

PRONUNCIATION ABILITY BY USING ENGLISH SONG IN INDONESIAN STUDENT OF UNSWAGATI CIREBON

by

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Abstract

Pronunciation is the production of speech sounds for communication. It is the most difficult area of English. This study was conducted under the consideration that pronouncing English words plays an important role. Because of the differences between English and Indonesian pronunciation, many students pronounce English words incorrectly. Data from the Phonetic of English and the rule of how to pronounce English words has been crucial in the development of Phonetics theory throughout its recent past. Explaining the use of English song can increase the pronunciation ability to the students of Unswagati Cirebon in question.

Keywords: pronunciation, phonetic, and song

INTRODUCTION

Pronunciation is one of the most parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation. As Harmer (2000:183) states "that for all these people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English". Teaching pronunciation involves a variety of challenges. To begin with, teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. When they do find the time to address pronunciation, the instruction often amounts to the presentation and practice of a series of tedious and seemingly unrelated topics. Drilling sounds over and

over again (e.g., minimal ppair work) often leads to discouraging results, and discouraged students and teachers end up wanting to avoid pronunciation together.

It is difficult for Indonesian students pronounce English words correctly, for example when they are asked to pronounce the word "diamond" /daɪ m nd/ they will pronounce /dɪamon/. It is because the difference between their mother tongue and the English. The degree of difficulty in learning is also determined by the degree of difference between the two languages. The greater similarity between them, the less difficult it will be for the students to learn the foreign language (Ramelan, 1985:5). The student often finds problem with pronunciation when they speak, read, or listen to the English words. It might be caused some factors. There are internal and external factors. The internal factors came from the learner themselves, such as: motivation, interest, attitude, and

intelligence. While, the external factors came from the outside of learner, such as: the situation and the condition of the environment, and learning materials.

Learning English pronunciation through the song can be very enjoyable. It may be easy to see the benefit of good pronunciation instruction for increasing intelligibility, it is just as useful for increasing listening comprehension. Most English learners who suffer from inadequate training in listening comprehension complain that “native speakers talk too fast”. What this often means is that learners are unable to process important grammatical signals, (e.g., past tense markers) or effectively process contracted speech.

Some songs can be quite complex syntactically, lexically, and poetically, and can be analyzed in the same way as any other literary sample. Furthermore, song can be appropriated by listener for their own purpose. In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and group. For English pronunciation, song helps very much. The lyric’s repetition, catchy music and nice rhymes make people sing without realizing and they try to do or to make the same sound as the song did. Hornby (1995:928) states “pronunciation is the way in which a language is spoken; the way in which a word is pronounced; the way a person speaks the words a language”.

Based on the explanation, the writer wants to find out whether the use of English song can increase the pronunciation ability to the students of Unswagati Cirebon.

LITERATURE REVIEWS

1.1 *Pronunciation Concept*

Pronunciation is the act of giving the true sounds of letters in words, and the true accents and quantity of syllables.

Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. Besides that, pronunciation is the act or result of producing the sounds of speech, such as: articulation stress and intonation, often with reference to some standard of correctness or acceptability. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live.

According to Harmer (2001:187) “the areas of pronunciation which we need to draw our students’ attention to include individual sounds they are having difficulty with, word and phrase/sentence, stress and intonation. But students will also need help with connected speech for fluency and the correspondence between sounds and spelling and if there is no creativity from the teacher, it will be hard for students who especially a foreign language student to pronounce the word correctly”.

There are some reasons why pronunciation is important for example improved pronunciation shows that students have become more native-like in their categorical perception of sounds. This means that they are more likely not only to sound like native when they speak, but also to understand which sounds that in words that native to them (i.e., improved reading aloud). According to Kelly (2002:22) states “At some stage, when a text is read aloud either by the teacher or the students’, pronunciation work can be integrated. Such text as poems, rhymes, extracts from plays, song lyrics, etc, can be used creatively in the classroom and offer plenty of scopes for pronunciation work”

1.2 Teaching Pronunciation using English Song

Pronunciation is the way a word or language is usually spoken the manner in which someone utters a word. According to Hornby (1995:928), "Pronunciation is the way in which a language is spoken; the way in which a word is pronounced; the way a person speaks the words a language".

Harmer (2001:187) states "The areas of pronunciation which we need to draw our students' attention to include individual sounds they are having difficulty with, word and phrase/sentence, stress and intonation". But students will need help with connected speech for fluency and the correspondence between sounds and spelling. These areas of pronunciation are touched according to the statement above. They are:

a. Working with sounds

We often asks students to focus on one particular sound. This allows us to demonstrate how it is made and show it can be spelt a major concern with English since there is far less one-to-one correspondence between sounds and spellings than there is in some other languages.

b. Working with stresses

Stress is important in individual words, in phrase and in sentences, by shifting it around in a phrase or a sentence we can change emphasis or meaning.

c. Working with intonations

We need to draw our students' attention to the way we use changes in pitch to convey meaning, to reflect the thematic structure of what we are saying and to convey mood.

d. Sounds and spellings

Although, there are many regularities in English spelling (such as word roots and grammatically endings) the fact there is no complete one-to-one correspondence between letters and phonemes causes many

problems for learners. Good pronunciation does not just mean saying individual words or even individual sounds correctly. The sounds of words change when they come into contact with each other. This is something we need to draw students' attention to in our pronunciation teaching.

1.3 Songs

In music, song is a composition for voice or voices, performed by singing. According to Peake (1980:510-523) "A song is a piece of music for accompanied or unaccompanied voice or voices or, the act of art of singing, but the term is generally not used for large vocal forms including opera and oratorio". One advantage of using songs in the young learner classroom is their flexibility. Songs can help the learners improve their listening skills and pronunciations, therefore potentially helping them to improve their speaking skills (Murphey, 1992).

2. METHODOLOGY

2.1 Research Method

This research use experimental method. According to Macmillan and Schumacer (2001:590) "Experimental design is research in which the independent variable is manipulated to investigate cause and effect relationships between independent and dependent variable".

2.2 Research Design

The process of research takes with tests; pre-test and post-test. According to Arikunto (2006:85) as follow:

$$O_1 \ X \ O_2$$

- O_1 : pre-test is taken before treatment
 X : treatment
 O_2 : post-test is taken after treatment

2.3 Population and Sample

The population has been taken from the students of Unswagati Cirebon. The sample for the research was took 39 students.

2.4 Technique Collecting Data

Data was took by tests; pre-test and post-test. It is an examination or trial of something to find its quality, value, etc.

2.5 Method of Data Analysis

The data analyzed by the following formula taken from Arikunto (2006:86):

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

t : test score

Md : Mean of differentiate (d) between pre-test and post-test

xd : deviation f subject (d-Md)

$\sum x^2 d$: total quadrate deviation

N : total number of student

db : determine by N-1

3. RESULTS AND DISCUSSION

The result of students' test from 39 students of Unswagati; pre-test $\sum X_1 = 259$ and post-test $\sum X_2 = 333$ and Gain (d); $\sum d = 75$.

Finding of X_1 and X_2 (mean X_1 and X_2)

$$\begin{aligned} X_1 &= \frac{\sum X_1}{N} & X_2 &= \frac{\sum X_2}{N} \\ &= \frac{259}{39} & &= \frac{333}{39} \\ &= 6.64 & &= 8.53 \end{aligned}$$

Find $\sum d$ (gain of pre-test and post-test)

$$\sum d = 75$$

Find Md (mean of differentiate between pre-test and post-test)

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{75}{39} \end{aligned}$$

4. CONCLUSION

$$= 1.92$$

$$\sum x^2 d$$

$$Xd = d - Md$$

$$x^2 = (d - Md)^2$$

Apply of t-test to to find t_{account}

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$t = \frac{1.92}{\sqrt{\frac{40.2696}{39(39-1)}}}$$

$$t = \frac{1.92}{\sqrt{0.0271}}$$

$$t = 11.6631691$$

$$T_{\text{account}} = 11.66$$

Determining degree of freedom (d.b)

$$d.b = N - 1$$

$$= 39 - 1$$

$$= 38$$

Comparing t_{table} and t_{account}

The finding of t_{table} and t_{account}

$$\text{With } t_{0.05} \rightarrow t_{(1-1/2\alpha)}$$

$$\alpha = 5\% = 0.05 \rightarrow \text{standard of signification}$$

$$t_{(1-1/2(0.05))} = t_{0.975}$$

With $t_{0.05}$ and the degree of freedom in the level of signification is 38 the valuable of t_{table} is 2.02

From the analysis, it shows that: $t_{\text{account}} =$

$$11.66 \text{ and } t_{\text{table}} = 2.02. \text{ It concludes that}$$

$$t_{\text{account}} > t_{\text{table}}$$

It means that the hypothesis alternative (H_a) is accepted. The use of English song is able to increase the pronunciation of student of Unswagati. The students were more interested in learning pronunciation using English song. Because of they got something new and enjoyable during their study. They did not feel nervous and bored.

Based on the analysis above, the writer finds the significant differences between students' pre-test and post-test score. Based on the result of computation, it is found that t_{account} is bigger than t_{table} ($11.66 > 2.02$). it means that the alternative hypothesis (H_a) is accepted.

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