The Effect of Popular English Song and English Movie on Students' Pronunciation at MTsN 3 Jakarta

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Abstract: This research aims to discover whether the English popular songs and movies are an effective media in enhancing and improving students' pronunciation. The subjects in the study were involving 62 students from grade 8 in MTsN 3 Jakarta and were divided into 2 groups. 31 students from class 8-2 involved in movie class while 31 students in class 8-3 have English songs popular class. The data are taken from the study of the accuracy of the student in pronouncing the words in a simple text at the beginning and end of the test in each experimental class. During the students read the text, the researcher recorded their voice to be analyzed for the pronunciation. In this research, it was found that students who have popular English songs and English movie in their class show progress in pronunciation. It was proved by the scores that they got when the post test after training, higher than pre tests before training. This suggests that both media are "effective" in improving students' pronunciation. But, students in Popular English songs show better results than students in English movie.

Keywords: *effect, popular English songs, English movie, pronunciation*

Introduction

Pronunciation is one of the sub skills which may influence someone's understanding in communication. By pronouncing the words correctly, the speaker and the listener may understand each other in their communication; they will eager to understand and catch the point of their conversation. However, the problem is that students never get pronunciation lesson in their school clearly. Most of them do not know how to pronounce the words correctly. This is because the teacher thinks that it would taste the time and there are other skills which are more important to be taught.

In School Based Curriculum (Indonesian: KTSP), the standard of competencies of speaking and reading English is functional[1]. Where, the students should be able to communicate both spoken and written, to solve the problem in their daily lives. How can they speak English communicatively if they do not know how to pronounce the words correctly? As the researcher conducted a pre-observation in MTsN 3 Jakarta where she was an English facilitator, she found most of the students face difficulties in pronouncing some vowels and consonants sounds in English. From 70 students which are taught by her, there are 30 % of them face difficulties in English sounds. English sounds are different from those in Indonesian, where there are only five sounds of vowels /a/ /ɪ/ /u/ /e/ /o/ while in English there are at least twelve sounds of vowels. For example, there is long /u:/ and short /u/, long /ɪː/ and short /ɪ/ and so on. Students usually

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[1] Standar Kompetensi dan Kompetensi Dasar SMP/MTs. 2006. Jakarta: BSNP

find difficulties in pronouncing that sounds, where they are confused to differentiate long sounds from short sounds. For example, in sounding long /ɪː/ and short /ɪ/:

1. Don't *slip* on the floor
2. Don't *sleep* on the floor

or

3. Is that black *sheep*?
4. Is that black *ship*?

It seems a simple thing but if the speaker pronounces a word wrongly the meaning will change as well and misunderstanding cannot be avoided. That is why teacher should be aware of their students' pronunciation of the word because it will not only avoid the misunderstanding but also make communication effective. This implies that the students should be aware of sound and sound feature in pronunciation which is good enough for them to be always understood. If they cannot differentiate the sound and their pronunciation, it is not up to this standard. Then clearly there is a serious danger that they will fail to communicate effectively.

Although sound is not the only one aspect in pronunciation that should be aware but the writer thinks that sound is the crucial aspect that should be taught and learnt first. How will the students have a good pronunciation if they cannot differentiate the English sounds correctly? As the researcher found in the school that there are so many students still confuse in differentiating the sound. For example, the writer found that students usually face difficulty in differentiating these following sounds of words:

- *fill - feel*   [fɪl] - [fil]
- *bit - beat*   [bɪt] - [bit]
- *bag - back*   [bæg] - [bæk]
- *laugh - love*   [læf, lɑf] - [lʌv]
- *rob - rope*   [rɒb] - [roʊp]

Besides difficulty in differentiating the sounds of the words above, the students also found difficulties in pronouncing these following words:

Diphthong

- *game, blade, male, paste, fame*   [eɪ]
- *code, coke, rode, tone, coat*   [oʊ]
- *bow, how, now, found, bound*   [aʊ]

Consonant

- *think, thank, thought, theme, math, path*   [θ]
- *then, they, them, those, that, neither, either*   [ð]
- *shade, shout, shape, shut, shy*   [ʃ]
- *pleasure, treasure, measure, seizure*   [ʒ]
- *vocal, wave, save, seven, television*   [v]

The description above indicates how important pronunciation is in communication. It is not only to avoid miss understanding between the speaker and listener but also to

catch the meaning of the speaker. Moreover, they learn English as a foreign language not as a second language. They really need to understand the meaning of their conversation to catch the point of the communication.

Linguists requested some technique in improving pronunciation and it were already applied in teaching pronunciation such as; listen and imitate, phonetic training, minimal pair drills, contextualized minimal pairs, visual aids, tongue twisters, developmental approximation drills, practice of vowel shifts and stress shifts related by affixation, reading aloud and recording of learners' production[2].

In line with the background above, the researcher want to conduct research whether there are the impact of English song and movie in improving students' pronunciation. Given that song and movie are interesting in English teaching and learning, most of the students like listening to song and watching movie. Although they are not really good in English theoretically but if they are taught English using listening through song or watching movie session they will have high motivation in doing it.

These phenomena found when the researcher worked for MTsN 3 Jakarta. It is a RMBI school where the teaching and learning should be conducted using English. Not only for English subject, but also for whole subjects should be presented in English. It means, the teacher and students should be able communicate in English. Although the students got English lesson 4 hours every week and English Language Practice 2 hours per week, but they still find difficulties in English. In contrast, when the researcher gave listening and watching movie session for them, they were really enthusiastic and they memorize the song and the story easily. Moreover, if the researcher choose the easy song; easy to listen, has simple lyric and not too fast and the movie has the cute actor and actress, they will eager to listen and watch it.

The using English song and movie in teaching English has been done by some researchers. The purposes are to see the influence of song and movie on students' vocabulary or grammar. But, there is no further research about the effect of English song and movie on students' pronunciation. According to Davanellos, there are some advantages of using song in learning English. One of them is song has the natural opportunity for meaningful repetition. When the researcher asked the students to listen to the song, they sing that song spontaneously. Moreover if the song is the popular song for them and they have already known the lyrics. It means that a song allows the students to practice English spontaneously.

Related to the English song, watching movie also may improve students' pronunciation. Szynalski states "Movies not only improve your pronunciation, but also grammar and vocabulary. If you listen to Americans or British speaking English, you

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[2]Marianne Celce-Muria, Donna M. Brinton & Janet M. Goodwin. 1996.*Teaching Pronunciation.* Australia: Cambridge University Press, page: 8

can learn to speak like them"[3]. The students can imitate how the English actor or actress speaks and then they practice it in their daily life. It happened when the researcher asked the students to watch a teen movie namely "Akeela and the bee", a movie which tells about spelling the words. Surprisingly, the effect is really good. It is not only increasing students' motivation in learning English, but also imitating Akeela's style in spelling the words.

Those are the reasons why the researcher wants to investigate whether the English song and movie affected on the students' pronunciation. Which one gives more effect on students' pronunciation, song or movie? Therefore, the writer wants to conduct a study with the title of The Effect of Popular English Song and English Movie on Students' Pronunciation.

Method

This research was categorized into experimental research. The aim of this study was to find out the effect of popular English song and English movie on students' pronunciation. The research was conducted in MTsN 3 Jakarta. The subject of the study was two classes, VIII-2 and VIII-3. Class VIII-2 was taught by using Popular English song and class VIII-3 was taught by using English movie.

The data collection of this research is reading aloud test and reading comprehensive test. The researcher used the test of reading aloud where the students would read aloud a simple text. The text was adopted from students' English book. The genre of the text was narrative where the students would read a simple popular story. The narrative text was used in order to make the students easier in reading the text. The validity and reliability instrument was tested. They validity test was used to determine the effectiveness of the test and reliability test was used to know how far the consistent of the value from the other test to the students' pronunciation. The estimation of the variance in different condition also will be shown by reliability.

The researcher asked the students to read aloud a simple passage then recorded their voice in order to analyze the mistakes in pronunciation. The research conducted three times, the first time in try out, then in the pre-test and the last in the post test. The reading aloud score took based on the scoring scale below:

Table 1. Scoring scale of pronunciation

Points	
0.0-0.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be

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[3] Tomasz P. Szynalski http://www.antimoon.com/how/movies.htm (accessed on Tuesday, December 6th 2011 at 10.45 am)

	unintelligible
0.5-1.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible
1.5-2.4	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
2.5-3.0	Occasionally non-native pronunciation errors, but the speaker is always intelligible.

Source: H.Douglass Brown (2004). *Language Assessment*. Pearson Education, p: 148)

The step of the data collecting describing as follows:

1) Try out

First of all the researcher conducted try out test which was aimed to find out whether the test was reliable and valid to be used as an instrument as she mention above; reading aloud was the kind of the test.

2) Pre test

The next step, she gave the students pretest. By analyzing the result of the test, the researcher formulated the kinds of the treatments and the activities that she gave to the students. Then she conducted the treatments to both classes (English song and movie).

3) Post test

The last, the researcher administered the final test (post test), and calculated the reliability of the test. The result of the pretest and post test calculated, and analyzed by t_{test} procedure. The researcher also compared the means of two groups in order to find their significant difference. SPSS (Statistical Program for Social Science) was used in analyzing all data in order to describe the result of the variables in frequency distribution table, then made histogram, mean, mode, average, and standard deviation.

Result and Discussion

After giving the treatment to both of the experimental class, next the researcher calculated the result in pre test and post test.

1). Movie Class

Table 2. Result of pre-test and post-test in movie class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest82	2.0355	31	.28466	.05113
	posttest82	2.4419	31	.28493	.05117

Table 2 above show that the mean of pre test in Movie class (before treatment) is 2.0355 and posttest (after treatment) is 2.4419. The significance is 0.000 < 0.05, it means that Ho is rejected and Hi is accepted or there is an effect of Movie in students' pronunciation.

2) English song class

Table 3. Result of pre-test and post-test in English song class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest83	1.9097	31	.20059	.03603
	posttest83	2.3774	31	.19098	.03430

From the table above, the mean of pretest in Song Class is 1.9097 and 2.3774 in posttest. It can be concluded that there is effect of English song on students' pronunciation or Ho is rejected and Hi is accepted.

1. The effect of popular English song on students' pronunciation

Using song in teaching pronunciation has done by teachers in some countries. Some researchers also argued it is the good way in teaching pronunciation. As Nicholl[4] states that when students sing, they rarely impose their own pronunciation on the English song. The students will follow the singer's pronunciation and the music will help them in learning it. Moreover, if the song is their favorite song and singer, they will motivate to sing as good as the singer. As the researcher found it in her research, the students is really motivated when they hear their favorite song. They had a good pronunciation when they sang the song.

The researcher found some advantages of popular English song in her research. The first, popular song helped the students in differentiating the sounds; vowels and consonants sound. In the pre test, the researcher found most of the students were incorrect in pronouncing /ʃ/ in *fishing* and *shout*, /u:/ in *huge* became /ʌ/ in *hug*, *wife* became *wipe*, /θ/ and /ð/, with /ɪ/ became /aɪ/. But after they were given treatment, most of them could correct their mistakes in pre test.

Secondly, there were some sounds which should not be voiced such as /w/ in *whole* /həʊl/ and /s/ in *island* /ˈaɪlənd/. Sound /w/ and /s/ should not be voiced in that words, but students in pre test voiced it. After listening and singing the popular English song as the treatment, they could pronounce that words better.

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[4] Carole Nicholl in the Tamara Jones article " *Singing The Way To Pronunciation Success"*, http://azargrammar.com/teacherTalk/blog/2011/02/ (accessed on Friday, December 2nd 2011 at 10.46)

The last is students' intonation. The instrument of the test contains of dialogues where it should be read with intonation. But the students, in pre test read it flatly without intonation. Listening and singing the popular English song in fact help the students to aware the intonation. It can be seen in post test; students read the text with a good intonation.

2. The effect of English movie on students' pronunciation

In line with Popular English song, English movie also affected students' pronunciation. It also has been researched by expert and was suggested to the English learners as the good way in improving their pronunciation. As Roring[5] states, watching English movie that have English subtitles will help English learners in pronouncing English words properly.

As the research stated before, students' problems in pronunciation which was founded in this research were difficult in differentiating the sounds; vowels and consonants sounds, voiced and unvoiced sound, and intonation. Students' which got English movie as the treatment also had improvement on their pronunciation. Similar with students' in English song class, most of students in English movie class also faced difficulties in differentiating some sounds such /ʃ/ in *fishing* and *shout*, /u:/ in *huge* became /ʌ/ in *hug*, *wife* became *wipe*, /θ/ and /ð/, /ɪ/ became /aɪ/. They also were deceived of voiced and unvoiced sound and had a problem in intonation.

But after treatment, by watching English movie; students could improve their pronunciation. Their problem in differentiating vowels and consonants sound was decreasing. Then, they also could differentiate voiced and unvoiced sounds. They could pronounce the voiced and unvoiced sound better than before. In intonation, students in English movie class showed greater improvement than students in English song.

It happened because in movie, students saw how the actor and actress spoke and learnt how they gave intonation in their speaking. Students could give intonation when they read the text. It heard interesting, because the students gave high intonation when the text told about anger and low intonation in sadness part.

Conclusions and Suggestions

A. Conclusions

Based on the data analysis and the discussion of research findings, there are three conclusions that can be drawn. The first one, popular English song method affected students' pronunciation. Students' pronunciation in song class improved their pronunciation better than before treatment. It can be seen from the score in before (pre test) and after (post-test), the score in pre test is 5.0645 and post is 5.4839. After

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[5] Charles Roring, http://www.antimoon.com/how/movies.htm, (accessed on Tuesday, December 6th 2011 at 10.45)

treatment, they could differentiate vocals and consonants sounds such as /ʃ/ and /s/, /u:/ and /ʌ/, /θ/ and /ð/, /ɪ/ and /aɪ/. They also could differentiate voiced and unvoiced sound such as *whole* /həʊl/ and /s/ in *island* /ˈaɪlənd/.

Secondly, students learning pronunciation by English movie also affected their pronunciation. It could be seen from the result in pre test (4.6563) and the post test (5.1250). Although students in popular English song had greater score, but students in Movie class had better intonation. It was because they learnt how to give intonation from the actors or actress in the movie or in other words they learnt how to speak English with good intonation.

The last, song worked more effectively than movie but both of these methods have improved students' pronunciation. It could be used to increase students' pronunciation and their responses towards these methods. Both song and movie are the interesting things for everyone. Most of students like song and movie; if the teachers give something which they like most, it will make them interest in learning and help them in understanding the material.

B. Suggestions

Based on the conclusion, the researcher puts suggestions that might be useful for other researcher who wants to research pronunciation, students, teachers and future studies.

1. For students

There are some suggestions that students should do to improve their English:
1. English song and movie can be the best method for students in improving their pronunciation. They can learn how to pronounce the words directly from native speaker, in this case is the singer and actor/actress.
2. Practice is the best way in learning language moreover English. The more you practice, the more you fluent in English as a proverb said "Practice makes perfect". Start with something you like such as English song, movie or chatting with friends from abroad.

2. For teachers

The research findings showed that song method was more effective in teaching pronunciation than Movie method. Based on the conclusion above there are some suggestions for the teachers:
1. It is suggested that teachers apply song as the method that the researcher has proposed in teaching pronunciation.
2. Applying song as the method in teaching pronunciation will maintain a good relation between teacher and students, because they can listen and sing the song together.

3. For future studies

In this study, the researcher only used song and movie in teaching pronunciation. For future studies, other researcher may use another method such as drama, role play, spelling bee, etc. This study also only focused on pronunciation and reading comprehension; therefore for the future research, the focus not only on the pronunciation and reading comprehension but also in other skill such as, listening, writing, and speaking.

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