THE EFFECTIVENESS OF SONG AS MEDIA IN TEACHING ENGLISH PRONUNCIATION IN SEVENTH GRADE IN SMP NEGERI 5 SURAKARTA

Submitted as Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

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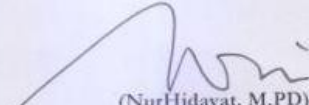
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THE EFFECTIVENESS OF SONG AS MEDIA IN TEACHING ENGLISH PRONUNCIATION IN SEVENTH GRADE IN SMP NEGERI 5 SURAKARTA

Abstrak

Penelitian ini bertujuan untuk menyelidiki keefektifan penggunaan lagu sebagai media dalam pengajaran pengucapan untuk siswa kelas tujuh di SMP Negeri 5 Surakarta. Pendekatan yang digunakan dalam penelitian ini adalah quasi eksperimen. Sampel yang digunakan adalah sampel tidak acak. Ada 2 kelas yang terdiri dari 30 siswa; kelas VII B sebagai kelas percobaan dan kelas VII C sebagai kelas kontrol. Instrumen yang digunakan adalah tes. Hasil penenelitian menunjukan bahwa) nilai pretest dari kelompok percobaan 1725 dengan rata-rata 57.5. Sementara itu nilai postest dari kelompok percobaan 2365 dengan rata-rata 78.8. Nilai pretest dari kelompok control 1360 dengan rata-rata 45.3 dan pada nilai postest dari kelompok control 1965 dengan nilai rata-rata 65.5. Ada perbedaan yang signifikan pada nilai antara siswa kelompok percobaan dan kontrol. Itu berarti bahwa menggunakan lagu efektif sebagai media pengajaran dalam pengucapan.

Kata kunci: Pengajaran Pengucapan, Lagu, Quasi-eksperimen

Abstract

This research aims to investigate the effectiveness of the use of song as the media for teaching pronunciation to seventh grade students of SMP Negeri 5 Surakarta. The approach used in this research is quasi-experimental. The sampling that used is non-random sampling. There are 2 classes consisting of 30 students; class VII B as the experimental class and class VII C as the control class. The instrument used was test. The result of the research showed that the pre-test score in teaching pronunciation from the experimental group was 1725 with an average of 57.5. Meanwhile the post-test score of the experimental group was 2365 with an average of 78.8. The pre-test score of the control group was 1360 with an average of 45.3 and the post-test score of control group was 1965 with an average score of 65.5. There is a significant difference score between students experimental and control group. It means that using song is effective as a media in teaching pronunciation.

Keywords: Teaching Pronunciation, Song, Quasi-Experimental

1. INTRODUCTION

Language is a very important tool of communication in human life. Humans use language both in oral and written form to express their ideas. According to Ramelan (1992:10), language is a random speech sound system used in

interpersonal communication by a group of humans, and which is in a rather detailed group of objects, processes, and events in the human environment. At present English has become an international language. People from various countries use English to communicate. Indonesian government chooses English as a foreign language taught at school. As we know, the process of teaching and learning English, especially for junior high school student is in dire need of special attention. They develop English language skills in interactions between students and teachers during the teaching and learning process. For Junior high school students, English is the first foreign language to be studied, and they only learn simple English patterns. As the beginner sometimes students have very limited knowledge of English, where each student has certain problem in the learning process, which is in the learning process of pronunciation. Pronunciation is a person's ability to understand a sound system which has a direct effect on the meaning of words in a language. One pronunciation technique for school students is using song as a learning media.

Dalton (1998: 3) defines pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use.On the other hand, (Hornby, 995: 497) Pronunciation is defined as the way in which a language is spoken. Another statement comes from Kristina (2007: 1) who defines pronunciation as the production and reception of sounds of speech and the achievement of the meaning. It means that the words, phrases, and sentences being pronounced should be intelligible. One pronunciation technique for school students is using song as a learning media. Song can be used to practice English pronunciation stored in the brain's memory unconsciously. This situation creates a relaxed and enjoyable learning process in the classroom. If students feel relaxed and feel happy in the learning process, students will be well motivated to learn the correct pronunciation. From song students can also learn many things such as culture and new words.

According to Parto (1996) a song is a group arrangement which consist of lyric and elements of music like rhythm, melody harmony, and expression. Moreover, Rasyid (2010) explains that a song can be used as an effective media in learning process for junior high school students. By singing, the students will study happily and have motivation to study actively. In addition, Lo and Li (1998) stated that songs play a significant role in motivating students to learn English. Singing songs and listening to music are enjoyable for learners. They are more relaxed and attentive than usual, and therefore, more receptive to learn. Songs can be motivated and captive the attention of foreign language learners. They can support the development of the ability of a leaner to read, write, listen and speak as well as providing opportunity for learning pronunciation. Another statement delivered by Harmer (2000: 242), that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. Based on the reasons above, the researcher finds that song can be used as an alternative way of learning English.

There were some studies that can support this research. The first research conducted by Hermansyah, Cici H, Dewi W (2018) which title is *The Effectiveness of English Song in Teaching Pronunciation to Elementary School Students in SD Bintang Pertiwi*, this research is used a descriptive method. Descriptive method is taken from the description of the situation of the object based on the fact in the new. Based on the research result and discussion, the use of English songs as the media in teaching pronunciation is significant improvement of students' ability in pronouncing English words.

The second research was conducted by Veronica Christamia (2014) which title is *Improving Students Speaking Skills through English Song and Puppets at Grade IV of SD N Adisucipto II in The Academic Year of 2013/2014*. The research was an action research consisting two cycles. The participants of this research were 23 students. Based on the research result English song and puppets can be improved the students speaking skill.

The research tries to answer of two problems which stated as the problems questions are, first "is the use of song as media in teaching English pronunciation effective, and the second one is how effective song as media in teaching English pronunciation." Therefore, the researcher was motivated to write a paper entitled *The Effectiveness of Song as Media In Teaching English Pronunciation In Seventh Grade In SMP Negeri 5 Surakarta.*

2. METHOD

The research design used is quantitative research. The researcher applied quasi-experimental research to investigate the effectiveness of song. In this design, both the experimental and control groups were compared, even though the group is chosen and placed without random. Two groups are given a pre-test, then given treatment, and finally given a post-test. The population of this research was taken from the seventh grade students of SMP Negeri 5 Surakarta. There were two classes that had been observed which were classes B and C. The sample research of two classes that are VII B which is consist of 30 students as experimented class and VII C which consists of 30 students as controlled class.

The method of data collection used in this research was through test. Tests were used to asses and measure students learning outcomes. The instruments used in this study were a pre-test posttest and lesson plan in accordance with the curriculum k13.

In this research there are two treatments using instruments in the form of test, namely tests conducted before and after treatment. The test is a pre-test, a test carried out before learning using song and narrative text of song. Then post test is a test that carried out after getting treatment, either using song or narrative text of song in learning English. After that the result of pre-test and post test are collected and compared. The technique analysis data used in this research is to use a paired sample t test with the help of the SPSS version 21 for windows. The test is used to find out whether presumption that has been accepted or rejected.

3. FINDING AND DISCUSSION

This research conducted at SMP Negeri 5 Surakarta. The population of this research was the seventh-grade students. The research subjects were students of class VII B as experimental class consisted 30 students and class VII C as control class consisted 30 students. The data of this research were obtained the pre-test and post test score. The students were asked to pronounce 20 items of words taken from the song being taught.

3.1 Implementation of Research

3.1.1 Initial Stage

Before conducting the research, the researcher prepared and completed the lesson plan, making research instrument, obtaining permission letter to conduct the research at SMP Negeri 5 Surakarta to the Headmaster. The experimental class was VII B and the control class was C. the teaching method used in the experimental class was song, while the teaching method used in the control group was narrative text of song.

3.1.2 Implementation stage

The implementation stage was conducted in one week. The current research was intended to know the effectiveness using song in teaching pronunciation, the score of the experimental and control group test were analyzed. The researcher was divided the test result into two groups called experimental group and control group. The researcher used statistical analysis to analyze data that had been collected. Then it is tested by using t-test formula to measure the differences of students score before and after treatment, and between at the experimental group and control group. Then the results of the test are analyzed by using descriptive data.

3.2 Discussion

The use of t-test formula is to examine the significant differences in the score achieved by the experimental group and the control group. Statistical analysis shows the differences between those taught using song and narrative text of song. The table below shows that the mean results of the experimental group pretest and posttest were 57.5 and 78.8. Therefore, the difference scores in the two scores are

21.3. Meanwhile, the pretest and posttest score of control group were 54.3 and 65.5 with difference 20.2.

Table 1. The Result of pretest and posttest experiment group and control group

No	Statistic	Experiment class		Control class	
		Pretest	Posttest	Pretest	Posttest
1	Students	30	30	30	30
2	Highest Score	85	100	80	90
3	Lowest Score	35	65	10	35
4	Mean	57.5	78.8	45.3	65.5
5	Median	55	80	45	65
6	Modus	55	80	40	65
7	Mean Different	21.3		20.2	

The mean of pretest of the experimental group was 57.5 and the mean of pretest of control group was 45.3 with the difference score about 12.2. The table result above can be seen that, the pretest score of experimental group is more than the control group. Meanwhile, the mean of posttest score of experimental group was 78.8, and the mean score of control group was 65.5. It means that the experimental group is achieved the higher score with the difference about 13.3. The score are different of both groups 1.1. In addition, the higher mean score was obtained by the experimental group, which get treatment using song. Based on the result of the statistical analysis using t test, the result of t count or the different mean between experimental group and control group was 13.426. If the value was compared with the t table with degree of freedom 0,05 as state hypothesis testing, t count 13.426 was less than 9.377. Therefore, based on the result of t count and t table the hypothesis testing was accepted. It means the use of song as media in teaching pronunciation was effective. Some researchers have done their research by using the same media and the results were successful. Henny Ratnasari (2017) applied English song as media in teaching pronunciation. The result of his research showed that the use of songs in teaching English is effective to improve the students' pronunciation and very beneficial for the students in order to facilitate them in learning English.

Hermansyah, Cici H, Dewi W (2018) used the same media in teaching English pronunciation. The research result is the use of English songs as the media in teaching pronunciation is significant improvement of students' ability in pronouncing English words. From the result above, it can be concluded that song are effective as teaching media in pronunciation.

4. CONCLUSION

The researcher would like to make conclusion, after discussing and analyzing the data. The use of English songs as media in teaching English pronunciation is more effective and can be improved the pronunciation of students SMP Negeri 5 Surakarta. Thus, it can be concluded that the problem statements are solved by using songs. There was a significant improvement after the researcher taught the seventh grade students at SMP Negeri 5 Surakarta by using English songs. On the other word, it could be concluded that the hypothesis was accepted. It can be seen that the result of t-counted value (13.426) which was greater than t-table value (9.377). It means English songs are effective in teaching pronunciation.

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