

**TEACHING ENGLISH USING SONG TO IMPROVE
STUDENT'S PRONUNCIATION IN PG AND TK**
ALAM SURYA MENTARI KERTEN



RESEARCH PAPER

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HAPTER I

INTRODUCTION

A. Background of the Study

Language has sound, forms, vocabulary, and grammar. Thus, it is reasonable that language is interesting to analyze. There are many phenomena of language use which happened around people. Song is one of those phenomena. Song consists of lyrics. Meanwhile, a song lyric can be used as another way for people to communicate to the other, to the young people, or to old people and vice versa.

There are song lyrics, which become model especially for children. The children song lyrics can help them to acquire their language. The authors of children song lyrics specially compose songs lyrics for children. It means song lyrics for children have special intonation and forms which are easy to be understood by children.

Teaching English to kindergarten is not easy and needs more patience. The process of teaching children or young learners is different from the process of teaching adults. It needs such method to make it easy in delivering the material.

For kindergarten, English is the first foreign language to learn, and the students just learn simple English pattern. As the beginner, the students have very limited knowledge of English. Sometimes it creates problems in learning process, especially pronunciation, the first is a genuine pronunciation problem,

which exists when the learners have difficulty in making the required sound to imitate. As the researcher has observed they tend to have problems in pronouncing the sound [S] as in “sleep”, “teacher”, [σ] as in “than”, [á] as in “three” in which these do not exist in Bahasa Indonesia. Secondly, a pronunciation problem occurs when the sound is not really difficult as such, but the learner is misled by the spelling. For example, the words “up” [ʌ], “[wool]” [v], “there [i], “black” [æ], “sky” [ɔi], and “how” [ɔ̃] are not pronounced as they are written so learning pronunciation is not easy for students.

According to Clack and Clark in Fauziati (2002: 171) Kindergarten is children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching techniques to make the English lesson more exiting. Fauziati (2002: 169) states that “teaching English to the beginner should need techniques. There are many ways of teaching English to young learners, but the most important aspect to teach English is building their motivation to learn the language”. In other words, make them feel that they need English, and make them think that English is a very interesting subject to learn become teacher’s main goal. One way to a rise their self enthusiasm is by the use of songs, which will enable them to give more reaction in learning English (Dickinson, 1987: 34). The songs can be used by the children outside the classroom for self learning.

As an attractive technique, taken from the student’s daily activities, the student will feel engaged in the English tutoring (Cross,1992: 164). Besides,

the songs are part of authentic materials required for studying about the foreign language directly from the native speakers. There are a lot of English expressions and culture in the songs, so that students can learn and expand their knowledge, not only now the words written. Students can also know how to pronounce them especially after listening to such songs. Moreover, learning English through songs can be effective to assist pronunciation, since the students can directly get the knowledge on how to pronounce the word from the song they hear, when students learn in an enjoyable situation, they will digest the lesson easily.

TK Alam Surya Mentari is a kindergarten located in Kerten. The students of this school is great in number. The situation of the teaching learning process is maximized in order that the students accept the transfer of knowledge and build their creativity optimal. However, English becomes one of the subjects of extra-curricular taught every Saturday. In opening and closing of everyday meeting, the students sing English song together.

Based on the observation of the students' score in English subject, it seems that they have lower level of pronunciation, for example they say [bok], and it is the wrong pronunciation. The result of the observation shows that the teacher has never given the practice of pronouncing some words. The teacher just focuses on the vocabulary and grammar used in the conversation. They, sometime, are asked to pronounce some words once or twice in order that the students are familiar with the words. In other word, there is no emphasis in pronouncing words.

In singing English song in everyday meeting, they are guided by their own teacher, which is not an English teacher. They can sing the song easily and cohesively except the fluency of their pronunciation is still not exact or there are some weaknesses. In this research, therefore, the writer wants to conduct the research in the extra-curricular time, that is in Saturday.

Based on the explanation above, the writer is interested in conducting a research about “TEACHING ENGLISH USING SONG TO IMPROVE STUDENT’S PRONUNCIATIONS IN PG AND TK ALAM SURYA MENTARI KERTEN”.

B. Problems of the Study

The writer attempts to answer the questions:

Does song improve the students’ pronunciation in PG and TK Alam Surya Mentari Kerten?

C. Objectives of the Study

Generally, this research describes the process of the use of English songs for teaching pronunciation to the young learners. Specifically,

1. it describes the implementation English songs as technique to help students to improve their pronunciation, and
2. to find whether English songs improves the students’ pronunciation.

D. Limitation of the Study

In this research, the researcher limits the research problem only on teaching English using song to improve the students' pronunciation in PG and TK Alam Surya Mentari Kerten.

E. Benefit of the Study

The research will give theoretical and practical benefits.

1. Theoretical Benefit

Related to this research, it is one of the contributions in the scope of linguistic study, particularly language teaching and phonology.

2. Practical Benefits

a. For Teacher

The Benefits of research are:

- (1) English teachers are able to avoid mishearing and mispronouncing word in teaching learning English,
- (2) they are able to improve the student's pronunciation ability, and
- (3) they are able to use songs effectively in the class.

b. For The Students

The benefit of this research for students they are able to

- (1) Listen and distinct English songs,
- (2) produce English songs correctly,
- (3) improve their pronunciation ability. Those benefits in turn, can improve student's English achievement.

F. Research Paper Organization

Chapter I is introduction. It consists of background of the study, previous study, problem of the study, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. It relates to English pronunciation, description of the English speech sounds, teaching English pronunciation, principles of teaching English pronunciation, English teaching method for children, and teaching English by using song, theoretical framework, and working hypothesis.

Chapter III is research method. It deals to type of the research, object of the study, subject of the research, data and data source, method of collecting data, technique for analyzing data.

Chapter IV is research finding, including the implementation of teaching English using songs and the result of the students' pronunciation who are taught using song, and discussion.

Chapter V is conclusion and suggestion.