

THE INFLUENCE OF TEACHING USING ENGLISH SONGS ON STUDENTS' ENGLISH PRONUNCIATION SKILLS AT STIKES EKA HARAP PALANGKA RAYA

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Abstract

This study aims to determine the effect of teaching using English songs on the English pronunciation ability of students at STIKES EKA HARAP Palangka Raya. In this study, researchers used a pre-experimental design with one pretest and posttest group. The sample in this study was S1 Nursing students in semester 3 consisting of 20 students. Researchers gave a test using English songs. The research instruments are tests (English songs), pronunciation tests and questionnaires to collect the required data. The results of this study show that the null hypothesis is rejected because the Normal distribution table shows that the important value for the right-tail test for z in $\alpha = .05$ is $z = 1.65$. Since $-3.92 > 1.65$, the researcher rejected $H_0: \theta_1 = \theta_2$ and accepted $H_a: \theta_1 < \theta_2$. Test results are statistically significant at a rate of 5%. Based on this research, it was found that the use of songs in teaching English produces a significant influence on the competence of students' English pronunciation skills and is very beneficial for students to facilitate them in learning English.

Keywords: *Influence, Pronunciation, Song*

Introduction

English is very important and used as a mean of communication in many countries all over the world. English is considered as an important subject to be learned since many fields in human life especially education use English as the language to communicate and to share knowledge and information. There are four skills in English that should be learned by students namely listening, speaking, reading and writing. The four skills are taught cohesively. Although it is focused on the four skills, pronunciation is not separately taught from the four skills.

Pronunciation is one of the most important 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 or grammar but also have a good pronunciation. Therefore, it is important to teach pronunciation. As stated by Harmer (2000:183) that for all people, being make aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.

Pronunciation is the way in which we pronounce a word, especially in a way that is accepted or generally understood. In English sound system, there are many styles of speech for each individual which is influenced by a variety of causes such as locality,

early influences, and social surroundings. The pronunciation of English involves the production of individual or isolated sounds and the utterance of words, phrases, and sentences with correct sound and stress and/or rhythm intonation.

One of general objectives for foreign language teaching and learning is to teach the learner to master oral and written communication in the target language they learn. In Indonesia there were many problems that learners had when they deal with pronunciation. STIKES EKA HARAP Palangka Raya was place where the researcher teach as a lecturer. There, the researcher found that many students were really interested in learning English by using songs especially English song.

Sometimes, the researcher asked them to sing "Let it go" from movie entitled 'Frozen' and singing "payphone" which was popularized by "Marron 5" after the class was over. They could sing the song easily and cohesively but the fluency of their pronunciation was still not exact or there were some weaknesses. Based on the researcher's experience, in pronouncing the words, the students felt that vowels were more harder than consonant because vowels were pronounced with the various parts of the tongue moving in open space, so to speak, whereas consonants were pronounced in a parts of the tongue do consistently touch somewhere, so that the students met some problems on how to correctly pronounce vowels in English.

For example in the word teen and tin, or in word met and mat they were pronouncing them by the same ways which the word teen should be pronounced as /ti:n/ and the word tin should be pronounced as /tɪn/ while the word met should be pronounced as /met/ and the word mat should be pronounced as /mæt/. The difficulties to pronounce some words which consist of vowels above were the problem to the students, because those difficulties will influence to understand the meaning of a language they were speaking. The researcher then was really interested in this phenomenon and trying to find a good and appropriate media for teaching pronunciation to them.

In the independent learning curriculum, the English learning activities involve listening, speaking, reading, and writing. In speaking aspect, it is also needed a good pronunciation because pronunciation is one of aspects that is assessed on the scoring rubric of independent learning curriculum which is implemented at STIKES EKA HARAP Palangka Raya. It is because the purpose of English teaching in Senior High School is to reach production competence.

Production competence is a competence where the students can produce something, and speaking is one of the production competences. The researcher thinks that English song is a valuable material because by listening to English song, at the same time students can learn about pronunciation, intonation, expression, vocabulary, and so on. In addition, English songs are believed to have a direct influence on the pronunciation aspect.

The reasons of the researcher to choose songs as a media for teaching pronunciation are because song is easy to be understood and remember, and also song can make pleasant atmosphere at classroom. However, the teacher cannot bring all songs into the class. He/she should be able to select appropriate songs for the students. He/she

should think about the level of the students, the theme, and the students' interest of the songs. Analysis of Customer Complaints on Access, Paramedic Interpersonal Service, and Facilities of Service on The Incidence Forced Discharge

Research Methods

The type of experimental research method that was used in this research was pre experimental design. Further, the researcher used pre-experimental with one group pretest and posttest only. Toendan (2015:205) stated that One-Group Pretest-Posttest Design was a pretest was given to a group subjects, then the experimental treatment was administered to that group, and finally a posttest was administered. The researcher designed two instruments as follows:

This research was conducted to identify the effect of teaching English pronunciation through English song. The researcher used the treatment (English song), the pronunciation test and questionnaire as the instrument. The pronunciation test was used to know whether English song had an effect on students' English pronunciation. The questionnaire was used as a supporting data, and to know the students' reflection toward the learning activities through English song. Those instruments were used to collect the data needed.

To get the data needed, the researcher used a test of sound production. The pronunciation test belongs to a valid test. Lado (1961:30) claimed that if the test of pronunciation, it would not be a valid test grammar or vocabulary because it did not test grammar or vocabulary.

Instrument of try out also used in this research. It was the process of trying out the test or other instruments to a group of people that have similarities with the sample of research. It was needed in order: 1) Finding out the test instrument was suitable to be used for collecting the data needed. 2) Evaluating whether the instruction was clear and understandable for the students. 3) Determining the time allocation. 4) Giving evidence to support the instrument validity and reliability.

The instrument of try out was being conducted at the same campus and at the same level of the third semester students of STIKES EKA HARAP Palangka Raya but at the different class. The researcher had some procedures of the try out as follows: a) Preparing the instrument of try out. b) Determining the time allocation. c) Giving the lyrics of the song to be pronounced by the students as the try out. d) Analyzing the results of the try out to determine the reliability of the test. e) Giving pre-test at the third semester undergraduate nursing students without giving treatment. f) Giving treatment to the students of the third semester undergraduate nursing students. The treatment would use English song, I Believe I Can Fly by R. Kelly to master the students' English pronunciation competence. g) After the treatment was given, the post-test would be conducted for the students. The aim was to see the effect of the treatment on students' pronunciation improvement by using English song.

In the procedures in analyzing the data, the researcher used the procedure as follows: 1) After the scores from the post-test were obtained, the scores would be tabulated into the table of data description which then test statistic was done. 2) In this

research, the researcher calculated the data manually. First, the researcher needed to fulfill statistical assumptions before the researcher decided whether to use dependent sample t-test or Wilcoxon Signed Ranked test. The assumptions that the researcher needed to fulfill is test of normality. 3) From the test of normality, the researcher used the Liliefors test to compute the test to compute the test statistic and then the researcher evaluated with the table of critical Values for the Liliefors Test for Normality. The data showed to a normal distribution of the value of the test statistics was equal or greater than the table of critical two-tailed value at the significance level 0,05. 4) If the data showed to a normal distribution, the researcher used the formula of Dependent-Sample T-

Results and Discussion

Data Description

The objective of this research was to find out the effect of teaching English through English song on the students' English pronunciation of STIKES EKA HARAP Palangka Raya. The idea was to see whether English song has effects on the students' English pronunciation improvement. The data needed in this research were the students' English pronunciation scores. The scores were collected from the result of pretest (before the treatment) and posttest (after the treatment).

There were some steps as follows: 1) The researcher gave pretest for the class. Then the researcher evaluated the result of the pretest. 2) The researcher gave the treatment (English song) to the class which was held for two meetings. At the first meeting, the researcher conducted the pretest for 30 minutes. After the researcher conducted the pretest, the researcher gave the treatment for the rest of time. 3) At the second meeting, the researcher continued giving the treatment. After that, the researcher conducted the posttest for the class. Then the researcher evaluated the result of the pretest and posttest. 4) The researcher tested the normality of the pretest and posttest by using Liliefors test. 5) After that, the researcher computed the normality of the pretest and posttest by using Dependent Sample T-test, if the test were normally distributed and using Wilcoxon Signed-Rank test if the result were not normally distributed.

The Result of Pretest

The pretest was conducted on Wednesday, November 29th, 2023 and followed by 20 students. The researcher identified the students' pronunciation scores before they were given the treatment. The standard pronunciation used in this research was Macmillan Online Dictionary New Edition. The following were the results of the students' English pronunciation score on pretest. The researcher asked the students to pronounce some words in form of "minimal pairs" test. The results of the pretest as follows:

Table 1 The results of Students' Pronunciation Score on Pretest

No.	Students' Code	Indicators					Total Score	Score achieved
		Long vowels	Short vowels	Intonation	Words stress	Rhythm		
1	S-1	2	2	2	2	3	11	44
2	S-2	4	3	2	3	2	14	56
3	S-3	2	2	2	3	3	12	48

4	S-4	3	3	4	3	4	17	68
5	S-5	2	3	2	3	3	13	52
6	S-6	3	4	3	4	3	17	68
7	S-7	2	2	2	3	2	11	44
8	S-8	2	3	2	2	2	11	44
9	S-9	2	3	2	3	3	13	52
10	S-10	3	3	3	3	3	15	60
11	S-11	4	3	3	3	3	16	64
12	S-12	3	3	3	4	4	17	68
13	S-13	2	2	2	2	2	10	40
14	S-14	3	3	3	3	3	15	60
15	S-15	3	3	3	2	2	13	52
16	S-16	2	3	3	3	3	14	56
17	S-17	3	2	2	3	2	12	48
18	S-18	3	3	3	2	3	14	56
19	S-19	2	3	3	2	3	13	52
20	S-20	2	2	2	3	3	12	48
							Total	1080

$$M = (\sum fx)/n$$

$$M = 1080/20$$

$$M = 54$$

Table 2 Work Table for Calculating a sample Variance to Find the Standard Deviation of Pretest

x	$(x - \bar{x})$	$(x - \bar{x})^2$	
68	14	196	$s^2 = \frac{\sum(x-x)^2}{n-1} = \frac{1392}{19}$ $s^2 = \sqrt{73,26}$ $S = 8.55$
68	14	196	
68	14	196	
64	10	100	
60	6	36	
60	6	36	
56	2	4	
56	2	4	
56	2	4	
52	-2	4	
52	-2	4	
52	-2	4	
52	-2	4	
52	-2	4	
48	-6	36	
48	-6	36	
48	-6	36	
44	-10	100	
44	-10	100	
44	-10	100	
40	-14	196	
	0	1392	

From the table above, we could see that the mean of students' score was 54 with the standard deviation 8.55. It was not good enough, the researcher then assumed that the students was getting difficulties on pronouncing some words presented in this research and most of them still made poor pronunciation on vowels /i:/ and /I/, /u:/ and / u /, for example words seat and sit, teen and tin, food and foot, shoed and should.

The Results of Posttest

The researcher gave posttest to the students on Friday, Desember 1st, 2023. The procedures of doing the posttest were same as the procedures on the pretest. The students were asked to pronounce some words in form of “minimal pairs test” as like as the pretest. The results of the posttest as follows:

Table 3 The Results of Students' Pronunciation Score on Posttest

No.	Students' Code	Long vowels	Short vowels	Indicators			Total Score	Score achieved
				Intonation	Words stress	Rhythm		
1	S-1	3	2	4	3	3	15	60
2	S-2	5	4	5	5	4	23	92
3	S-3	4	3	5	4	5	21	84
4	S-4	5	4	4	4	5	22	88
5	S-5	5	3	4	5	4	21	84
6	S-6	5	4	5	5	4	23	92
7	S-7	4	4	5	5	4	22	88
8	S-8	4	5	4	5	4	22	88
9	S-9	4	4	4	4	3	19	76
10	S-10	4	3	3	4	4	18	72
11	S-11	5	4	5	3	5	22	88
12	S-12	5	5	4	3	5	22	88
13	S-13	4	5	4	4	4	21	84
14	S-14	4	4	5	3	4	20	80
15	S-15	3	2	3	5	5	18	72
16	S-16	4	3	4	3	4	18	72
17	S-17	2	3	3	4	4	16	64
18	S-18	4	4	5	4	4	21	84
19	S-19	3	4	4	5	3	19	76
20	S-20	2	3	4	2	4	15	60
							Total	1592

$M = (\sum fx)/n$
 $M = 1592/20$
 $M = 79.$

Table 4 Work Table for Calculating a sample Variance to Find the Standard Deviation of Post-test

x	(x - \bar{x})	(x - \bar{x}) ²	
92	12.4	153.76	$s^2 = \frac{\sum(x-x)^2}{n-1}$ $s^2 = \frac{1948.8}{19}$ $s^2 = \sqrt{102.56}$ $S = 10.12$
92	12.4	153.76	
88	8.4	70.56	
88	8.4	70.56	
88	8.4	70.56	
88	8.4	70.56	
88	8.4	70.56	
88	8.4	70.56	
84	4.4	19.36	
84	4.4	19.36	
84	4.4	19.36	
84	4.4	19.36	
80	0.4	0.16	
76	-3.6	12.96	
76	-3.6	12.96	
72	-7.6	57.76	

72	-7.6	57.76
72	-7.6	57.76
64	-15.6	243.36
60	-19.6	384.16
60	-19.6	384.16
	0	1948.8

From the table above, it can be said that the students' scores were increased because the mean of the students, score was 79.6 with the standard deviation 10.12. It showed that the students made a significant improvement on their pronunciation. The number of poor pronunciation of each student decreased. Although some of students were still getting difficulties in pronouncing some words but they made improvement on the other words.

Results of Data Analysis

The results of the test of normality showed that pretest was not normally distributed and posttest was not normally distributed. Thus, the researcher decided to use Wilcoxon Signed-Ranked test. The statistic calculation was resulted from the application of Wilcoxon Signed-Ranked test to check whether the null hypothesis was accepted or rejected.

Table 5 Table of Wilcoxon Signed Ranks

Subject	Pretest x_1	Posttest x_2	Difference $D = X_1 - X_2$	$ D $	Rank of $ D $	Singed rank of $ D $ R+	Singed rank of $ D $ R-
1	44	60	-16	16	4		-4
2	56	92	-36	36	24.5		-24.5
3	48	84	-36	36	24.5		-24.5
4	68	88	-20	20	7.5		-7.5
5	52	84	-32	32	15		-15
6	68	92	-24	24	11.5		-11.5
7	44	88	-44	44	19		-19
8	44	88	-44	44	19		-19
9	52	76	-24	24	11.5		-11.5
10	60	72	-12	12	1.5		-1.5
11	64	88	-24	24	11.5		-11.5
12	68	88	-20	20	7.5		-7.5
13	40	84	-44	44	19		-19
14	60	80	-20	20	7.5		-7.5
15	52	72	-20	20	7.5		-7.5
16	56	72	-16	16	4		-4
17	48	64	-16	16	4		-4
18	56	84	-28	28	14		-14
19	52	76	-24	24	11.5		-11.5
20	48	60	-12	12	1.5		-1.5
						$\Sigma R = 0$	$\Sigma R = -226$

As could be seen the table above, each value of the difference D was the Value of the difference between each X and the median. Each value in column absolute difference $|D|$ was the rank of the absolute difference between each X score and the median. In other

words, each difference was made positive by talking absolute values. Each value in column Rank $|D|$ was the rank of the absolute differences in order from smallest to largest.

Each value in the last two columns, the signed rank of $|D|$, was giving each rank the same sign as the sign in Difference column D. Based on the data, we had $\Sigma R^+ = 0$, $\Sigma R^- = -226$. Since the absolute value of the smaller of the two values was $\Sigma R^+ = 0$, the value of the Wilcoxon Signed-Ranks statistic $W = 0$. The critical value for a right-tailed test was $W_{.05}$ with $n = 20$. Table of the critical values for the Wilcoxon Signed-Ranks Test Distribution in Appendix, showed that for $n = 20$, $W_{.05} = .0190$. The value of the statistic is $W = 0$. The critical value W at $\alpha = 0.05$ in which $W_{.05} \{20\} = 60$. Because $W^* < W_{.05} \{20\} = 0 < 60$. $\Sigma R^+ < \Sigma R^-$, we rejected $H_0: \theta_1 = \theta_2$, and supported $H_a: \theta_1 < \theta_2$. The test results were statistically significant at 5% (0.05) level.

$$z^* = (W^* - (n(n+1))/4) / \sqrt{((n(n+1) - (2n+1))/24)}$$

$$z^* = (0 - (20(20+1))/4) / \sqrt{((20(20+1) - ((2(20) + 1))/24)}$$

$$z^* = (0 - 420/4) / \sqrt{((420 - (41))/24)}$$

$$z^* = (-105) / \sqrt{717.5}$$

$$z^* = (-105) / 26.79$$

$$z^* = -3.92$$

Based on the Table Standard Normal Distribution in appendices, it showed that the critical value for z_{α} at 5% (0.05) level of significance was 1.65. Since $|-3.92| > 1.65$, and $\Sigma R^+ < \Sigma R^-$, the researcher rejected $H_0: \theta_1 = \theta_2$, and supported $H_a: \theta_1 < \theta_2$. The test results were statistically significant at 5% (0.05) level.

Discussion

This research was aimed to find out the effect of teaching English through English song on the students' English pronunciation of STIKES EKA HARAP Palangka Raya. The idea was to see whether English song has effects on the students' English pronunciation improvement. Based on the objective of the research stated in the chapter 1, the researcher developed one null hypotheses which then was analyzed to find out whether it was rejected or not rejected. In this chapter, the researcher used non parametric statistic calculation which was the Wilcoxon Signed-Ranks test since the data were not normally distributed.

The results of the Wilcoxon Signed-ranks test showed that the critical value for a right-tailed test for $n = 20$ at $\alpha = .05$ is $z = 1.65$. Since $-3.92 > 1.65$ and $H_0: \theta_1 = \theta_2$ and $H_a: \theta_1 < \theta_2$, the researcher rejected H_0 and H_a was accepted. The test results were statistically significant at the 5% level. Thus, it can be concluded that English song may effects the students' English pronunciation improvement for the eleventh grade students of STIKES EKA HARAP Palangka Raya in academic year 2023/2024.

It could indicate that English song may help the students to improve their pronunciation competence, although not all the students can pronounce the words well. However, the students' improvement was also supported by the result of the questionnaire. The researcher also found out that the use of English song on the English lesson can motivate the students to learn English and being more active on the class. It also helped them to increase their listening skill and acquiring more vocabularies at the

same time. Since the researcher used pre experimental research without a control group, the results of this research has no guarantee that English song is the only factor that causes the improvement of the students' English pronunciation.

Conclusion

After conducting this research, the researcher then concluded that English songs may significantly effect the students' English pronunciation improvement. The use of English song in the teaching-learning process may had some benefits for the students. The students did not only learn about how the words were pronounced but also they could require more vocabularies and increasing listening skill. Most of the students were interested in learning English by using English song. It seemed that they felt more relax instead of threatened of the theory. Their motivation in learning English also increased and they expected that this kind of material would be given regularly and continuously.

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