

**IMPROVING ENGLISH PRONUNCIATION THROUGH ENGLISH SONGS
OF THE SECOND YEAR STUDENTS OF SMP RK PATTIMURA
SATHEAN (MALUKU TENGGARA)**

SKRIPSI



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MAKASSAR

2011

PAGE OF APPROVAL

Skripsi with the title :

"IMPROVING ENGLISH PRONUNCIATION THROUGH ENGLISH SONGS OF THE SECOND YEAR STUDENTS OF SMP RK PATTIMURA SATHEAN (MALUKU TENGGARA)".

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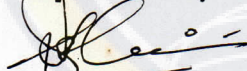
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Department : **English Education Department**

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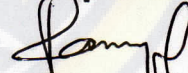
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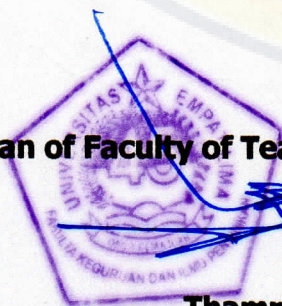
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ACKNOWLEDGMENT

First of all, the writer would like to express her gratitude to my savior, Jesus Christ almighty God because of his wil, blessing and guidance, the writer could finish this study. This skripsi is entitled "Improving English Pronunciation Through English Songs of SMP RK Pattimura Sathean (Maluku Tenggara)".

In writing this skripsi the writer has been helped by several people that have made it possible to complete it. Therefore the writer would like to express her deep appreciation to the first supervisor : Hj. ST. Haliah Batau, S.S., M.Hum, and the second supervisor Rampeng S.Pd. M.Pd who have patient guided, assisted and encouraged me in finishing this work through their suggestion, motivation and correction since the preliminary steps of the draft until the completion of this skripsi.

The writer would like to say thank you to the Dean of FKIP Universitas 45 Makassar Thamrin Abduh, S.E, M.Si and also Drs. Luthfin Achmad, M.Hum as the representative Dean of FKIP Universitas 45 Makassar, and to all lectures, for their guidance in completing the Strata study program.

The writer would like to extend her appreciation to Ferdinandus Warayaan, S.Pd the Headmaster of SMP RK Pattimura Sathean (Maluku Tenggara), and all students of the second year who have given their opportunities to conduct the research and collect the data in class.

The writer would like to say her special thanks to my beloved father Primus Ikanubun and my beloved mother Rosa De Lima Renrusun for their love, contribution, in moral and material also this prayer for safety and success.

My beloved brothers Rm. Jack Renyaan, Pr. Rm. Tony Mayabubun, Msc, Rm. Jimmy Balubun, Msc, Mersy, Samidut, Steven, Phitier, Emus, Endi, Gatot and also my beloved sisters Petronela, Enjelica, Imelda, Beatrix, Dian Utami, Odilia you are good brothers and sisters because of your love, prayer and support during the year of study. Also the writer does not forget to my nephews and my big family and all of my friends for their support in completing my skripsi.

Finally, the writer realize that skripsi has many weakness because no body is perfect. May the Almighty God always be with us, Amin.

Makassar, August 2011

The Writer

TABLE OF CONTENTS

PAGE OF TITLE	i
PAGE OF APPROVAL	ii
PAGE OF ACCEPTANCE	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
LIST OF TABLE.....	ix
LIST OF APPENDIX.....	x
ABSTRAK	xi
Chapter I : Introduction	
A. Background.....	1
B. Problem Statement.....	2
C. Objective of the Research	2
D. Scope of the Research	2
Chapter II : Review of Related Findings	
A. The Previous Research Findings	3
B. Some Pertinent Ideas	3
1. The Nature of Pronunciation.....	3
a. The Concept of Pronunciation.....	3
b. Kinds of Pronunciation	4
c. Learning English Pronunciation	6

d. Technique of Teaching Pronunciation.....	6
e. The Importance of Pronunciation.....	8
2. The Nature of Songs.....	15
a. What is Song.....	15
b. The Advantages of Using Songs in Learning Process	19
c. Why English Song.....	22
d. Creative Listening to Song.....	24
e. Reasons of Using Song	25
f. Presenting the Songs.....	28
C. Theoretical Framework	30
D. Hypothesis.....	30
 Chapter III : Research Method	
A. Research Method.....	31
B. The Population and Sample.....	31
C. The Variable and the Operational	31
D. The Research Instrument.....	31
E. The Procedure of the Research.....	32
F. Techniques of the Data Analysis	33

Chapter IV : Finding and Discussion

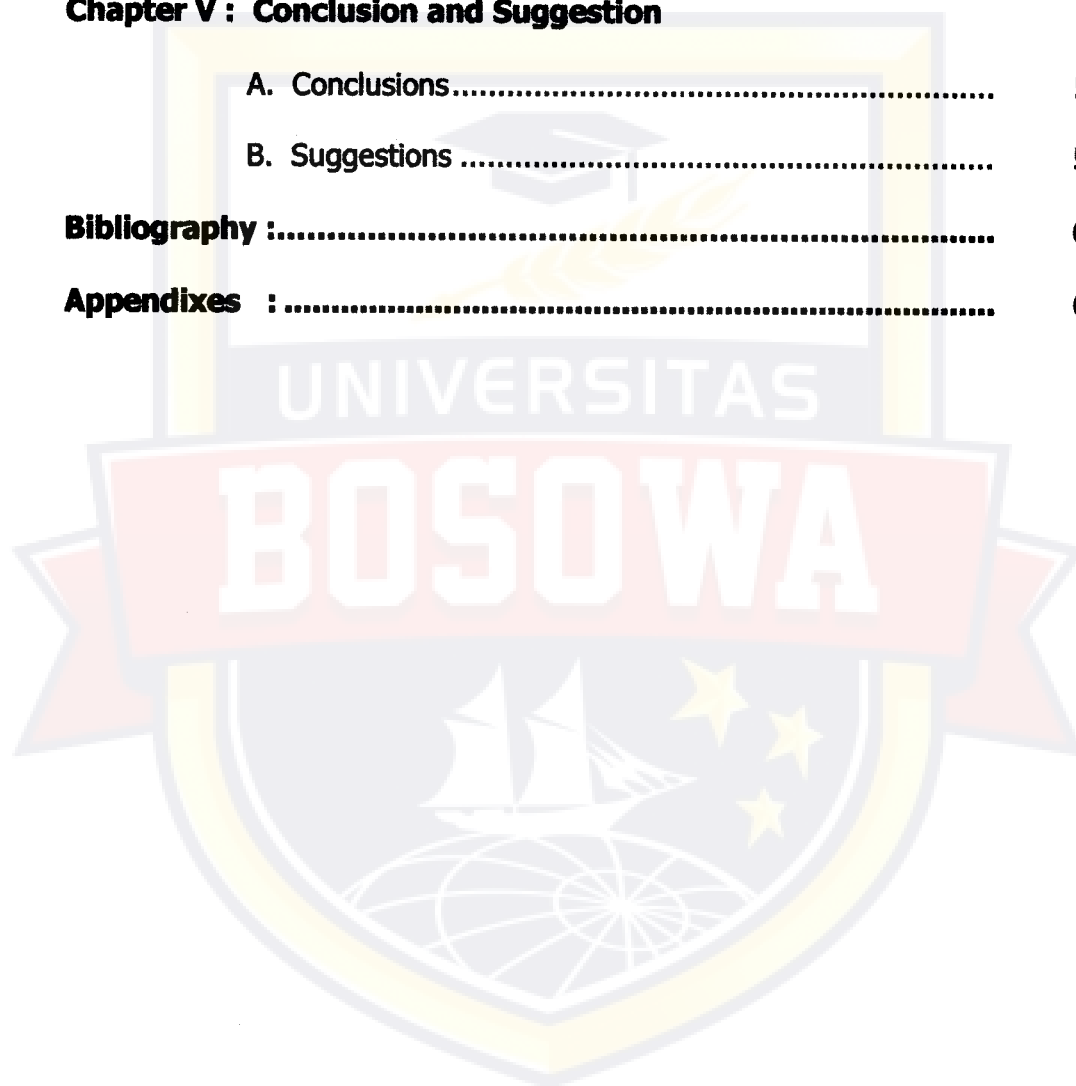
A. Finding	36
B. Discussion.....	58

Chapter V : Conclusion and Suggestion

A. Conclusions.....	59
B. Suggestions	59

Bibliography :	61
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Appendixes :	63
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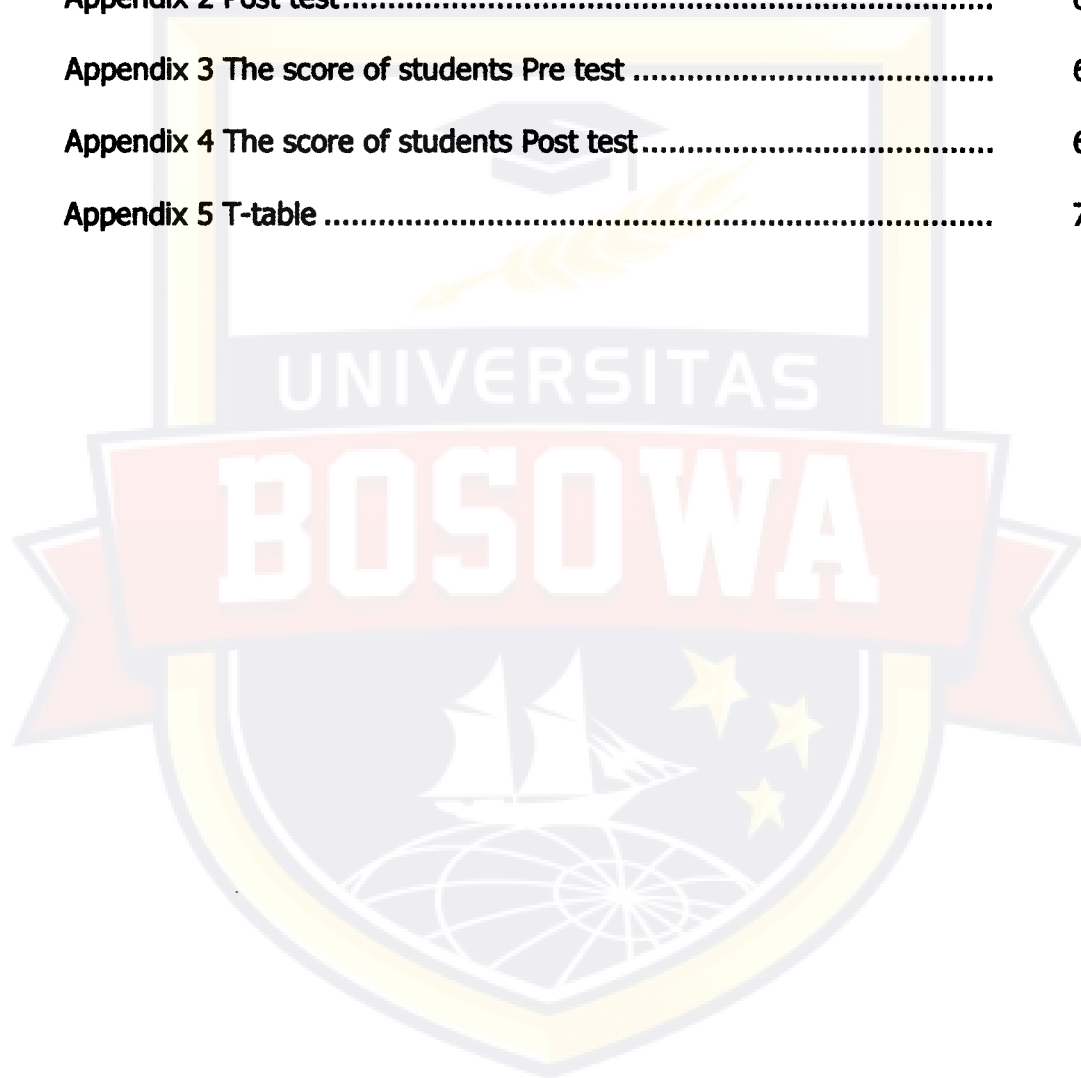


LIST OF TABLE

	Page
Tabel 1. The Mean Score of Pre - test (X_1) and Post - Test (X_2).....	36
Tabel 2. The Rate Percentage of the Students Score before the Treatments is Given	38
Tabel 3. The Rate Percentage of the Students Score after the Treatments is Given	39
Tabel 4. Students' Mispronunciation In Pre – Test	40
Tabel 5. Students' Mispronunciation In Pre – Test	41
Tabel 6. Students' Mispronunciation In Pre – Test	42
Tabel 7. Students' Mispronunciation In Pre – Test	44
Tabel 8. Students' Mispronunciation In Pre – Test	45
Tabel 9. Students' Mispronunciation In Post – Test.....	46
Tabel 10. Students' Mispronunciation In Post – Test.....	48
Tabel 11. Students' Mispronunciation In Post – Test.....	49
Tabel 12. Students' Mispronunciation In Post – Test.....	50
Tabel 13. Students' Mispronunciation In Post – Test.....	52
Tabel 14. The mean score the students' in pre test and post test.....	53
Tabel 15. Test are significant different between pre – test and post test	54
Tabel 16. The t-test of the student achievement.....	57

LIST OF APPENDIX

	Page
Appendix 1 Pre test	64
Appendix 2 Post test.....	66
Appendix 3 The score of students Pre test	68
Appendix 4 The score of students Post test.....	69
Appendix 5 T-table	70



ABSTRAK

MAKARIA IKANUBUN. IMPROVING ENGLISH PRONUNCIATION THROUGH ENGLISH SONGS OF THE SECOND YEAR STUDENTS OF SMP RK PATTIMURA SATHEAN (MALUKU TENGGARA) *di bimbing oleh Hj. ST. Haliah Batau, S.S, M. Hum dan Rampeng S.Pd., M.Pd*

Masalah utama yang diungkapkan dalam kajian ini adalah apakah penggunaan lagu bahasa Inggris dapat meningkatkan kemampuan melafalkan kata-kata Bahasa Inggris.

Jenis Penelitian ini adalah bersifat penelitian experimental yang menggunakan pre – test (tes awal) dan post – test (tes akhir). Sampel terdiri dari dua puluh siswa yang terdaftar pada tahun akademik 2010-2011. data yang diperoleh melalui tes awal dan tes akhir yang dianalisis dengan menggunakan rentangan nilai.

Hasil penelitian ini menunjukkan bahwa penggunaan lagu berbahasa Inggris dapat meningkatkan kemampuan siswa dalam melafalkann kata – kata bahasa Inggris. Hal ini dinyatakan dengan perbedaan yang signifikan dalam taraf 0,5 antara nilai rata-rata tes awal 6,73 dan nilai rata-rata tes akhir 7,98.

Studi ini menyimpulkan bahwa penggunaan lagu berbahasa Inggris sebagai suatu strategi mengajar memberikan nuansa baru dalam pengajaran bahasa Inggris dan menjadi kebutuhan dalam upaya meningkatkan pelafalan siswa.

CHAPTER I

INTRODUCTION

A. Background

A lot of Western Songs written in English have traveled in many countries around the world even to the countries where English is spoken as foreign language including Indonesia. The level of English as an international language supports this case. The people who listen to this language can enjoy the songs even they do not understand what the songs are about. The songs can please their ears.

This is correlated to English language teaching, because it is very helpful where the students can learn many things through songs, namely; listening to English, comprehension, vocabulary, culture, and pronunciation.

Focus on the pronunciation, the learners can listen to how the native speaker pronounces the English words and then they imitate as well. They can try this way repeatedly until getting perfect.

In this research, the researcher tries to do something to the students who have learnt English for about two years. The researcher is sure that the students were lack of pronunciation because they are lack of practice it and they are uncommon to study by listening to native pronunciation. It is expected that this approach can improve their

pronunciation skill. The researcher expects that the students will love to study English pronunciation mainly through English songs, particularly the ones who have related to these activities, such as TV, VCD Players, tape recorder, etc.

B. Problem Statement

Based on the statement above, the researcher formulated a question is English song can improve the students pronunciation of SMP RK Pattimura Sathean (Maluku Tenggara) and how far the song can improve the students' pronunciation.

C. Objective of the Research

Seeing the research question given above, the researcher intends to conduct this research in order to obtain information to the study of pronunciation through English songs and how far the songs can improve the students' pronunciation.

D. Scope of the Research

The scope of this research was limited to the English consonant sounds, because the English consonants must be pronounced in right procedure to get a good communication. This aim at finding out the data on mispronounced of English consonants that normally produced by the earners of English students.

CHAPTER II

REVIEW OF LITERATURE

A. The Previous Research Findings

Several the researchers have performed the study related pronunciation ability of the second language learners of English. They are :

Burhanuddin (2000 : 39) found that by using song, the teacher can activate the students emotional mind in language classroom. They also feel relax and enjoy the class. He continues that using song in a language classroom does not mean to teach the students to song all the time but to teach them to pay attention at least on the words, the meaning and th pronunciation.

Mustafa, (1997 : 49) found that the use of songs in oral language can engage the students to speak actively, this means that the students can practice pronunciation through speaking at expressing every word.

B. Some Pertinent Ideas

1. The Nature of Pronunciation

a. The Concept of Pronunciation

There are some definitions of pronunciation given by linguistics are follows :

Penny (1996 : 48) says why the learners make pronunciation error? It can be caused by various sources, some of them are :

- 1) A particular sound may not exist in the mother tongue, so that the learners are not used to form it and therefore tends to substitute the nearest equivalent that he or she knows.
- 2) A sound does exist in the mother tongue, but not as a separate phoneme that is to say, the learner does not know the meaning.
- 3) The learners make the actual sounds right, but have not learnt the stress, patterns of the word or group of words, or they are using an intonation from their mother tongue which is inappropriate to the target language, the result is a foreign language sounding accent and possibly misunderstanding.

All of the definitions given above are closely related to the lexical meaning of the word pronunciation, which is the way of expressing or to sound them,

b. Kinds of Pronunciation

According to Yapping (1988 : 37-38), there are three kinds of pronunciation namely :

1) Nature pronunciation

Nature pronunciation is the way of expressing words by native speaker. The style of this pronunciation is a typical one that in countries where English is used as the language.

2) Nature like pronunciation

Nature like pronunciation is the way of words by non nature speakers that sound like a native one, the style of this pronunciation is usually found in the countries where English is taught and learned as a second or foreign language.

3) For nature like pronunciation

The English pronunciation that is involved in this category is commonly used by all English learners in countries where English is used as foreign language. The language used finds it very difficult to use a native like pronunciation.

In all situations, these three categories have a great influence to the students who learn English pronunciation. The foreign language learners of English find it difficult to pronounce like pronunciation.

c. Learning English Pronunciation

1. Why should we study English pronunciation ?

We should study English pronunciation because pronunciation is the biggest thing that people notice about our English. We should study it even if we think we can already communicate in English.

2. Show to learn English pronunciation?

We will need to :

- a. Learn to pronounce every English sound correctly. The sounds of English and the International Phonetic Alphabet are shown in this research.
- b. Understand phonetic transkription. The system for writing the pronunciation of English word phonetic transcription is usually written in the international Phonetic Alphabet.
- c. Learn the pronunciation of every English words in good English dictionaries.

d. Technique of Teaching Pronunciation

the aim of pronunciation teaching must be able to make the students produced English speech which is in telling idle in the areas where they Will use it. Broughton (1987: 58) classifies some

technique that can help them in pronouncing English words properly are :

- a. By imitating correctly in hearing something what is to be limited.
- b. By listening the teacher can direct their attention to the sound differences.
- c. By explaining the position or the tongue or even the diagrams and the use of mirror.

Broughton (1987 : 62-63) states that pronunciation practice itself might be very short or may occasionally occupy several minutes in either case a few key principles should be followed :

1. Recognition practice should precede production practice.
2. Since production reinforces recognition, there is no need to wait for perfect recognition before asking for production.
3. The sounds to be heard and spoken should be clearly highlighted in short utterances.
4. It sounds not be taken to the extent or tongue twister.
5. Students should be given the opportunity to heard, the some things said by more than one voice as the model.

6. The English sounds can be demonstrated in constructs with other English sounds or else in contrast with sounds from the native language.
7. The target sounds contrast should be shown to function meaningful.

And then there is other assistance to learn the pronunciation in the most efficient ways of showing the contrast is by minimal parts, any parts of words or phrases or sentences where there is only one feature to distinguish them.

e. The Importance of Pronunciation

Pronunciation is the most particular subject in the English language learning, because it is quite difficult for the learners who learn it as a foreign language or as second language. In some cases the difficulties are due to the fact that irregular spelling of the language offers the poor guidance to its pronunciation and the difficulties are due to interference from the first language to the target language (Anas 1988 : 1)

One of the English sounds which discuss the system of speech is phoneme. Gunadi (1996 : 6) views several definitions about phoneme from the linguists, such that follows :

1. A phoneme is the smallest constructive unit that may bring about a change of meaning.
2. A phoneme is the smallest unit of the sounds by means of which a change of meaning can be affected in any one language.
3. Phoneme is the unit of the sounds system that distinguish words of language as represented ideally by single letter of the alphabet.
4. A phoneme is the minimum significant sounds unit. The smallest of the sounds which can bring about a change of learning.

Point out of the above statement, the pronunciation hold the main role of the English communication. By pronouncing a word perfectly the message of the information which being discussed is understandable.

Pronunciation is another aspect of a language appreciated with accuracy increasing argues that a mastery a new language is not measured by the large size or vocabulary are not by completeness of grammatical role process, but is measured by how well the used, the vocabulary and grammatical idea in

communication. Because a good conversation requires good pronunciation.

Therefore, vocabulary and structure one master are useless in conversation when pronunciation neglected. In this case, the teacher should have clear pronunciation,

a. Aspiration problem : a period of voiceless after release of a pronunciation, as in English "pie" which does not occur in Bahasa Indonesia.

Ph in "pipe" pronounced p.

Th in "tie" pronounced t.

Kh in "cat" pronounced k.

b. Voiced at the end of a word sounds like voiceless

"Lab" b pronounced as in "lap" p.

"Hard" d pronounced as in "heart" t.

"Food" d pronounced as in "foot" t.

"Boy" y pronounced as in "beck" k.

c. Some phonemes in English do not exist in Bahasa Indonesia

"They" was pronounced like in "day" d.

"Thin" pronounced like in "sin" s.

Thank" pronounced like in "sank" s.

"Eyes" pronounced like in "ice" s.

"Shade" pronounced like in "said" s.

"Very" pronounced like in "ferry" f

d. English have more voices than Bahasa Indonesia

I : and I

Feel-till, feel/fill this boy

Sleep - slip, don't sleep/ slip on the desk

Ey (ei) and e

Taste - test. Can you taste/ test it?

Sail - sell. He wanted to sail/ sell the boat

U : (uw-and u)

Pooling - pulling. They are pooling/ pulling it.

Fool - full. Only a full/ fool horse would do it.

Ow (ow/ o)

Coat - cot. That coat/ cat is too small,

e. Consonant cluster problem

Film pronounced like filem

Screaming pronounced like sekriming

Written pronounced like riten

Correct pronunciation as the main part of language learning.

Five techniques below are considered to be suitable to serve the pronunciation class,

1) Repetition

Repetition drills are quite helpful for students improving their pronunciation.

2) Hearing practice

Hearing practice is truly indispensable in teaching the sounds. Students are able to produce sounds perfectly. In this case, hearing practice is really needed. Listening comprehension by students could be trained through English song. In other word, English songs give more contribution toward students' pronunciation.

3) Exposure

Many researchers prove the motion that quality and intensity of exposure is more important than the more length of the time. It depends on the students' attention and interest.

4) Identity of language ego

Yet another influence is one attitude towards speakers of the target language and the extent to which the language ego

identities those speakers where the learner need to be reminded of the importance of positive attitude toward the people who speak the language.

5.) Motivation and concern

Some learners are not particularly concerned about their pronunciation. While other are the extend to which their intrinsic motivation toward improvement will be perhaps the strength test influence of all five factors in this case.

Mardian (2002 : 198) comment that we cannot develop speaking skill unless we develop listening skill, to have successful conversation students must understand what is said to them such as things conveyed through radio, television, cassette, etc. either from native speaker voice for native ones. The ability to understand spoken English may become very important. In this case, the writer thinks that to have the ability of listening, one ought to know well about the English sounds system because to have clear pronunciation we have to have good ears.

The students of spoken language are faced at the out set with difficulties of five kinds in the matter pronunciation : Jones

(1991 : 2) state that the difficulties of pronunciation are as follows :

1. He must learn to recognize readily and with certainty. He various speech sounds accusing in the language. When we hears them, pronounced: he must more over learn to remember the acoustic qualities of those sounds.
2. He must learn to make the foreign sounds with his own organ of speech.
3. He must learn to use those sound in their proper places in connected speech.
4. He must learn the proper usage in the matter of the "sound attributes" or "prosodies" as they are often called (especially length, stress and voice pitch).
5. He must learn to pattern sound, voice. To join each sound of a sequences on the next on no pronounce the complete sequence rapidly and without stumbling.

The explanation of the nature of the five difficulties of pronunciation can indicate shortly the appropriate methods for enabling the students to surmount them.

2. The Nature of Songs

a. What is Song

Some definitions related to songs are given by linguists are follows :

The advance learners' dictionary in Nur (1996 : 14) defines song as short poem or number of verses set to music and intended to be sung. Instead of that,

Oslojic, (1987 : 50) defines song of music as one of the basic expression of the human spirit that contains the unique meanings. He continues that song can put forward different meanings (expressions), such as advise, critics, love, etc. As matter of fact, song has become one of the important parts in English skill, namely listening, speaking, reading, and writing.

George in Ostajic. (1987 : 50) discovers suggestopedia as teaching foreign language. This strategy deals with the music in a learning process accompanied by concert sessions, in which the students sit in armchairs listening to new language item that accompanied by a careful classical music selection and it deals not only accompany the teaching but also a teaching elements.

Petty (1996 : 23) states that Folk Song is better to use in teaching in ELS classroom if the teacher desires to deal with the study on vocabulary or the social background. It also helps the study to be easy to keep in mind, because of the beautiful a rhythm and the melody. It runs slowly and easy to catch up the words through listening.

The Webster's dictionary defines song as short musical composition made up mutually dependent words and music that together produce a unique.

In conclusion, a song is a piece of art work inspired by the story of life. It can be about happiness, love, hate, goodness, and others, songs become more interesting with various matters they may convey by the message of songs.

Caromine (1993 : 27) divided songs accordingly to their mother, their songs are about the meaning of life.

A research conducted by Radovsky in Adi (1998) showed that children who have art education have some superiority, such as they look happier, more enthusiastic, and disciplined. Moreover, "in their teaching-learning activities they have higher level of

reading comprehension and mathematic than children who did not have art education.

Mergolin in Hamdalin (1999 : 19) give some points on how to teach children in using songs :

1. When the teacher wishes to introduce a new song to the students, the teacher may discuss ideas related to the song. The teacher may even have up pictures that can enrich imaginary related to the musical expression.
2. If the teacher will use a recording for teaching a song the teacher if the children listen to it and sing along with it. Teacher may turn down the recording in volume as the children how the song better and come through stronger inuring the words of the song.
3. The instruction of songs should have been pleasant.
As teacher sing the song the children are asked to join in wherever they can the teacher note the difficult parts of the song the children and emphasize those parts so that the children may practice them. Then, the entire song is sung again, so that the children become accustomed to hearing it and sing correctly.
4. Teacher need to remember that children who are watching the teacher sing they learn the attitude.

Smith in Jaelani (2002 : 21) states that song can be used in reading vocabulary. They can be profitable to improve the student's vocabulary by memorizing song. So they do not only give entertainment but they can also enrich their vocabulary. The artistic taste of using song in teaching vocabulary can motivate the students to actively participate in teaching-learning process in which it is used.

Songs have a long history and are as old as music itself. Since singing is the oldest means of communication. There has always been a folk song which has been created not by any composer, but an entire race of people who sang their hopes, dreams and frustrations who translated stories and legends into poem and melody. The treasure of vocal music emerged in many different countries, nursed and grown by the people themselves Yerkes (1975 : 268) In Zulaikhah (1996 : 38) defines song as :

1. Music produced by the human voices.
2. Particular of words sing to a melody.

Drawn from the definition above, there are three kinds of basic terms namely music, human voice and set of words. This





song is a particular set of words which is intended to be sung by human voices and set to music.

From those definitions, it can be concluded that song is a kind of literary works that used to entertain people. Living without song and or music will make the word very lonely,

b. The Advantages of Using Song in Learning Process

Nambiar (1985 : 79) states as follows :

- 1) The use of song in English language classroom allows the students to hide behind the music.
- 2) By using song, language can be combined with recreation and aesthetic appreciation for a change of space in the classroom to enhance motivation.
- 3) Songs introduce an atmosphere or gaiety, fun and informality in the classroom which is a far more conducive environment for language learning that a strictly regimented atmosphere was the students are pounced upon for the least bit of divination norms or for making any unnecessary noise.

The learning atmosphere can motivate the students to participate actively. The students' boring can mineralize by the

use of media in teaching English. Griffie in Mustapa (1997 : 42) gives six reasons for using songs in the classroom :

- 1) For many reasons students feel insecure in receiving a new language there for, song and music can help students relax and create an enjoyable classroom atmosphere.
- 2) Song can provide language input. We can expose students to the rhythms of language.
- 3) Music and song is a reflection of the time and place that produce it thus it helps.
- 4) Song can be used as text in the same way as a passage short story or poetry or other piece of authentic material.
- 5) Song maybe used as the text itself in a variety after a regular lesson, singing a song for change of pace.
- 6) Song can arise students' interest in learning the foreign language because songs may have a powerful impact on us.

The use of songs in the classroom as a teaching medium is not a new idea. However, Murphy in Fiere (1988: 13) argues that pop music remains unrecognized and under exploited domain for high intensity, authentic and extremely relevant reading material.

Three of them are cited briefly as follows :

a) Classroom atmosphere

Songs and music can be used to relax the students and provide an enjoyable classroom atmosphere. For a reason, students feel ensure inherently in receiving new language learning.

b) Language input

We could expose students to the rhythm and additional because a popular song contains example of daily speech. For example, in any songs the "ing" to just "n" in sound, but this reduction, is a regular feature of Standard English. Natural language of songs as apposed to the article language in many textbooks is one way to incorporate modern living classroom.

c) Culture output

Every song is culturing capsule containing with in itself. A significant place of social information music and songs are reflection of time and place also be used to evoke historical period of time.

Salundung (1999 : 42) stated that using songs in language learning have many advantages, as follows :

- 1) Songs can provide an excellent means for receiving information.

- 2) Another contribution of songs in teaching pronunciation where songs are applied as a medium in teaching pronunciation.
- 3) In teaching structure and sentences patterns, songs are interesting in serving material, and
- 4) Song can be a way of introducing various aspect of culture or stimulating a conversation on contrast and similarities,

c. Why English Song

Every word, expression we use has cultural dimension. Culture is the means by which the community communications. If people were not referring to a commonly agreed upon a set of meanings in their interaction which each other, no communication will take place. Speakers of a language not only share the vocabularies and structure of the language but also they share receipt on reality. No two languages show one - to - one correspondence between vocabulary items or grammatical structures. It based on the reason that learning a second language without learning about and understanding the culture in which it is used, will not enable on individual to communicate effectively with speakers of a language.

Briefly, we can say those English songs, we use as cultural approach to make students become closer to the native speakers pronunciation, since, we stand to the fact that songs are combination of words or phrases, which have rhythm, stress, intonation, and accompanied by musical instrument, where every word or phrase itself has cultural dimension like have been stated above.

According to Griffe (1992 : 4) no one exactly knows that why the songs are powerful, but everyone knows from that reflects the human sense of art through songs, human tries to reflect a story of life that may convey of the real the human emotions and experience, love and hatred, wealth and poverty, joy and misery, freedom and slavery, happiness and sadness, which deal with emotional appeal to the young and old. Songs speak to us directly about things we experience, they reassure us in the willing to learn, to sing a song in foreign language, even they do not fully understand or particularly understand the meaning of the words. This tendency helps teacher to motivate the students to learn English particularly in improving their pronunciation.

A conclusion we can take from the statement above that besides the value entertainment, song also have pedagogical value and benefits.

Santos (1995 : 30) also says that songs can be helpful in creating learning environment and generating favorable expectation of the class, using songs avoids the head or an early spotlight landing on timid students' misconceptions of how difficult it is to use a new language. (Me Donald in Nambiar 1985: 79).

d. Creative Listening to Song

Ostajich, B (1987:51-52) continues that song or music when introduced in a foreign language classroom can set up a good condition for creative work for both teacher and students. Sometimes it can be used as a background reading of poetry to the students. In this case, while listening to the music (song) they can experiment with the foreign words or expressions.

Related to song and pronunciation, the students can judge the way native speaker pronounce the words that they can imitate.

Today, most English 'learners like slow pop and slow rocks in our country, so that it is better to use these kinds of song for teaching materials in developing pronunciation skill.

e. Reasons of Using Song

There are some reasons of using songs in language learning given by Rost, (1991 : 23).

- 1) Songs have a great tendency to attract the attention of people that other forms of mass media may lack.
- 2) Students are often willing to learn to sing a song in a foreign language even if they do not fully understand or partially, understand the meaning of the words.
- 3) Song will give or share the students with amount of dramatic departure from the normal pattern that they can use in a brief moment of time.
- 4) Song introduces an atmosphere of gaiety, fun and informally in the classroom.
- 5) Song can allow the students to have a great and whole participation during classroom takes process because at least all of the students will sing together.

The song presented by Westlife "I have a dream ". A piece of which is shown as follows :

I Have A Dream

I have a dream, a song to sing

To help me cope with anything

If you see the wonder of a fairy tale

You can take the future even if you fail

(chorus)

I believe in angels

Something good in everything I see

I believe in angels

When I know the time is right for me

I'll cross the stream – I have a dream Oh yeah

I have a dream, a fantasy

To help me through reality And

my destination makes it worth the while

Pushing through the darkness

Still another mile

To help me cope with anything

If you see the wonder of a fairy tale

You can take the future even if you fail

I believe in angels something good in

Everything I see

I believe in angels

When I know the time is right for me

I'll cross the stream – I have a dream

Oh....

To work with the song of Westlife firstly had the students to listen to the song about some lyrics. He then asked the students to comment orally about the song as far as they can. Some students tell about the song variously to their mind even in a word, phrases, or sentences. He then asked them to listen to the song again carefully and asked them to write their command in a short essay about the song.

Some teachers of foreign language have used music and songs to teach foreign language, such as :

1. Ostajic (1987) also uses music to encourage students on writing poem. He conducted this study to the Secondary-school students in "ognjn prica" grammar school in Sarajevo. He says that the music can help the students to write poems with the fresh image within more, sensitive to the sound and color of the words.

2. A popular song also used by Westlife as stated above.

Based on neurological review, Goleman (1997) state that there are two kinds of human's mind rational and emotional mind. The rational mind works by analyzing fact logically, whilst emotional mind works based on intuition. Even though they both difference in their ways, they work harmony and influence each other.

Spolsky (1989) review the rational and emotional mind based on the function of the two hemispheres of the brain (cerebrum). The right hemisphere specialized for music and recognition or complex visual patterns. The left hemisphere specialized for analytical ability and some aspects of language,

f. Presenting the Songs

In this research, the writer proposes a way to utilize songs in the foreign language class. The activities integrate the language skills, listening, reading, speaking, and writing. The activities are as follows :

- 1) Give the students drills

The teacher pronounces the words being introduced and the students repeat what they hear from the teacher. The activity demands the students to listen carefully and to utter what they hear.

a. Write songs on the blackboards

The teacher writes the songs on the blackboard and then tells the students to pronounce. The students read the songs aloud, gives the chance of remedial revision by the teacher if it is needed.

b. Give the songs

The interesting step is listening to the songs. The students are not allowed to listen to the song only, but we have to sing together

c. Give the reinforcement exercises

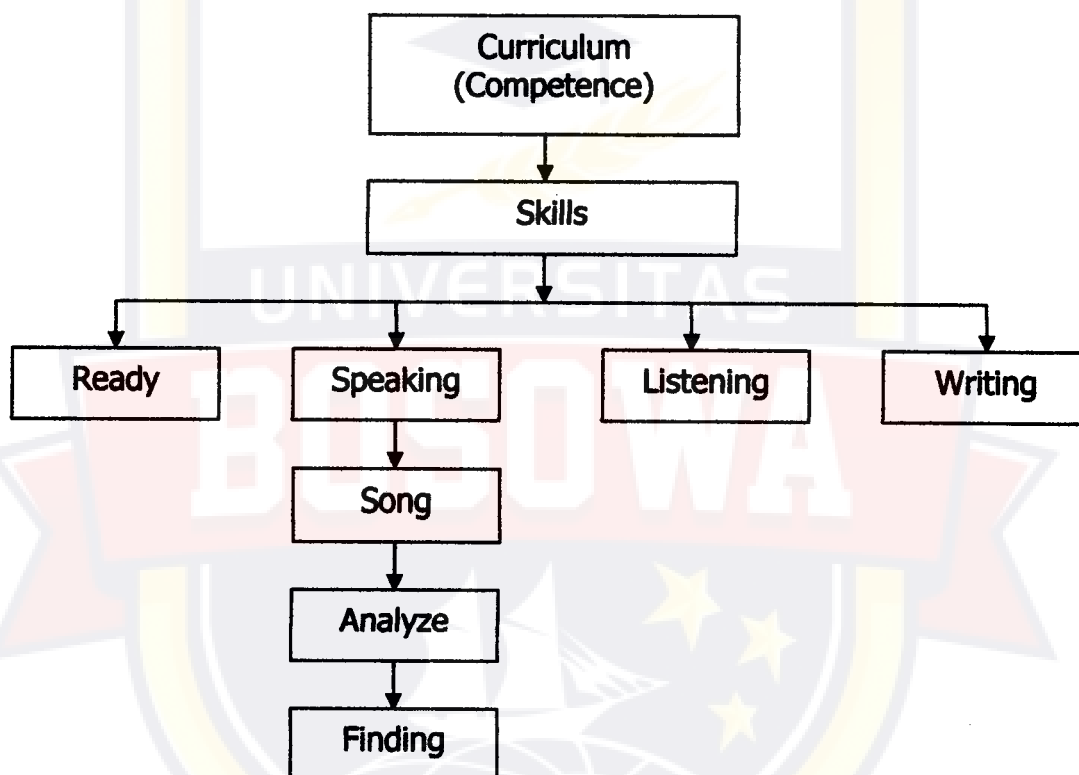
The next step is the students are asked to sing a song by using the songs given.

d. Review and feedback

At the end of the session, the teacher explains the lessons once again.

C. The Theoretical Framework

The theoretical framework underlying the writer is given in the following diagram :



D. Hypothesis

Null hypothesis (H₀) : English songs can improve the students' pronunciation of the second year students of SMP RK Pattimura Sathean (Maluku Tenggara).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

This writer was be conducted through the pre - experimental method with one group pretest and post test it aims at finding out the improvement of the students' pronunciation through English songs.

B. The Population and Sample

The population of this research was all of the students of SMP RK Pattimura Sathean (Maluku Tenggara) and the number of them is about 100 students. In this number seems very large for the research, so that the sample is required by taking 20 students from the classes randomly as a single group design.

C. The Variable and the Operational Definition

There are two variables in this research. They are the improvement of students' pronunciation as the dependent variable and English songs as independent variable :

- a. The improvement of students' pronunciation is a kind of learning activity to improve the students' pronunciation skill. In this case, by using English songs.
- b. English songs are the songs used by the researcher as air instrument to improve the students' pronunciation.

D. The Research Instrument

The instrument used in this research is the pronunciation tests.

Beside that the researcher also uses songs as the teaching instrument to improve the students' pronunciation. The tests will be conducted twice, The first is given as the pretest, before the treatment and as the post-test after the treatment.

The data collected through the test are analyzed to see the pronunciation improvement.

E. The Procedure of the Research

The procedures in conducting the research are as follows :

$O_1 \longrightarrow X \longrightarrow + O_2$

Where:

O₁ = pretest

X = treatment

O₂ = post-test

Gay (1987 : 282)

In collecting data, the writer carried out of research on learners. The procedure is as follows :

- a. In the first meeting is giving the pretest
- b. In the second until fourth meetings are spent to conduct the treatment by using three titles of songs where one song is given each day. In this case, each song is treated several times until the students can sing them well.
- c. In the fifth meeting, the researcher will give the post test.

F. Techniques of the Data Analysis

All of the data collected through the research will be analyzed into Mean Score analysis and the significance using the same relationship between the results of pretest and the post test by test materials.

The formula that will be used to analyze the data is as follows :

- a. Scoring the students test answer

$$\text{Score} = \frac{\text{total correct answer}}{\text{total test item}} \times 10$$

- b. Classifying the students' score into seven levels, which based on

Depdikbud standard of evaluation (1985:6) as follows :

- 9,6- 10 is classified as excellent
- 8.6 - 9.5 is classified as very good
- 7.6 - 8.5 is classified as good
- 6.6-7.5 is classified as fairly good
- 5.6 - 6.5 is classified as fair
- 4.6 - 5.5 is classified as poor
- 0 - 4.5 is classified as very poor

Calculating the mean score of the students' test by using the formula :

$$X = \frac{\sum x}{N}$$

Notation :

X = mean score

Σ = total score

N = total sample

(Gay, 1987 : 141)

Significant correlation between Pre-test and Post - test

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

Notation :

D = The mean of difference score

Σ = The sum of the difference score

N = Number of paired-score

(Arikunto, 1996 : 249)

CHAPTER IV

FINDING AND DISCUSSION

This chapter particularly presents the findings of the research and its discussion. The findings of research consist of the description of the result of data collected through pronunciation test.

A. Finding

The finding of the research deal with the students scores of pretest and post test, the frequency and rate percentage of the students scores, and hypothesis.

Table 1. The Mean Score of Pretest (X_1) and Post test (X_2)

No	Initial (N)	Pres test (X_1)	Post test (X_2)
(1)	(2)	(3)	(4)
1	ISW	8,0	9,6
2	SMI	6,8	10,0
3	IE	4,8	5,6
4	HE	5,6	6,0
5	JFR	8,4	8,8
6	AYY	9,6	9,6
7	NSY	8,6	9,6

To be continued

continuation

(1)	(2)	(3)	(4)
8	AW	6,8	8,0
9	YY	5,6	7,6
10	YAW	6,8	7,2
11	AGR	3,6	4,8
12	BER	6,8	9,2
13	AFN	6,0	7,6
14	YPR	6,4	9,6
15	ML	7,6	8,8
16	PTL	6,4	6,4
17	HRR	5,6	6,8
18	EY	5,6	6,8
19	YR	7,6	8,0
20	M MR	8,0	9,6
	N = 20	$\Sigma X_1 = 134,6$	$\Sigma X_2 = 159,6$

Mean score of pre test (X_1)

$$\begin{aligned}\bar{X}_1 &= \frac{\sum X_1}{N} \\ &= \frac{134,6}{20} \\ &= 6,73\end{aligned}$$

Mean score of post test (X_2)

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$= \frac{159,6}{20}$$

$$= 7,98$$

a) The rate of the students' score obtained through test.

The classification of the students score before they are given treatments is presented in the table below :

Table 2. The rate percentage of the students in pre – test

No	Classification	Frequency	Percentage
1	Excellent	1	5%
2	Very good	1	5%
3	Good	5	25%
4	Fairly good	4	20%
5	Fair	7	35%
6	Poor	1	5%
7	Very poor	1	5%
Total		20	100%

Table 1 above show that before the treatment was given, there was 1 student (5%) got "very poor" classification, there was 1 student (5%) got "poor" classification, 7 students (35%) got "fair" classification, 4 students (20%) got "fairly good" classification 5 students (25%) got "good" clasification 1 student (5 %) got "very good" classification, and 1 student (5 %) got "excellent" classification.

The classification of the students' score after the treatment is given is presented below :

Table 3. The rate percentage of the students in post – test

No	Classification	Frequency	Percentage
1	Excellent	6	30%
2	Very good	3	15%
3	Good	4	20%
4	Fairly good	3	15%
5	Fair	3	15%
6	Poor	1	5%
7	Very poor	0	0%
Total		20	100%

Table 2 above show that before the treatment was given, there was 0 student (0%) got "very poor" classification, there was 1 student (5%) got "poor" classification, 3 students (35%) got "fair" classification, 3 students (15%) got "fairly good" classification 4 students (20%) got "good" classification 3 students (15 %) got "very good" classification, and 6 students (30%) got "excellent" classification

Table 4. Students' Mispronunciation In Pre – Test

No	Initial (N)	Have	Dream	Song	Help	Cope
		(1)	(2)	(3)	(4)	(5)
1.	ISW					√
2.	SMI					
3.	IPA					√
4.	HE					
5.	JFR					
6.	AYJ					
7.	NSJ					√
8.	AW					
9.	YJ					√
10.	JAW	√	√			√
11.	AGR					
12.	BER					√
13.	AFN					
14.	YPR		√			
15.	ML					
16.	PTL		√		√	√
17.	HRR					√
18.	EJ					
20.	MMR					√
20.	MMR					
		1	3	0	1	9

According to the table above, 1 students out of 20 mispronounced at the word "have", 3 students mispronounced at the word "dream", 0 students mispronounced at the word "song", 1 students mispronounced at the word "help", 9 students mispronounced at the word "cope".

Table 5. Students' Mispronunciation In Pre – Test

No	Initial (N)	Anything	Wonder	Fairy	Tale	Can
		(6)	(7)	(8)	(9)	(10)
1.	ISW			√		
2.	SMI	√		√	√	
3.	IPA		√	√		
4.	HE		√			
5.	JFR			√		
6.	AYJ			√		
7.	NSJ	√			√	
8.	AW	√		√		
9.	YJ			√	√	
10.	JAW	√	√		√	√
11.	AGR					
12.	BER			√		
13.	AFN			√		
14.	YPR					

To be continue

Continuation

15.	ML				√	
16.	PTL					
17.	HRR	√		√	√	
18.	EJ			√		
19.	YR		√	√		
20.	MMR					
		5	4	12	6	1

According to the table 5 above, there were 5 students out of 20 mispronounced at the word "anything", 4 students mispronounced at the word "wonder" 12 students mispronounced at the word "fairy", 6 students mispronounced at the word "tale", 1 students mispronounced at the word "can".

Table 6. Students' Mispronunciation In Pre – Test

No	Initial (N)	Take	Future	Even	Fail	Believe
		(11)	(12)	(13)	(14)	(15)
1.	ISW	√	√	√	√	√
2.	SMI		√	√	√	√
3.	IPA	√	√	√		
4.	HE		√	√		
5.	JFR		√			

To be continue