IMPROVING STUDENTS' PRONUNCIATION BY USING ENGLISH SONGS FOR FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM BATANGHARI UNIVERSITY ACADEMIC YEAR 2015/2016

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Abstract: *This research is aimed at identifying the effect of using English songs in increasing students' pronunciation in semester IV program in English Education program Batanghari University Academic Year 2015/2016. The population of this research is 28 students of fourth semester. The population of the research is devided into 14 students of experimental class and 14 students of control class. The experiment class is taught by using English songs technique while control class is taught by using repetition of words or practical technique. This research is experimantal research. The data are taken from pronunciation tests which are given in learning process. The result of the research shows that English songs technique can improve students' pronunciation. It is concluded from the post-test that there is statistically difference of the mean between experimental class and control class. The mean score of experimental class is 91.78 and the mean score of control class is 84.64. it means that the mean score of experimental class is higher than control class. Post-test also indicates an improvement on students' pronunciation after the students is taught by English songs technique. There is statistically difference on the result of t-test and t-table in which t-test is bigger than t-table, 2.29 > 2.00.*

INTRODUCTION

The ability to speak English becomes a very important skill for students, teachers, and staffs of government or even for employees in companies. The ability to speak in another language is not as easy as we assume, it takes time for people to comprehend it deeply. This is not an instant process, but gradually in many ways and techniques.

In order to increase students' ability of using English correctly, university's students especially students from English Education Program need to learn four main skills in English language. They are reading, writing, listening, and speaking. Aside from that, they also need to know and try to master the sub skills such as pronunciation.

In learning pronunciation, although the students have learned a lot in the classroom, the result is still quite unsatisfactory. It was found that many students in English Education Program in certain semester have no self-confidence if they are questioned with English language. They oad themselves with uilt in their inability to pronounce the words. Whereas, they really want to say what is on their minds.

There are many reasons to answer this question, this might be affected by lack of motivation and interest or might be by inappropriate earning and teaching

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strategies. In pronunciation class, lecturers usually tend to use drilling or repetition of words. This way makes students feel bored and the class atmosphere is not alive. It is happened because there was no interaction among the students or students to lecturers.

In order to make a good shave or create interaction among the students in pronunciation class, teachers should apply some techniques, such as using games, songs, short stories, etc. These are all kind of things which are ranged from simple to difficult, which help the students practice English while keeping the class alive and interesting, Finocchiaro (1989: 145).

Basically, in teaching, students communicate in foreign language understandably, the teachers should be creative that can make the class enjoyable and interesting. So the students are motivated and excited to study.

Based on the arguments above, this research is conducted to find out if there is a significant effect of using English songs to improve students pronunciation at fourth semester students of English Education Program Batanghari University Academic Year 2015/2016.

RESEARCH QUESTION

Based on the background given above, the problem is formulated as follows: "Is there any significant effect of using English songs to improve students' pronunciation at fourth semester students of English Education Program Batanghari University Academic Year 2015/2016?

TECHNIQUES ON TEACHING PRONUNCIATION

Mostly, techniques used in teaching pronunciation are production-oriented. The purpose is to improve students' production of spoken English which consist of individual sounds, stress, rhythm and intonation, and developing fluency (Avery and Ehrlich, 1994).

    a. Individual sound

The goal of individual sound is to have students produce the sound contrast of English in normal speech. The techniques describe below are designed to help students to produce individual sound:
- Minimal pair
- Visual aids
- Developing fluency

    b. Stress, rhythm, and intonation
- Conducting
- Tapping
- Nonsense syllables
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STRATEGIES IN TEACHING PRONUNCIATION

One of the most serious problems faced by all English lecturers deal with pronunciation is that of "carry-over". Clearly, the question of carry-over is related in part to individualvariable-degree of motivation, sensitivity to accuracy, age, education-many of which appear to be beyond an intructor control. However,

succesful carry over is alsi influenced by theacers' attention to the development of self-corection and self-monitoring strategies.

According to Firth in Avery and Ehrlich (1994) "self-corection is the ability to correct oneself when a pronunciation error has been pointed-out, and self-monitoring is the ability to listen for and recognize the errors.

The development of self-correcting and self-monitoring abilities should be included in pronunciation sullabus from the early stages. Further, self-correction and self-monitoring can minimize dependence and maximize self-reliance. So, this is allowing students to continue pronunciation improvement outside of the classroom.

ENGLISH SONGS AS THE TECHNIQUE ON STUDENTS' PRONUNCIATION

According to Wong (1987), before we launch the subject, we need to take a loot at our students. Knowing something abbout students is helpful, not for the purpose of the predicting what might be difficult for learners, but more importantly for helping us understand the pattern of oral language behaviour. For example, how do they feel about learning and speaking English: excited, bored, fearful, or fearless?

Furthermore, she stated that students in constant state of fear or one who is bored is not going to make much progress with pronunciation. A relaxed, supportive clasroomenvironment in which students are comfortable with the teacher and which other is essential. She adds the least motivated student will respond if the classroom experience is enjoyable.

In this case, we suggest using communicative activities, as Murcia (1983) states that "she tries to vary classroom practice, so that her students do not get bored or lose interest." She has found that practicing and reciting manageable segments of poetry, light verse, or song lyrics, that reinforce sounds we have practiced can frequently the communicative purpose.

RESEARCH DESIGN

This research is an experimental research which aims at finding out the effect of using English songs in improving students' pronunciation. According to Guy (1987: 15) in experimental research, the researcher manipulates at least one independent variable and observes the effect on one or more dependant variable. In other words, the researcher determines "who gets what", which group will get which treatment. The gorup are generally refer to as experimental and control group. The experimental group is the group which is provided with English songs treatment, and the control group is the group which is not provided whit English songs treatment.

The population of this research is the students of English Education program Batanghari university Academic Year 2015/2016. This research employs total sampling. This technique is used based on the assumption that if the number of the subject is 100, it is better to include all subject Arikunto (1993). The number of the students is 50 students.

TECHNIQUE OF COLLECTING DATA

In gathering the data, the researcher uses a teaching and learning process in the classroom. At the beginning, the researcher chooses the experimental class and after that the control class. In every class meeting for experimental class, the researcher distributes a material; each student got the same material. The material is the words from short story which is selected by the researcher. Then the students asked one by one to pronounce the words in front of the class and their sounds are recorded by tape-recorder.

TECHNIQUE OF ANALYZING DATA

There are two kinds of data analysis in this research. The first data comes from the students' score of experimental class and the second data is students' score of control class. To know the effect of using English songs as a technique to improve students' pronunciation, the descriptive analysis and inferentil analysis is used as follows:

1. Descriptive analysis
   a. To look for the mean of t-st result, Arikunto (1997: 273).
   b. To look for the standard deviation
   c. To look for variance
2. Inferential analysis

The t-test result is compared with t-table. Of the value of the t-test is bigger than t-table, it means that the hypothesis is accepted, and if the value of the t-test is smaller than t-table, it means that the hypothesis is rejected.

DISCUSSIONS

Based on the test, the researcher gets students' improvement score which taught by using English songs technique and by using traditional techniquein a pronunciation subject. Statistic data that is related with variable of improvement of pronunciation can be seen from the following table:

Table 1. Characteristic of Students' Improvement Score

Statistic	Experimental Class	Control Class
Number of Sample	14	14
The highest score	96	96
The lowest score	78	60
Mean	91.78	84.64
Variance	17.71	124.58
Standard Deviation	4.20	11.14
Standard Deviation of middle low group	87.6	73.89
Standard Deviation of up middle group	95.96	95.36

From the table above, it can be informed that the highest score is 95.96 achieved by students of experimental class and the lowest score acieved by students of control class is 60. Mean score achieved by the students of experimental class is 91.78. It shows that pronunciation improvement which is got

by the students is in average category because standard deviation of middle low for each class is 87.6 and 73.89. Meanwhile standard deviation of up middle is 95.96 and 95.39.

Table 2. The Pre-test Score of Experimental Class and Control Class

No	Experimental Class		Control Class	
	Students' Code	**Score**	**Students' Code**	**Score**
1	A	82	O	62
2	B	86	P	80
3	C	72	Q	82
4	D	54	R	80
5	E	70	S	80
6	F	64	T	76
7	G	78	U	78
8	H	72	V	80
9	I	76	W	74
10	J	76	X	82
11	K	82	Y	42
12	L	68	Z	84
13	M	76	AA	70
14	N	80	BB	94
		1051/ 75.07		**1054/ 75.28**

After the treatment for four weeks to both classes, post-test is given to the students. The score of the students' post-test in both classes are shown in the following table.

Table 3. The Post-test of Experimental Class and Control Class

No	Experimental Class		Control Class	
	Students' Code	**Score**	**Students' Code**	**Score**
1	A	94	O	64
2	B	96	P	88
3	C	94	Q	84
4	D	78	R	82
5	E	96	S	86
6	F	88	T	88
7	G	96	U	84
8	H	88	V	92
9	I	90	W	84
10	J	92	X	94
11	K	94	Y	60
12	L	88	Z	96
13	M	88	AA	70
14	N	96	BB	92
		1285/ 91.78		**1185/ 84.64**

After the treatment is given, the mean of post-test result of experimental class is 97.78 and the mean score of pre-test result which is given at the beginning of the research is 75.05. It means that there is a different in experimental class after having treatment.

Even the t-test is 2.29, but the value of level significance with the 26 is only 2.00. this means that the t-test is statistically bigger than t-table, 2.29 > 2.00. Furthemore, it is proven that English songs technique has effect on students' pronunciation.

As stated above, if the value of t-table obtained is higher than the critical value of t-test, there is no effect of using English songs technique. Otherwise, there is an effect of English songs technique toward students' pronunciation if the t-table is lower than t-test. After obtaining the value of t-calculation of both classes, the mean score of experimental class is 91.78 is higher tthan control class mean 84.64, the difference is found. This means that the use of English songs technique is better than the repetition of words or drilling, especially in teaching pronunciation subject on the students of English Education program Batanghari University Academic Year 2015/2016.

The treatment of English songs technique to the experimental class indicate that there is a different final result on the students' pronunciation. Both of the classes is given the same materials, the same period of time, and is taught by the same teacher. The difference is only on the technique of teaching. The experimental class is taught by English songs technique during learning and teaching process. Meanwhile, the control c;ass is taught by repetition of words or drilling.

The pre-test mean of experimental class is 75.05 and the mean of their post-test is 91.78. Furthemore, the pre-test mean of control class is quite equal to the mean of experimental class, that is 75.28, but the post-test is only 84.64. eventhough both classes increase compared with to their pre-test, but the mean of experimental class is higher than the mean of control class.

Post-test results shows that the score of experimental class is higher than the control class. It can be said that it is because of the shape of the class is alive and enjoyable. In other words, they find mutual interaction among them.

If there is statistically difference between two classes (t-test is higher than t-table), English songs technique has good effect on improving students' pronunciation especially to the students of English Study program Batanghari University Academic Year 2015/2016.

CONCLUSIONS

The research proves that English songs technique can improve students' pronunciation. It is concluded from the post-test that there is statistically difference of the mean between experimental class and control class. The mean score of experimental class is 91.78 and the mean score of control class is 84.64. it means that the mean score of experimental class is higher than control class. Post-test also indicates an improvement on students' pronunciation after the students is taught by English songs technique. There is statistically difference on the result of t-test and t-table in which t-test is bigger than t-table, 2.29 > 2.00. It means that

the use of English songs technique gives a great contribution in teaching and learning process on the improvement because English songs technique has a good effect and give a better result on the students' pronunciation especially to the students of English Education program Batanghari University Academic Year 2015/2016.

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