group) and class 7 A (experimental group). The researcher conducted six meetings including post-test in the last meeting. Based on the results of the independent sample t-test, both the experimental group and the control group demonstrated that using English songs had an effect on students' pronunciation, as the post-test experimental results were $0.000 < 0.05$ and the post-test control results were $0.000 < 0.05$. So, it can be conclude that there is a positive effect of using English songs on students pronunciation at SMP Negeri 19 Tegal. So, for English teacher it can recomended to use songs as a media in learning pronounciation.

Keywords: Pronunciation, English song, Learning English

1. INTRODUCTION

Speaking is one of the four basic skills of English. There are four important aspects that need to be considered there are grammar, vocabulary, fluency and pronunciation. Pronunciation is how to pronounce or pronounce vocabulary in English. Pronunciation has sub-skills including phrase, sentence pressure, intonation, rhythm, and using personal sounds of a language.

English is an international language used to communicate around the world. There are even some countries that make English the official language or the main language. In Indonesia, English is one of the languages that students must learn while in school. Because English is one of the international languages used today and also as the language of business communication, education, science and technology play an important role in the global market. Because English is one of the foreign languages taught in schools, many problems are found in learning English. One of them is pronunciation. There are still many students who are confused about the pronunciation of the words given by the teacher. This study focuses on students who are still confused about the pronunciation of English words. Therefore, teachers are expected to develop ways of teaching so that students are more interested in learning. In addition, building their motivation to learn a foreign language is also important.

Pronunciation is extremely important in English speaking Because it has a substantial impact on the meaning of utterances. When someone mispronounces several words in a statement, it can disrupt communication and potentially lead to a breakdown in the conversation.

The researcher wants to know how the effect of using English songs is on students' pronunciation. To make this research different from other studies, this research used research subjects from 7th grade students at SMP Negeri 19 Tegal.

Songs can also provide a means of communication that is subconsciously preserved in the brain memory. This situation actually makes the learning process less rigid. And was impressed by the conditioning, which was not always well received by students. Judging from those benefits, music presents an advantage in teaching pronunciation. So the effects are taken into consideration as extra effective. Because of the different types of songs, it is fun and represents a lot of people. Almost everyone likes songs because they have certain characteristics. In addition, the song can provide a means of speech that is unconsciously stored in the brain's memory. This situation makes the learning

process less rigid. And impressed by conditioning, which was not always well received by students. Consider these benefits: the song is useful for teaching pronunciation. As a result, the outcomes are thought to be more effective.

1.1 Pronunciation

In step with Snell-Hornby (1988) pronunciation is how a word is spoken, the way a phrase is mentioned, and the way someone speaks the words of a language. In the meantime, Dauer (1993) defines pronunciation because the act of manufacturing the sound of speech together with articulation, vowel, formation, accessory inflection, and intonation, regularly about the correctness or acceptability of the speech sounds. Pronunciation according to Kelly (2000), there are two types of speech components or features in pronunciation., includes Phonemes and Suprasegmental Features.

Learning with good pronunciation is more likely to be understood even if it makes faults in other areas. Pronunciation in several languages includes more than just sounds, such as intonation, stress, rhythm, vowels and consonants, and "voiced and unvoiced" sounds. According to Ur (1996), "pronunciation" encompasses the following:

1. The sound of the language, also known as phonology
2. Rhythm and stress
3. Intonations

1.2 Song

The benefits of using songs as a learning media are good choice, because they can provide many positive aspects to student learning. According to Warnke, (2009), the benefits of learning English through music are extremely numerous. Using songs can be used as a media for learning pronunciation in the classroom and also increase students' motivation to learn English.

According to Warnke, (2009) The song is a type of music that is similar to language and serves as a pure media of expression. In carrying out this research, the researcher employs English songs as a medium for enhancing the students' pronunciation talents. Many people are surrounded by songs in their daily lives. A song is similar to a spell that can hypnotise individuals; thus, when they hear the music, they may be lured into it.

1. RESEARCH METHODOLOGY

In this research, the researchers use a posttest-only control group design. Treatment was given to one of two groups. Because the purpose of this research was to evaluate the effect of English songs on students' pronunciation, students have received the treatment that has been given by the teacher during learning. The students were divided in two groups, namely the experimental group in class 7C, while the control group was in class 7A. The experimental group received treatment, including using song as a teaching media, while the control group did not. Then, to find out students' pronunciation, a post-test was carried out on both sample groups using the pronunciation test that had been tested in trial class and had been analyzed for validity, reliability, and difficulty level.

The research was conducted from November to January 2023. The first meeting until sixth meeting, the researchers were giving students in experimental group treatment through English songs. Including using song as a teaching media, while the control group did not. Then, to find out students' pronunciation, in the last meeting a post-test was carried out on both sample groups using the pronunciation test that had been tested in trial class and had been analyzed for validity, reliability, and difficulty level. After one of two class were given treatment, the final assessment (post-test) was given to both classes. This is done to determine the final ability after the treatment.

3. RESULT AND DISCUSSION

3.1 Result

The objective of this research is to find out The Effect of English using song as a learning media on the Student's pronunciation of The Seventh Grade of SMP Negeri 19 Tegal.

Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CLASS 7A	,205	32	,002	,912	32	,012
CLASS 7C	,288	32	,000	,748	32	,000

a. Lilliefors Significance Correction

The researchers uses the Kolmogorov-Smirnov test for normality. in the results shown in the table above, it was obtained for the experimental group a significance value of $p = 0.002$, so that $p < \alpha$ and for the control group a significance value of $p = 0.00$, so that $p < \alpha$.

Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Total Score	Based on Mean	1,817	1	62	,183
	Based on Median	,763	1	62	,386
	Based on Median and with adjusted df	,763	1	59,848	,386
	Based on trimmed mean	1,700	1	62	,197

The homogeneity test assesses whether the data has the same (homogeneous) variance. Test the acidity of the two data variants by dividing the largest variant by the smallest part. This test is a requirement before carrying out other tests, such as the t-test and ANOVA. This test is used to ensure that the population from which the data group originates has the same (homogeneous) variance.

Based on the homogeneity test output table above, its is known that the significance value (Sig.) is 0.183 > 0.05 , it can be conclude that the value is homogeneous.

Independent Samples Test

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
Total Score	Equal variances assumed	1,817	,183	15,611	62	,000	10,531	,675	9,183	11,880
	Equal variances not assumed			15,611	60,905	,000	10,531	,675	9,182	11,880

Based on the test using SPSS, it was found that the average academic achievement of the experimental group was 25.75 while the average learning result of the experimental group was 15.22. This shows that the average learning outcomes of the experimental group are greater than the control group. Therefore, the learning outcomes of the experimental group and the control group can be seen to vary greatly from one another.

Based on the t-test decision-making on the independent test table, it is known that Sig. (2-tailed) is 0.000 meaning < 0.05 , The considerable difference in learning outcome scores between the experimental and control groups may be seemed to be significant.

3.2 Discussion

Based on the results of research conducted on class 7 students of SMP Negeri 19 Tegal, the researchers formulated several discussions regarding the results of data analysis as follows.

First, the experimental group outperformed the control group in the post-test, according to an examination of the gain scores of the control and experimental groups. This confirms that using English songs as learning media has a positive impact on post-test results, namely by increasing students' pronunciation skills in English. The results of this research confirm the superiority of learning language using songs. This is supported by Zahra (2013), that students who learn to use songs can improve their English pronunciation. In addition, they can also pronounce certain words of the song more accurately. In addition, students can have fun and enjoy the class which is shown by their willingness to sing along.

The experimental results revealed that the use of English songs had increased students' pronunciation. Most of the students felt more enthusiastic and did not get bored learning when they used English songs. This is the perception of the majority of students towards the use of English songs which have a positive effect. This makes claims about Ghanbari & Hashemian (2014)concluding that using songs as a medium makes class more enjoyable. Students simultaneously acquire the target language while enjoying themselves.

This assists students in enhancing their listening comprehension and pronunciation skills. The material is taken based on the syllabus. When learning begins, the researcher gives directions to each group and students pay full attention to the learning process.

Second, the researcher discovered that the experimental group's average was higher than the control group's average ($25.75 > 15.22$). It can be said that the test results of students who were taught using English songs as learning media and students who did not use learning media had a slight difference.

In this case the researcher gave the same material to both groups. The difference is only in the instructional method employed by the control group. Without music, students only recited words or sentences. After concluding the learning process in the control group, there is no improvement in the learning process, so they feel bored.

From the research findings above, the authors conclude that students who are taught using English songs as a learning media and students who are taught using traditional techniques are very different from one another. This is evident from the group average is 25.75 and the control group average is 15.22.

The positive results of this investigation have various meanings, namely, 1) the importance of learning media can increase student enthusiasm, build curiosity about a concept; 2) songs, as learning media can be applied in vocabulary and pronunciation learning activities where the use of this learning media can increase student understanding and can minimize errors during learning.

4. CONCLUSION

According to the data analysis results, the mean outcomes of students in the experimental and control classes differ in terms of improving students' pronunciation. This is demonstrated by the fact that the experimental group's mean post-test scores were higher than the control group's. To begin, the research's findings reveal that the use of English songs has an effect on the English pronunciation of students at SMP Negeri 19 Tegal.

Based on the results of the independent sample t-test, both the experimental group and the control group demonstrated that using English songs had an effect on students' pronunciation, as the post-test experimental results were $0.000 < 0.05$ and the post-test control results were $0.000 < 0.05$.

The results of the research indicated that the extensive use of English songs enhanced students' pronunciation, and that higher student test scores had a significant impact on students' pronunciation. With the results obtained through the post-test, the majority of students feel more enthusiastic and appreciate learning pronunciation when songs are used. Thus, engaging students in fun, relaxing and motivating learning experiences can facilitate pronunciation acquisition. Evidently, learners are more likely to reduce their level of learning anxiety and develop an interest in pronunciation learning through such engagement.

Based on the findings and discussion in the previous chapter, the researcher concluded that the consonant are more difficult to pronounce than diphthongs which are easier to pronounce. Meanwhile, there were effects of using English songs for seventh-grade students at SMP Negeri 19 Tegal. This is evidenced by the mean score of class 7A and the average score of class 7C showing that the pronunciation of class 7A students is higher than that of class 7C.

However, not a few students feel unenthusiastic about learning material they do not master. Thus, the teacher's creativity in using English songs is used to increase student motivation in learning English.

ACKNOWLEDGMENTS

There are no other words to express gratitude to Allah. The researcher prays in the name of Allah for all the blessings and direction that have been provided thus far to finish this research project. In order finish this research, the researcher obtained advice, help, and suggestions from many persons, including Mr. Sumartono, M.Pd and Mrs. Fajar Prihatini, M.Pd as the advisor, who patiently provided advice, guidance, and encouragement to the researcher. Mrs. Yuvita, M.Pd served as the first examiner, while Dr. Yoga Prihatini, M.Pd as the Dean of the Teacher Training and Education Faculty and Dr. Taufiqullah, M.Hum as the Rector of Pancasakti University Tegal.

REFERENCES

Dauer, R. M. (1993). *Accurate English: A Complete Course in Pronunciation*. Regents/Prentice Hall.

Ghanbari, F., & Hashemian, M. (2014). The effects of English songs on young learners' listening comprehension and pronunciation. *International Journal of Language Learning and Applied*

Linguistics World, 6(3), 367–375.

Snell-Hornby, M. (1988). *Translation Studies: An integrated approach*. John Benjamins Publishing Company.

Ur, P. (1996). *a course in language teaching practice of theory cambridge teacher training and development*.

Zahra, F. (2013). The Effect of English Songs on English Learners Pronunciation. International Journal of Basic Sciences Zahra, F. (2013). The Effect of English Songs on English Learners Pronunciation.

International Journal of Basic Sciences & Applied Research. International J. *International Journal of Basic Sciences & Applied Research*, Vol., 2 (9(9), 840–845.