USING ENGLISH SONGS MINILYRICS COLLABORATION
TO IMPROVE STUDENT’S PRONUNCIATION IN
LPKM MITRA ENGLISH COURSE JATINOM
IN 2011/ 2012 ACADEMIC YEAR

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Proposed by:
ARSIDA SRI WIDAYATI
A 320 080 100

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ARSIDA SRI WIDAYATI
A 320 080 100

Approved to be examined by

Consultant I

Aryati Prasetyarini, S. Pd., M. Pd.
NIK. 725

Consultant II

Hur Hidayat, S. Pd.
NIK. 771
ACCEPTANCE

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ARSIDA SRI WIDAYATI
A 320 080 100

Accepted and approved by the Board of Examiners
School of Teacher Training and Education
Muhammadiyah University of Surakarta
On 5 November 2012

Team of Examiner

1. Aryati Prasetyarini, S.Pd., M.Pd. (Chair Person)
2. Nur Hidayat, S.Pd. (Member I)
3. Dra. Malikatul Laila, M.Hum. (Member II)

Dean

Drs. H. Syiyam Aunif, M.Si.
NIK. 547
English as an international language becomes much greater in globalization. Four basic skills to be master an English. They are speaking, listening, reading and writing. Speaking skill is crucial for one who want to master language, in this case English. Pronunciation as the way to be good speaking. Students learn English in formal and informal education. In formal education likes English course. But, the students have still poor pronunciation. English songs MiniLyrics collaboration is a new modified and easier using to improve student's pronunciation. Most of the students said that they love this way. The students' motivated to practice easily learn English pronunciation. Thus, it enables them pronouncing the words correctly. Third, it has more strengths than it weaknesses. So, using English songs MiniLyrics collaboration is successful to improve the students' pronunciation.

Keywords: English songs MiniLyrics collaboration, improve, student's pronunciation.

A. INTRODUCTION

Language is an important thing that has a main role in communication. Good communication can be reached if there is feedback or people understand each others. English is an International language, which has reached in human life aspects. It has an important role in globalization era nowadays. So, English is significant to be mastered by everyone. It has been taught in elementary school or may be in kindergartens.
To master English language, there are four basic skills, namely speaking, listening, reading, and writing. As we know that someone has become a good English language learner if he can speak English well. It is the most visible prominent skill than others. So, speaking skill is a crucial aspect. Yet, it doesn’t mean that other skills are not important. They are also very necessary in the real life. People not only always use direct communication but also use indirect communication. It is needed in written form.

Syafei (1988: 1) states that “in mastering the speaking skill, for example, the teacher must train and equip the learner with a certain degree of accuracy and fluency in understanding, responding, and in expressing himself the language in speech. The learner should have the competence to talk intelligibly to others which implies that he should master all aspects of the language as mentioned beneath”.

A good speaking is influenced by some linguistic factors consisting of many aspects, namely vocabulary, grammar, style, function, discourse and pronunciation. Nevertheless, there are three aspects that become the most important in speaking generally. They are vocabulary, grammar and pronunciation. People have paid much attention to these things customarily. There is one more aspect that gets less attention. This is pronunciation which has very important role in communication. Pronouncing words incorrectly can cause misunderstanding event. When misunderstanding appears, the communication can’t run fluent or impossible to occur.

Many people do efforts to be an English master. They have learned it in formal education and informal education. Formal education can do in school, but informal educations usually do in many English courses. They can support English learning of the school. In the school, people usually only get vocabulary and grammar. So, in the pronunciation aspect gets less pay attention to be mastered in English speaking. However, student gets more lessons in the course especially in speaking.

In fact, in many schools even university whose students have been learning English for some years, they still have poor pronunciation. For example, many Elementary Schools until University students who I find in course didn’t speak English well especially in the pronunciation. This phenomenon can be seen in daily teaching and learning process, especially in speaking class. When they are practicing speaking, they use quite varieties vocabulary and correct grammar. Anyhow, they still make mistake in pronouncing some words. This kind of thing may be caused by some reasons. One of the reasons could be the method used by the teacher which is not interesting for the student. It results in the lack of the students’ motivation to learn pronunciation. Many students have a mind set that English is
difficult and boring. The method used is relatively the same. The teacher tends to make the students listen to her and make note from lesson. The students seem to have no eagerness to learn. They are sitting on their chairs, keep silent, and give no active response. It is an old learning style, which is not active learning which is has implied in this recent time.

LPKM Mitra English Course Jatinom is a favourite and credible English course which has a place in surrounding society heart exclusively in Jatinom. This course had been built since many years ago exactly in 2001. It has a good English learning participation. The students who are studying in this course are children. The characteristics of children are they still love playing and do fun activities. They also think “here and now”. They understood that adult means when the object is concrete. So, English course teacher uses an attractive media in the learning process. It is a song. Song is chosen as the media since song has some strength rather than other media. Griffee (1992: 4) in Baroroh (2008) states that songs are satisfying art form, the lyrics fit the music and the music fits the lyrics and together they form a complete unit.

After observing her way in English teaching in the course, the researcher can catch some important point. The teacher’s technique of learning process, the teacher just uses songs in English learning and he usually writes the English song lyrics on the white board. Next, the teacher and the students sing together without music. It’s for improving speaking especially in the pronunciation. Ordinarily, the teacher learns about English material which is taught in their schools. It is supporting their English ability. Some years ago, it is a good English learning.

However, students have still problems. They have still poor pronunciation, such as in the problem case appears that can show in the last session in this course. It shows the result of their English study in the course. That is a Prambanan temple visiting. They can speak with tourists in English. They also take conversations; it can measure students speaking ability. It also can measure their pronunciation. Nevertheless, they can’t pronounce a word correctly. For example, for greeting words: good evening [gʊd ˈɛvnɪŋ] the student said [gʊd ˈɛvəniŋ]. It is similar by writing words, it is a mistake. Other cases, it is a word: number [ˈnʌmbə] but they said [ˈnʌmbə] as same as their writing word. By using this method, it is an ordinary learning style nowadays. Today is a Technology era and more sophisticated eras to the education future. The course needs innovation or development ways in the English learning process.

The researcher used a new media in English teaching especially pronunciation to solve this problem. She found this problem solving from the internet browsing. MiniLyrics is
one of new software of English Teaching. It can develop English student competences. It can show the lyrics automatically when the song run. So, it can be a good audio visual media for English teaching. It can change when the teacher want. It is useful media without the teacher feel difficult to prepare many materials. There many ways to get the source materials. It is not only books but in the internet browsing. It can make a different atmosphere for the students. For all these reasons, there are many advantages to using English songs and music Minilyrics collaboration in the English learning processes. Based on the reasons, make an action research entitled “USING ENGLISH SONGS MINILYRICS COLLABORATION TO IMPROVE STUDENT’S PRONUNCIATION IN LKPM MITRA ENGLISH COURSE JATINOM IN 2011/ 2012 ACADEMIC YEAR”. By using English songs MiniLyrics collaboration as media to teach pronunciation:

1. General, it is to improve that the student’s pronunciation skill.  
2. Specific, the research is focused on:  
   a. describing the implementation of English songs MiniLyrics collaboration in learning process.  
   b. Identifying whether English songs MiniLyrics collaboration improve student’s pronunciation.

B. UNDERLYING THEORY

The first previous research was conducted by Mega Lestari graduated from University of Ibn Khaldun Bogor (2011) entitled Improving Student Pronunciation Skills through Song. The student’s skill in pronunciation will be improved after teaching and learning activity by using song. It means that improving pronunciation using song is one of alternative media of teaching speaking and the last, the songs are good tool for learn English as a fun language. The second previous research was conducted by Yustiana graduated from Muhammadiyah University of Surakarta (2009) entitled Teaching English Using Song To Improve Student’s Pronunciation In PG and TK Alam Surya Mentari Kerten. This research aims at describing the implementation of teaching English pronunciation using song, the result of teaching pronunciation, and the students’ responses on the implementation of teaching pronunciation by using song.

Pronunciation is the way in producing the words of a language. The main point of pronunciation skill is phonemes (segmental features consonants and vowels), intonation, stress patterns (suprasegmental features) and spelling. The importance of pronunciation is an important part to be good speaking. The main point of pronunciation difficulties is we are not English native speaker. So, we have many difficulties likes pronouncing the words, organs speech, speech attributives, and English earning habit. Types of pronunciation based on
influence factors. They are inside and outside. The inside factors is from the individual itself, such as individual peculiarities. The outside is out such as locality. Social surrounding or early influences. These factors can definite types of pronunciation. English sound system consists of speech production, traditional, vowel, and consonants.

Teaching pronunciation should are integrated with other skills, it has to be isolated for practice of specific items and problems. It also two fold processes; they involve the recognition of sounds as well as the sounds production. Their techniques are showing articulatory description, giving the real example words which this nearest word/ models, ear-training, pronunciation lessons, practice and aural perception. there are two factors; internal (mentalist psychology, learned helplessness, and anxiety: personal) and external (behaviourist: the rule on the environment, cultural identity and learning methods).

MiniLyrics is application lyrics software of language teaching. It includes one way to develop competence aspects. It displays lyrics automatically; it comes in the form of a plugin for media player, with support for the most popular ones. They are advanced features, such as Winamp, Window Media Player, iTunes etc. It is the easiest-to-use Lyrics viewers; because the lyrics can find in the internet browser.

C. RESEARCH METHOD

In this research, the researcher used Classroom Action Research. According to Arikunto (2006) in Wijayanti (2011) action research is a form of self- reflection inquiry undertaken by participant in social situation in order to improve rationally and justice their own social or educated practices as well as their understanding of this practices and the situation in which these practiced are accurate. The subject of the study is students who follow English course at LPKM Mitra English Course Jatinom, especially children which study of Elementary School in its surrounding areas. The object of the study is improving student’s pronunciation skill by using English songs MiniLyrics collaboration at Elementary student of LPKM Mitra English Course Jatinom.

Data source from primary data and secondary data. Primary data is the data that are taken from: event, documents and informants or respondents. Secondary data are the data taken from books that related to the problem and also from the literature of the data. The researcher uses as the method of collecting the data in this research. The steps are as follows; (a) observation, (b) interview, (c) documentation, and (d) test. The techniques of analyzing
data are; 1. Critical Analytic Technique, it consists of a. reducing the data, displaying the data and drawing conclusion/ verification, and 2. Descriptive Comparative with the formula:

\[ Me = \frac{\sum X_i}{n} = \text{Mean, } \sum = \text{Epsilon, } X_i = \text{Score } X \text{ to } I \text{ up to } n, \ n = \text{The number of students (Sugiyono, 2010: 49)} \]

The research consists of three cycles of which each cycle consists of four elements. They are planning, acting/ implementing, observing and reflecting.

**D. DISCUSSION**

This research aims at knowing the implementation of English songs MiniLyrics collaboration in improving students’ pronunciation skill, whether or not English songs Minilyrics collaboration can improve the students’ pronunciation skill; the education’s elements responses to the implementation, the student’s achievement improvement result, strengths and weaknesses of this technique. In order to make this research easy to be understood, the results of this research are discussed as follows:

The implementation of English songs MiniLyrics collaboration technique had been conducted by using classroom action research. According to Hopkins (1993:52) in Handayani (2011) the cycles of classroom action research (CAR) are planning, acting, observing, and reflecting. The researcher applied three cycles in this research. The problems are found in pre-test and cycle I has been solved in cycle II and III. Each cycle consists of three meetings. From all cycles, the researcher concluded that English songs MiniLyrics collaboration is appropriate to be applied to students who rather passive have children’s characteristic and problems in pronunciation like in LPKM Mitra English Course Jatinom students, especially in the class beginner in Elementary School students.

Based on http://en.wikipedia.org/wiki/MiniLyrics, http://www.hlrnet.com/teaclang.htm and http://www.bestshareware.net/minilyrics-viewer.htm, MiniLyrics is lyrics application software of language teaching. It includes one way to develop competence aspects. It displays lyrics automatically; it comes in the form of a plugin for media player, with support for the most popular ones. It is the easy -to-use Lyrics viewers; because the lyrics can be found in the internet browser.
The researcher applied English songs MiniLyrics collaboration well because it was done in different and modification ways for example by relating it with videos, English songs, song lyrics, pictures and games. The students became more active in understanding, memorizing, and responding information and knowledge from the song lyrics.

To measure the students’ improvement in pronunciation skill, the researcher conducted pre-test and post-test. The post-test was conducted two times; the first post-test is in the third meeting of second cycle, while the second post-test is conducted in third meeting of third cycle. The result of pre-test shows that the highest score in pre-test is 70 while the lowest score is 40, highest score in post-test I is 87 while the lowest score is 70, and highest score in post-test II is 98 while the lowest score is 82.

There are four aspects that determined whether or not English songs MiniLyrics collaboration can improve the students’ pronunciation skill. The aspects covered phonemes, stress, intonation pattern, and spelling. The students’ improvement on the student’s pronunciation skill also can be seen in the average result of pre-test and the post-test. The average score in pre-test is 58, 90. While after the researcher conducted a research the averages score is 75, 55 for the first post-test and 100 for the second post-test.

Speaking achievement in pronunciation skill increased. It can be seen from the pre-test, the post-test I and post-test II. In pre-test, the average score of phonemes is 50,91% or 11,2 point, in post-test I become 84,55% or 18,6 point and in pot-test II become 100% or 22,1 point, stress increased from 39,09% or 8,6 point in post-test I become 72,27 % or 15,9 point and in post-test II become 100% or 22,1, intonation pattern increased from 43,64% or 9,6 point in post-test I become 80,45% or 17,7 point and in post-test II become 100% or 22,1 point, and spelling increased from 39,55% or 8,7 point in post-test I become 77,73% or 17,1 point and in post-test II become 100% or 22,1 point.

Based on the result above, the researcher concluded that there are some significant differences between the students’ achievement before and after conducting the cycle. It can be seen that there is significant improvement from their pre-test and post-test. In fact, the improvement of each student can be seen in the chart below.
The students admitted that they loved this technique. They were enjoy, did not feel bored, but more enthusiastic to follow the teaching learning process. The students were braver, understood and more confident to speak up in front of the class. They also could express their words. They also admitted that they became active, happy and full concentration in the classroom. They were also motivated to speak English correctly.

Considering the explanation above, the researcher concluded that the research is successful and English songs MiniLyrics collaboration can improve the students’ pronunciation skill. The improvement of students’ pronunciation skill can be seen in the improvement of students’ scores. The result of the pre-test and post-test showed the significant improvement. The use of English songs MiniLyrics collaboration in teaching pronunciation can overcome the researchers’ problem that is how to make students more motivated in pronunciation activity. The students have a positive response to the implementation of pronunciation by using English songs MiniLyrics collaboration. The students’ pronunciation skill can be improved through English songs MiniLyrics collaboration. Because in English songs MiniLyrics collaboration, they can get information, knowledge and the real example of English pronunciation with the song plus lyrics collaboration and can practice in front of the class. And if they get difficulty in pronouncing the words, lack of vocabularies and low confidence, of course through English songs MiniLyrics collaboration they can reduce those problems. They can get real examples of the words and its pronunciation also sing together or individually to remind each other with happily. Beside that, English songs MiniLyrics collaboration is modified with videos, English songs, song lyrics, pictures and games, so it is fun and interesting. The students can be motivated and more easily in learning English pronunciation.
Besides the students, the chairman also has a positive response to the implementation of pronunciation by using English songs MiniLyrics collaboration. This technique and media gave good effects in English learning; in English pronunciation and the students learning outcomes. It made adding courage the students to speak and pronounce English correctly. So, it made learning became more fun and targeted on purpose made. Therefore, he also gave suggestions that this technique is very good to keep carried out, delivering of material to the method (English songs MiniLyrics collaboration) by using it in more varied media and it is modified by the progress of time.

In the application of English songs MiniLyrics collaboration have strengths and weaknesses. The strengths of this technique were 1. easier using: a). use combination between technology and materials. We don’t feel difficult to find songs lyrics. b). It also has large online time-stamped mp3 song lyrics database and it is expanding every day. 2. It is most flexible: can create your own time-stamped lyrics and share others. 3. It is more useful; a). the students: they can understood a correct pronunciation. b). Tool: It reads and displays English song lyrics. 4. This technique is new and modifiable way. It uses combination between technology and materials to development English teaching and learning processes. The lyric songs could be found easily sometimes according to the materials needed. It can be modified or combinated by others media likes pictures, flashcards, games etc.

The weaknesses of this technique were difficult application; if there is no or have the suitable learning equipment, such as LCD proyector, computer or laptop etc which can support this technique. It is also difficult to get resources; it probably happened, because it used combination technology and materials. It was difficult to find song lyrics sometimes according the materials needed. Therefore, this technique application forces us to be creative in the learning and teaching innovation. We must know what the learning equipments we had and how to apply it proportionally. Thus, it can overcome well in the implementation.

By the discussion above, the researcher concluded that English songs MiniLyrics collaboration can improve the students’ pronunciation skill at the beginner class of Elementary school students in LPKM Mitra English Course. It is proved by above description.

Based on the explanation above, the researcher concludes that there are differences between this study and the previous research written by Mega Lestari graduated from University of Ibn Khaldun Bogor (2011) entitled Improving Student Pronunciation Skills through Song. The previous research concludes that song is one of alternative media of teaching speaking and good tool for learns English as an International fun language. Song can
motivate students to learn pronunciation like native speaker. The teacher has to keep the students’s ideas in improving pronunciation and must be able to make the students have fun with English. While in this study the teacher used innovative and modification technique. It named English songs MiniLyrics collaboration. She states that English songs MiniLyrics collaboration can improve pronunciation skill because the students can sing, get information, knowledge and the real examples of English pronunciation. With the song plus lyrics collaboration. The students can practice it happily and reduce difficulty in pronouncing the words. This technique also increase their vocabularies and confidence. The second research is written by Yustiana graduated from Muhammadiyah University of Surakarta (2009) entitled Teaching English Using Song To Improve Student’s Pronunciation In PG and TK Alam Surya Mentari Kerten. In her research, Yustiana states that the mean score of pre-test is 66.67 in post-test, the mean score is 86.67. While this study shows that the mean score of pre-test is 58, 90 in post- test, the mean score are 100. The improvement of students’s speaking skill is 41, 10.

E. RESEARCH FINDING

Based on the research result and discussion, the researcher can draw the following conclusions:
1. The implementation of English songs MiniLyrics collaboration should be done in different and modification ways in order to improve the students’ pronunciation. To avoid the students’ error and mistake pronunciation and the monotonous process which made the student’s boredom in implementing the English songs MiniLyrics collaboration for example by collaborating it with videos, English songs, song lyrics, pictures and games. These materials were attractive to the students. Therefore, it can achieve the target of learning to improve the students’ pronunciation skill. By implementing English songs MiniLyrics collaboration in teaching pronunciation, the students have chance to be active, to understood better and to be cooperative in pronunciation activity. English songs MiniLyrics collaboration is a different and modified technique also media that can be effective to teach the students in a big class. Finally, the students’ pronunciation of LPKM Mitra English Course is improved.
2. English songs MiniLyrics collaboration improved student’s pronunciation. It can be proven by:
   a. The student’s achievement improvement result. The average result of the pre-test and post-test shows the significant improvement. The average of pre-test score is 58.90 while
average of the last post-test score is 100. English songs MiniLyrics collaboration is appropriate to be applied to the students who passive; have children’s characteristics and problems in the words pronouncing. Because it can make students more active, understood, easy to speak and pronounce the words also give full attention to the teacher in teaching learning process.

b. The education’s elements responses to these technique and media implementation.

1). The chairman and English teacher’s responses is positive. He said that these technique and media gave good effects in English learning; in English pronunciation and the students learning outcomes.

2). The students’ responses are positive. They loved these technique and media. They don’t feel bored, but more enthusiastic to follow the teaching learning process. The students are more active, braver, understood, and confident to speak up, easy to memorize, and express their words. They also admit that they become happy, enjoy, and full of concentration in the classroom.


a. Strengths of English songs MiniLyrics collaboration are:


2. Most Flexible: create our own time-stamped lyrics and share others.

3. More useful:
   a). The students : they can understood a correct pronunciation.
   b). Tools: It reads and displays English song lyrics.

4. It is new software and can be modify in teaching.

b. Weaknesses of English songs MiniLyrics collaboration are:

1). It is difficult to get resources

2). It is also a difficult application.

Therefore, these technique and media application forces us to be creative in the learning and teaching innovation. We must know what the learning equipments we had and how to apply it proportionally. Thus, it can overcame well in the implementation.

The researcher tries to propose some suggestions in the end of this chapter. Hopefully, these suggestions will be useful and meaningful for the teacher, students, other researchers, and informal school or course.

1. To the teacher
a. Teacher should always learn and be creative to find the way of how to teach speaking especially in pronunciation using appropriate and effective method.

b. Teacher must also give knowledge, motivation and explanation about the importance of pronunciation in English communication or universal communication.

c. Teacher should relate English songs MiniLyrics collaboration with other techniques and media such as videos, English songs, song lyrics, pictures, games. The other fun techniques and media in order to avoid monotonous teaching and make the students enjoy in learning.

2. To the students

a. Being aware that pronunciation is important in English communication, the student should be trained or practice to pronouncing individually or group.

b. Students are expected to be active and understood, so that they can follow the class activities. Because pronunciation is considered as an important skill in English speaking learning language, the students should develop their vocabulary mastery and how to pronounce the vocabularies to be successful in teaching learning process.

3. To the other researchers

a. The other researchers are expected to develop this research based on their own view and their different materials or teaching aid to imply this method, for example a topic likes a using English songs MiniLyrics collaboration to improve student’s vocabularies.

b. The result of the study can be used as an additional reference or further research with different discussion.

4. Informal School/Course

a. The result of the study can be used as evidence whose can increase their dedication for surrounding society especially in Jatinom, it has more take part in Indonesian education development in generally.

b. The result of the study can be used as reference of the chairman to decide what are good for the future course in the increasing inside and outside factors that can influence in the learning process, such as the learning equipments.
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