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Journal of Language and Education

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**SONGS AS MEDIA TO IMPROVE STUDENTS' ACHIEVEMENT IN UNDERSTANDING
ENGLISH PRONUNCIATION (THE CLASSROOM ACTION RESEARCH OF EIGHT
GRADERS AT SMP MUHAMMADIYAH 07 MEDAN**

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Abstract

Pronunciation is the production of speech sounds for communication. For many students, the English speech sounds are confusing. There are many differences of pronunciation between English and Indonesian. Therefore, there are many students of Junior High School especially students of SMP Muhammadiyah 07 Medan that pronounce English words incorrectly. This study was conducted under the consideration that pronouncing English words plays an important role. Most of the students may have problems to pronounce part since English is not our native language, although they get an English subject in their school and they can't master the English pronunciation well. The research was carried out through Classroom Action Research (CAR) and the sample of the research is the VIII-1 grader students of SMP Muhammadiyah 07 Medan. In collecting data, this research uses questionnaire, observation sheet, diary notes, test and photography. The students' achievement in the post test II & I is higher than that of the pre test with the mean score $82,70 > 76,09 > 69,83$. In doing this study, the writer used an oral test method or sound of production. The action was done through teaching learning process. All of the teaching learning process were presented by the help of songs. After the treatment by using songs in each cycle, the students' achievement in pronouncing English words improved. It proven by the percentage of students' who get score up to 75 in pre-test and post-test I and post-test II. It was 20% students in pre-test, 44% students in post-test I, and 88% in post-test II. Based on this study, it was found that the use of songs in teaching English was effective and very beneficial to improve the students' pronunciation.

Keywords: *Songs, Songs as Media, English Pronunciation.*

INTRODUCTION

For the English case, almost every country and citizen makes English the second language. In a sense, English is not to be a foreign language anymore, but it becomes the language used after the official language of each country. And the Indonesian government has chosen English as the first foreign language to be taught in the schools.

As a second or foreign language, English is not easy to study by student in early learning. For illustration, students feel confused when the teacher asks them to pronounce some words in English. curriculum as the guidance of English teacher in teaching-learning process. In the English curriculum 2006, the learning activities involve listening, speaking, reading and writing. Although it is focused on the four skills, pronunciation is not separately taught from the four skills. Namely, how a student can read and speak with the correct pronunciation to become accustomed.

It is difficult for Indonesian students to pronounce English words correctly caused the students are weak in pronunciation skill when their teacher only focus on the four skills as explained above. This becomes a problem that teachers should be aware that pronunciation aspects must be applied early to the students on the sidelines of English lessons.

The students often find problem with pronunciation when they speak, read, or listen to English words. Learning English is very complex since there are many factors that determine the success or failure of learners in language learning. The learners need a way of teaching that is enjoyable and practical so that finally they can integrate themselves into English, for example singing English songs can get the students integrated to English. Singing English song is believed to have direct influence on the pronunciation skills.

Identification Of Study

Based on the background of the existing problems above then the writer identifies the existing problems as follows:

The students have a big interesting about pronunciation in their daily activity, but many students still have little knowledge about the pronunciation so there are still many students who find it difficult to say a few words in English which indicate the low achievement of students" pronunciation.

Formulation Of Study

Based on the background and identification of problems that have been pointed by the writer above, then the problem formulation in this research is: "Did songs as media could improved the students" achievement in understanding English pronunciation at SMP Muhammaidyah 07 Medan?"

Aims Of Study

In line with the above problem formulation, the purpose of this study is : "To find out and examine the improvement of student achievement in English pronunciation through the use of the song as a medium of teaching".

Significance Of Study

This research is expected to provide benefits to improve students' comprehension and ability in English pronunciation well and correctly, through fun way for students.

Method of Study

This type of research is Classroom Action Research (CAR). Classroom Action Research is a reflective form of research by taking certain actions in order to improve / improve classroom learning practices more professionally (Afrilianto, 2017).

This study is intended to provide information on how appropriate action to improve teachers' ability and student activeness. In this study, writer used a quantitative approach and a qualitative approach in classroom action research methods.

Quantitative approach aims to test the theory and provide statistical descriptions, while qualitative approach is a method that emphasizes the process compared to the end result, the data is descriptive, for example data can be various kinds of symptoms that exist in the field, such as photos and video (Rozak, 2014).

In this study, the subject of study is the students in Eight grader of SMP Muhammadiyah 07 Medan as the population subject, and 25 students in VIII-1 class of SMP Muhammadiyah 07 Medan in academic year 2017/2018 as the sample subject of this study.

This classroom action research is planned to consist of 2 cycles based on the teaching syllabus of the grade VIII English teacher. (Suyanto, 2017) Each cycle in this study includes the following procedures: (1) planning; (2) Acting; (3) observing; (4) reflecting.

The writer was chose Supardi"s model of observation procedure. According to Supardi the practical steps of conducting this classroom action research is called a cycle of problem- solving activities. If one cycle has not shown any signs of change towards improvement (improvement of quality), the research activity will continue in the second cycle, and so on, until the research is satisfied (Suyanto, 2017).

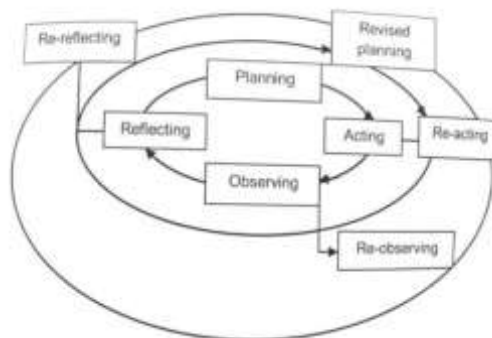


Figure 1. Class Action Room Model

The study is conducted more than one cycle. The writer explains two cycle here, and each cycle consisted of two untill three meeting (45 minutes/meeting). Each cycle is ended by a post-test, but conducting the first meeting, its conducts pre-test.

Before the cycle done, the writer conducts preliminary observation to know teaching method and initial condition of the student"s ability in pronouncing words. After conducting preliminary research, the writer conducts cycle 1 and 2. The pre-test will be taken from the lyrics of the songs which it will be sung by students.

Each step will apply in each cycle, and in last observation, the writer will compare each pre-test result and each post-test result to know the students" improvement of pronunciation. Then, in last day of study the writer give a questionnaire to the students to fill the question. The answers of questionnaire will be calculate and tabulate into a scores of each student to find a effectiveness of teaching pronunciation using song viewed from the students perspective.

The authors obtained data using test records, questionnaires, and field. The author also uses recorded audio recording data obtained because with accurate and detailed data tape audio recording techniques required to obtain student achievement data in pronouncing English words.

To get the empirical data of the students" achievement in pronouncing English words, the writer used a test of sound production. The pronunciation test belongs to a valid test such as 1) Songs, 2) Observation, 3) Questionnaire,

4) Test, and 5) Documentation.

The objective of the test was used to identify the students' achievement in pronunciation related to intelligible pronunciation through spoken words. The writer did analysis on vowels, consonants and word stress. The standard pronunciation used in this study was the standard pronunciation of Oxford Learner's Dictionary.

The test as the instrument is given to the subject of research. In this research, the subject is the students of Eight grader which are amount 25 students. The test is a lyric song pronunciation, which from all words of songs will be analyzed as the test.

Pre test is an initial test to know the initial knowledge and students' ability in pronouncing words to help the writer to prepare a suitable song that will be applied to the students. And post test is a final test in each cycle to know the progress and students' improvement in pronouncing words. It can help the writer to analyze the effectiveness of using songs as media to improve the students' ability in pronunciation.

The following formula (A. Donald, 2010) was used by the writer in order to gain the mean score of students based on Ary, Jacobs, Sorensen and Razavich:

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

Where:

\bar{X}
= the mean score
 $\sum X$
= the total of the score

N = the number of student

Then, the following formula was used to gain the score of each students :

$$N X = n$$

Where :

X = Score of each student

N = Number of correct answer

n = the number of the items

Identify scores by using a four- point scale to identify the level of pronunciation ability, based on the following criteria :

Table 1. Level Criteria of Students' Achievement Scores

Score	Criteria	Level
76 –	Smooth, with good	4
51 –	Satisfactory	3
25 –	Needs improvement, with pronunciation	2
1 – 25	Weakness in	1

THEORETICAL REVIEW

Pronunciation

Pronunciation is considered as one the most important aspects of second language acquisition because it affects learner"s communication competence (Baily, t.t). Pronunciation is the act of producing the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds (Dauer, 1993).

Pronunciation is the act of giving the true sounds of letters in words, and the true accents and quantity of syllables. Pronunciation is the made of and intonation of a word in a spoken language. Pronunciation is the act or manner of speaking a word also. $P = \frac{\text{The percentage of those who got the points up to 75}}{\text{The number of those who got the points up to 75}} \times \text{The total number of students who do the test.}$

Harmer said (Septiani, 2013), "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."

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. Pronunciation is generally much easier to learn at early age. Ignoring pronunciation means that for the most part, students will always

have a foreign sounding accent. Kelly stated that (Septiani, 2013), "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 scope for pronunciation work."

Based on that statement, the writer interested in doing research learning English pronunciation using song lyric, an English song that students already familiar with so that they can do their pronunciation better than before and more aware with every English word that sung from the song. No wonder the writer couldn't agree more with Hornby statement about pronunciation (Septiani, 2013) that is "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."

Types of Pronunciation

No two people pronounce exactly alike. „Good“ speech may be defined as a way of speaking which is clearly intelligible to all ordinary people. „Bad“ speech is a way of talking which is difficult for most people to understand. A dialect speaker may speak „well“ or „badly“. The sounds of his dialect are, it is suggested, neither good nor bad intrinsically. They are adequate for communicating with others speaking the same dialect, unless he mumbles his words (Daniel Jones, 1986).

a. Phonemes

Human vocal tract produced many sounds, the smallest unit of vocal tract production is known as phoneme, it is related to McMahon states that, what the native speaker hears is not phonetic elements but phonemes. Pronunciation and phonemes are related to each other. If pronunciation discusses how to pronounce words, the phoneme discusses how to pronounce the letters that become the forerunner of the word.

Some of the continuous voiced sounds produced without obstruction in the mouth are what may be called „pure musical sounds“ unaccompanied by any frictional noise. They are called *vowels*. All other articulated sounds are called *consonants*. Consonants include : (i) all breathed sounds, (ii) all voiced sounds formed by means of an obstruction in the mouth, (iii) all those in which there

is a narrowing of the air passage giving rise to a frictional noise, and (iv) certain sounds which are „gliding“ (Daniel Jones, 1986).

In phoneme will explain about classification of : 1) Vowel, 2) Pure vowel or monophthong, 3) Diphthong, 4) Triphthong, and 5) Consonant.

b. Prosody

Prosody may reflect various features of the speakers or the utterance, such as the emotional state of the speaker, the form of the utterance such as statement, question or command, the present of irony or sarcasm, emphasis contrast and focus or other elements of language that may not be encoded by grammar or by choice of vocabulary. In this case, the prosody discuss consist of stress, rhythm, and intonation, which occur in English (Masbe, 2015).

Teaching English Pronunciation

(Septiani, 2013) stated “Pronunciation is the way a word or language is usually spoken the manner in which someone utters a word.”

According to Harmer (Septiani,

2013), “There are three alternatives are conveyed. First, whole lesson: making pronunciation the main focus of lesson does not mean that every minute of the lesson has not to be spent on pronunciation work. Second, discrete slots: some teachers insert short, separate bits of pronunciation work into lesson sequences. And the last alternative is integrated phases; many teachers get student to focus on pronunciation issues as an ingrated (*sic*) part of lesson.”

The principles of language learning developed by linguistic experts at the University of Michigan and other universities are becoming known by names such as *Oral Approach*, *Aural- Oral Approach*, and *Structural Approach*. This approach promotes hearing training (*aural*) first, then pronunciation training (*oral*)... . Language - is introduced with speech, and speech is approached through structure (Fachrurrozi, 2016).

Characteristic of Junior High School Students

The students in junior high school do not like something formal and they usually like to show outright attitude, it caused of these ages. Therefore, it is better for the teacher to bring the students into the real life rather than to give them a lot of theory in the learning process.

The different age levels of the students will influence their competence in acquiring new languages. People say that children are fast language learners than adults. However students of different age levels have their own characteristics in learning a language. Harmer divides students into three age levels: young children, adolescents and adults. And the students of Junior High school can be grouped into adolescents (Harmer,2000).

Students of Junior High School are very special, as they cannot be said as children or adults. The students of these ages have special characteristics as they are in a transitional age.

Song as Media to Improve Student's Achievement

In our daily life, we are surrounded by songs. A song is like a magic that can hypnotize us, therefore, when we hear the songs we could be brought into the songs. For example, when someone is listening to a song, he can be brought into the story of the lyrics and the melody will play his emotion or feelings.

Sometimes we did not realize that we could sing the songs without learning how to sing the songs in a certain way. As songs are having magical effects, we can use songs in the learning process. Songs are a good resource for English teaching. First, they are funny. Second, they promote mimics, gestures, etc. associated to the meaning. Third, they are good to introduce supra segmental phonetics (stress, rhythm and intonation). Fourth, students play a participative role. Fifth, they can be applied to comprehension stages (listening) or production (singing). Sixth, there are songs for all levels and ages. Seventh, students learn English very easily, through echoic memory (Harmer, 2000).

Phonics deals with learning sound-spelling relationships and is associated with print. Some students probably prefer to play games to enrich their vocabulary, other may sing or listen to English songs or may be read poetry to improve their listening ability, pronunciation and the English fluency. It means that someone will learn something when they need to learn. The more we teach, the less children learn.

Extensive listening usually takes place outside of the classroom. For example, the students may have songs or English news on the radio as the listening materials. Intensive listening can be done in some ways, by using taped material and life listening. Songs as one of listening materials can be applied in both ways. While the students listening to the music or song, they will learn many things, such as learning grammar and pronunciation. They also could train themselves for the

listening comprehension. While listening to the songs, the students may follow to sing the songs.

Pronunciation holds an important role in learning English. Learning pronunciation is a necessity for students, because wrong pronunciation in saying words will influence the listener's interpretation or even change the meaning of the real word that we mean.

Teaching pronunciation is not easy. Then, in measuring a good pronunciation itself, the teacher should consider many points, such as intonation, stress, and articulation. Moreover, the using of media in learning will influence the students' interest. One of the media that can be used in teaching pronunciation is songs media. This media can be used to make the students learn and imitate the original sounds of the native speaker. So, the students will try to pronounce words as the native speaker has said, aka the singer. Furthermore, this media can coach their ability at listening.

DICUSSIONS AND RESULT

Data Analysis

This study was applied by Classroom Action Research (CAR). The kinds' data of this study were analyzed by quantitative and qualitative data. The quantitative data were taken from scores of students' pronunciation. The qualitative data were taken from diary notes, observation sheet, questionnaire sheet, and documentation. The study conducted in one class with 25 students. It was accomplished in two cycles. Each cycles consisted of four step, they are planning, acting, observating, and reflecting. Each cycle consisted of two meetings, and there was one meeting for pre-test. In this study, the writer used some cycle, here are the explanation of analysis data about the improvement of students' achievement in pronunciation at the pre-test, post-test I, post-test II as follow :

Data Analysis of student's score in Pre-test, Post-test of the First Cycle, and Post-Test of the second Cycle

No.	Initial Of Students	PRE-TEST		CYCLE I		CYCLE II	
		Score	Criteria Success (≥ 75)	Score	Criteria Success (≥ 75)	Score	Criteria Success (≥ 75)

1	AJMK	74	Unsuccess	79	Success	85	Success
2	AUM	65	Unsuccess	74	Unsuccess	82	Success
3	AB	71	Unsuccess	77	Success	80	Success
4	AH	79	Success	86	Success	91	Success
5	ARM	64	Unsuccess	73	Unsuccess	81	Success
6	AAA	70	Unsuccess	79	Success	84	Success
7	CSA	74	Unsuccess	81	Success	87	Success
8	DAS	71	Unsuccess	78	Success	88	Success
9	HH	61	Unsuccess	70	Unsuccess	73	Unsuccess
10	JA	63	Unsuccess	69	Unsuccess	74	Unsuccess
11	KT	81	Success	87	Success	90	Success

No.	Initial Of Students	PRE-TEST		CYCLE I		CYCLE II	
		Score	Criteria	Score	Criteria	Score	Criteria
12	MAES	62	Unsuccess	70	Unsuccess	79	Success
13	MFAR	68	Unsuccess	73	Unsuccess	80	Success
14	MJHHS	70	Unsuccess	73	Unsuccess	83	Success
15	MR	67	Unsuccess	71	Unsuccess	80	Success
16	MA	75	Success	81	Success	88	Success
17	NS	65	Unsuccess	73	Unsuccess	80	Success
18	NPD	70	Unsuccess	74	Unsuccess	82	Success
19	PS	78	Success	84	Success	89	Success
20	RTR	67	Unsuccess	74	Unsuccess	82	Success
21	SR	76	Success	84	Success	90	Success
22	SAP	67	Unsuccess	73	Unsuccess	79	Success
23	SM	71	Unsuccess	74	Unsuccess	85	Success
24	YAI	58	Unsuccess	64	Unsuccess	69	Unsuccess
25	ZK	77	Success	82	Success	87	Success
TOTAL		Σx = 1746		Σx = 1902		Σx = 2068	

From the result of analysis showed that there was a development on the student's ability in pronunciation. It showed from the mean of pre-test was 69.83, then the mean of post-test in the first cycle was 76.09 which is showed a improvement, and the mean of post-test in the second cycle was 82.70 which is showed more improvement of the students' achievement.

The percentage of the students score in pre-test who got point up to 75 there were only 6 of 25 student (24%), and percentage of the student's score in the cycle I who got point up 75 there were only 11 of 25 students (44%). It means that there was improvement about 20%. Then the percentage of the student's score in post-test of the second cycle who got point up 75 there were 22 of 25 students (88%). It meant the improvement was 44%.

Table 2. The Percentage of Student's Achievement in Pronunciation by Using Songs as a Media in Pre-test, Post-test I and Post-test II

Name of Test		Number of Student Who Got Score \geq 75	Percentage
Pre-Test	I	6	24%
Post-Test Cycle I	II	11	44%
Post-Test Cycle II	III	22	88%

The students score in pre-test, post-test I and post-test II had variation. In pre-test, the lowest score was 58 and the highest one was 81. In post-test I, the lowest score was 64 and the highest score was 87. In post-test II, the lowest score was 69 and the highest score was 91. The comparison score of students' pronunciation can be seen on the table below:

Table 3. The Comparison of the Student's Score in the Three Pronunciation Test

Criteria Score	Pre-test	Post-test I	Post-test II
Lowest Score	58	64	69

Highest Score	81	87	91
Mean	69,83	76,09	82,70
N	25	25	25

It concluded that the student's ability in pronunciation by using the songs as media had increased from 69,83 to 82,70.

Research Findings

The findings of study showed that songs as media could improve the students' achievement in English pronunciation. It was proven by the data which there was an improvement of the students score at pronunciation test by using songs as media. The study findings were:

The quantitative data was taken from individual pronunciation test. The result of the study indicated that there was improvement of student's score at pronunciation skill. It could be seen from the data which showed that the mean of students in the post-test cycle II (82,70) was higher than the post-test cycle I (76,09) and also in pre-test before done cycles (69,83). In the first cycle, there were 44% of students who got point up to 75 and above, and in the second cycle, there were 88% of students who got point above 75.

There is a difference in the percentage of students who score above 75 in the pre-test and post-test of the first cycle. There was an increase in the percentage of almost 50% of the number of students in the second cycle, namely 44%. This result indicated that songs as media was effective in improving the students' achievement in English Pronunciation. The songs as media was able to improve the student's pronunciation ability. It was shown by student's comments and questionnaire result.

Discussions

This study was conducted to find out the improvement of students' ability in English pronunciation by using songs as a medium. Songs are involved as a medium to make students feel less burdened and enthusiastic about learning English, especially pronunciation. This strategy is also designed to students so that they don't felt bored and have the motivation to don't stop learning English and also students could think creatively in developing their abilities in unique ways.

This study has proven the effectiveness of the applying of song media in the learning process. It was shown in the table of the improvement of students' pre-test scores to the post- test cycle I and cycle II. It meant that the students' achievement and ability in pronunciation by using songs as a medium had improved. And it could also support students' speaking ability in their daily life using English.

CONCLUSION

Based on the result of the study, which aims to improve the student's achievement at Pronuciation by using songs, the writer made conclusion related to the research question. By conducting all the process of study, The writer can conclude this following conclusion:

1. The students' skill in pronunciation who was taught by using songs media can improve students' skill shown by the score they got. It can be concluded that most students like songs as media. Moreover, the observation checklist showed the students seemed braver and more confident in speaking.
2. Related to the result there was 12,87% improvement of the students' mean score. In the pre test there were 6 or 14% students who passed the KKM. Meanwhile, in the result of post test in cycle 1, there were 11 or 44% students in the class who passed the KKM considering their mean score of test is 76,09. Next, based on the result of the post test 2, there were 22 or 88% students in the class who passed the KKM considering their mean score of test is 82,70. Hence, there are chages and improvement seen in the mean score of students from pre-test, pos-test cycle I, and post-test cyle II (82.70 > 76.09 >69.83). The improvement can be seen from the score that gets higher, from pre test, post test 1 and post test 2.

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