

Penggunaan Lagu untuk Meningkatkan Pelafalan Bahasa Inggris Siswa Kelas XI di SMA Negeri 2 Luwuk

Songs to Improve the Students' English Pronunciation at Eleventh Grade of SMA Negeri 2 Luwuk

Desrin Lebagi^{1*}, Nurhaida Lakuana², Desriani Nggolaon³

¹*Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas
Tadulako, Palu, Sulawesi Tengah, Indonesia*

^{2,3}*Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas
Muhammadiyah Luwuk, Luwuk, Sulawesi Tengah, Indonesia*

Abstrak Penelitian ini bertujuan untuk mengetahui apakah lagu berbahasa Inggris dapat meningkatkan pengucapan bahasa Inggris siswa. Penelitian ini menggunakan desain kuasi-eksperimen. Populasi dalam penelitian ini adalah siswa kelas XI MIPA SMA Negeri 2 Luwuk yang berjumlah 58 orang. Sampel diambil melalui teknik *purposive sampling*. Sampel dibagi menjadi dua kelas. Kelas XI MIPA 2 sebagai kelas eksperimen dan kelas XI MIPA 3 sebagai kelas kontrol, masing-masing kelas terdiri dari 17 siswa. Data diperoleh melalui pemberian tes yang terdiri dari *pre-test* dan *post-test*. Di kelas eksperimen, rata-rata skor *pre-test* adalah 40,00 dan rata-rata skor *post-test* adalah 61,17. Di kelas kontrol skor rata-rata *pre-test* adalah 27,05 dan skor rata-rata *post-test* adalah 44,70. Hasil non-parametrik menggunakan uji Mann-Whitney U menunjukkan bahwa nilai P atau *Sig.2-tailed* adalah $0.000 < 0.05$. Sehingga dapat disimpulkan bahwa terdapat perbedaan yang signifikan atau H_1 diterima dan H_0 ditolak, artinya lagu berbahasa Inggris dapat meningkatkan pengucapan bahasa Inggris siswa.

Kata Kunci Lagu, Pelafalan, Bahasa Inggris

Abstract This research aimed to discover whether western songs improve students' English pronunciation at the eleventh-grade students of SMA Negeri 2 Luwuk. It utilized quasi-experimental design. The population was the XI MIPA students of SMA Negeri 2 Luwuk which consisted of 58 students. The sampling used was *purposive sampling*. The sample was divided into two classes. Class XI MIPA 2 served as the experimental class and class XI MIPA 3 served as the control class, each class consisted of 17 students. The data were gathered through pronunciation test that included *pre-test* and *post-test*. In experimental class, the mean score of *pre-test* was 40.00 and *post-test* was 61.17. In control class, the mean score of *pre-test* was 27.05 and *post-test* was 44.70. The result of non-parametric by using Mann-Whitney U test showed that the *Sig.2-tailed* or P value is 0.000 that is less than 0.05. It can be inferred that there is significant difference or H_1 was accepted and H_0 was rejected. It verified that songs can improve students' pronunciation in English.

Keywords Song, Pronunciation, English

Corresponding Author*

E-mail: desrinlebagi@yahoo.co.id

Received 10 November 2022; Accepted 30 November 2022; Available Online 31 December 2022

1. Introduction

English is important because it has been used as a means of communication in many countries. Even though English is still a foreign language, some Indonesians use it in their daily lives. English has been established as a compulsory subject in education, particularly for high school students. Learning English includes language skills such as listening, speaking, reading, and writing. Other aspects of English, such as vocabulary and pronunciation, are also taught. Pronunciation is an important aspect of learning English. According to Cholisah et al. (2021), the communication should be clear including the pronunciation so that it will run successfully. It is indicated successful if the audience or listener can decode what the speaker is saying. When someone gets his pronunciation incorrectly while speaking, it can impede communication and lead to misunderstandings. Worse, students will incorrectly pronounce a word's pronunciation. They will always remember and use it after that. As a result, students must be taught proper pronunciation so that listeners understand the spoken message.

In addition, pronunciation as the process through which human make sounds out of words (Asmaradhani et al., 2019; Gilakjani, 2012). Pronunciation is one of the most challenging aspects of learning English, right behind grammar and vocabulary. Point out pronunciation as an important part of learning English (Mulatsih, 2016; Nanda & Narius, 2012). Each person can pronounce English grammar differently due to a variety of circumstances, such as place of origin, early influences, and social setting. Consequently, a lot of English pronunciation specialists characterize the type of English as at least can be easily understood by the environment of English users. Although not standardized, the form of pronunciation is termed accepted pronunciation, meaning that the pronunciation can be understood widely. This is to say that pronunciation is as the process by which humans produce sounds from words that are influenced by the speaker's origin.

To improve their pronunciation, English students should practice every day. Besides, the integration of an interesting and entertaining aspect in teaching is beneficial and fun. Song, for example, is an alternative media that can be used in teaching English. According to Kumar et al. (2022), music and songs do not have a single purpose of entertaining; instead they also offer a diverse range of educational functions. This is a type of activity that can be done daily. People can be entertained by music through the rhythm and lyrics of the song. Music is becoming increasingly popular in a variety of genres, ranging from local to western. Songs can be an alternative media of learning to improve fun pronunciation with some of these facts. Additionally, Ulate (2008) argues songs have become an integral part of our language experience, and as such are a very useful tool in the foreign language classroom. They provide an excellent way to improve language skills as well as learn more about the target culture.

The use of song to improve students' pronunciation has been widely conducted by several previous researches. Džanić & Pejić (2016), Millington (2011), Nasirudin (2019), and Ridhayatullah et al. (2020) had conducted research on the utilization of song in teaching English particularly pronunciation. Those researches verified that song play an

important role in the development of language. It brought a positive influence on students' vocabulary and pronunciation. Also, it does not only improve their language ability, but also increases students' enthusiasm and motivation in learning English.

Observation was initially conducted at SMA Negeri 2 Luwuk. The researchers discovered that students struggled on learning English, particularly in the pronunciation of English words. They had difficulty in pronouncing English words because they were unfamiliar with them. Worse, some students at SMA Negeri 2 Luwuk believe that the pronunciation is confusing and difficult to learn. The other factor is the difference in vowel pronunciation between English and Indonesian. Based on this problem, the research aims to verify whether song can improve the pronunciation of XI grade students at SMA Negeri 2 Luwuk or not.

2. Methods

This study was conducted in November 2022, located at SMA Negeri 2 Luwuk. This study was quantitative in nature. Quantitative research methods as the analysis of a problem or event using mathematical methods, specifically statistics and data collection in numerical form (Apuke, 2017). It used quasi-experimental design, with a pretest-posttest model. Pretest was administered to measure the previous condition before giving the treatment, while the post-test was administered to measure the condition after the treatment given. The population was 58 students of XI MIPA, while the sample was 34 students of class XI MIPA 2 and XI MIPA 3. The sample was taken by applying purposive sampling. Those two classes served different roles. One class served as the experimental group, while the other served as the control group. The data were collected through pretest, treatment, and post-test. Both classes received pre-test and post-tests, but only the experimental group received treatment. In this occasion, the treatment is in the form of western songs with provided lyrics. After collecting the data, the data were analyzed statistically.

3. Results and Discussion

Results

The results of student's pronunciation test were computed statistically. The comparison of pre-test and post-test between experimental and control classes are presented on the Table 1.

Table 1. Mean Score of Pre-test and Post-test

Class	Sample	N	Mean Score of Pre-test	Mean Score of Post-test	Score Deviation
Experimental Class	XI MIPA 2	17	40.00	61.17	360
Control Class	XI MIPA 3	17	27.05	44.70	300

The researchers carried out normality test to analyze the data distribution and homogeneity test to analyze the data homogeneity. Both analyses result are presented on Table 2 and Table 3.

Table 2. Test of Normality

Class	N	Sig.	Description
Pre-test (Experimental class)	17	0.018	Normal Distribution
Post-test (Experimental class)	17	0.069	Normal Distribution
Pre-test (control class)	17	0.025	Normal Distribution
Post-test (control class)	17	0.032	Normal Distribution

Additionally, after finding out that the data on the learning outcomes of the two samples were normal, homogeneity test was conducted as presented on Table 3.

Table 3. Test of Homogeneity

Data		Levene Statistic	df ₁	df ₂	Sig.
Students score	Based on Mean	6.561	1	32	0.015

Table 3 conveyed that the data were not homogenous. Furthermore, a hypothesis testing was used to demonstrate the validity of a proposed hypothesis in which to determine the impact of using Western song on students' pronunciation. Since the data were not homogenous, non-parametric test (Mann-Whitney) was applied. The following criteria were used.

- a. If the Sig.2-tailed or P value < 0.05, then there is significant difference or H₁ is accepted.
- b. If the Sig.2-tailed or P value > 0.05, then there is significant difference or H₁ is rejected.

Table 4. Non-Parametric Test

Test	Students Score
Mann-Whitney U	0.000
Wilcoxon W	153.000
Z	-4.995
Asymp. Sig. (2-tailed)	0.000

Based on Table 4, the result showed that the Sig.2-tailed or P value is 0.000 that is less than 0.05. It can be inferred that there is significant difference or H₁ is accepted and H₀ is rejected. It verified the western songs can improve students' pronunciation in English.

Discussion

In this research, the researchers administered a pre-test to the two classes to measure the previous pronunciation ability of both classes. In the pre-test, researchers distributed

a dialog to students. Then students read the dialogue and did the conversation to investigate the pronunciation of the students.

After administering the pre-test, the researchers conducted six sessions of treatment in the experimental class, utilizing English songs to help students with their pronunciation ability. Comparing the mean scores of two classes, the researchers discovered that students who obtained the treatment were more active in the pronunciation practice than students who did not obtain the treatment. In conducting the treatment, the researchers provided a song lyric to students. Then researchers played the song. Furthermore, the students were allowed to listen to the song and sang the song at the same time. In this case, they were assisted by the provided lyric. Next, the researchers and students sang the song together. As the result, the students would not feel bored when learning English and it facilitated their pronunciation practice. This finding can be related with some previous researches. As the first finding, Fitri (2016) states that English songs technique has a positive effect and improves students' pronunciation, it makes a significant contribution to the improvement of the teaching and learning process. The same argument is English song media are very interested in being used to improve pronunciation means that the implementation of English song to improve students' pronunciation skills can make students more active, motivated, and interested (Yanti & Harahap, 2022). Students who learned English through songs improved their English pronunciation and were also able to pronounce specific songs' words with greater precision. Additionally, their willingness to sing along to the songs demonstrates that these students enjoyed themselves and the class (Farmand & Pourgharib, 2013). English songs can be considered as an effective way to improve students' ability in pronunciation skills because they look more interested and enjoyed doing an activity using English songs (Mariana et al., 2021). To sum up, English song provides beneficial influence on teaching. It did not only provide an interesting class, but also facilitated students to practice their English pronunciation.

Statistically, the hypothesis was tested using non-parametric test because the data were not homogenous. The result showed that the Sig.2-tailed or P value is 0.000 that is less than 0.05. It can be inferred that there is significant difference or H_1 is accepted and H_0 is rejected. On the other words, the improvement of the students' pronunciation was verified. This indicates that the students' pronunciation of class XI MIPA 2 at SMA Negeri 2 Luwuk was improved by employing English songs.

4. Conclusion

The findings showed that H_1 was accepted. Descriptively, the utilization of Western song in teaching English brought positive influence on students' pronunciation. This verified that the use of Western or English songs in teaching English can improve the pronunciation of students at the eleventh grade of SMA Negeri 2 Luwuk. Since this research was only focused on improving students' word pronunciation, the researchers advise the next researchers who are willing to research the relevant topic to broaden the scope to the other language skills and language components.

REFERENCES

- Apuke, O. D. (2017). Quantitative Research Methods : A Synopsis Approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 6(11), 40–47. <https://doi.org/10.12816/0040336>
- Asmaradhani, A. I., Evendi, R., Mursid, A., & Gani, R. A. (2019). Fixing Students' Pronunciation Using Songs. *Journal of Languages and Language Teaching*, 6(2), 77–85. <https://doi.org/10.33394/jollt.v6i2.1258>
- Cholisah, N., Tresnadewi, S., & Yaniafari, R. P. (2021). A Study on Factors Contributing to Students' English Pronunciation. *ELT Forum: Journal of English Language Teaching*, 10(3), 271–279. <https://doi.org/10.15294/elt.v10i3.49867>
- Džanić, N. D., & Pejić, A. (2016). The Effect of Using Songs on Young Learners and Their Motivation for Learning English. *NETSOL: New Trends in Social and Liberal Sciences*, 1(2), 40–54. <https://doi.org/10.24819/netsol2016.8>
- Farmand, Z., & Pourgharib, B. (2013). The Effect of English Songs on English Learners Pronunciation. *International Journal of Basic Sciences & Applied Research*, 2.
- Fitri, N. (2016). Improving Students' Pronunciation Using English Songs for Fourth Semester Students of Academic Year 2015/2016. *Jurnal Pendidikan dan Bahasa*, 34–42.
- Gilakjani, A. P. (2012). The Significance of Pronunciation in English Language Teaching. *English Language Teaching*, 5(4), 96–107. <https://doi.org/10.5539/elt.v5n4p96>
- Kumar, T., Akhter, S., Yunus, M. M., & Shamsy, A. (2022). Use of Music and Songs as Pedagogical Tools in Teaching English as Foreign Language Contexts. *Education Research International*. <https://doi.org/10.1155/2022/3384067>
- Mariana, Hasibuan, A. L., & Risnawaty. (2021). Improving Students' Vocabulary Through English Song. *Indonesian Journal of ELT and Applied Linguistics (IJEAL)*, 1(1). <https://jurnal-lp2m.um naw.ac.id/index.php/IJEAL/article/download/1055/664>
- Millington, N. T. (2011). Using Songs Effectively to Teach English to Young Learners. *Language Education in Asia*, 2(1), 134–141. <https://doi.org/10.5746/leia/11/v2/i1/a11/millington>
- Mulatsih, D. (2016). Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon. *Journal of English Language and Learning*, 2(2), 294–299.
- Nanda, & Narius, D. (2012). Improving Student's Speaking Ability through Western Song at Junior High School. *Journal of English Language Teaching*, 1, 101–108.
- Nasirudin. (2019). The Use of English Songs to Teach Pronunciation to the Tenth Graders of SMA Negeri 1 Gedeg Mojokerto. *SCHOLASTICA: Jurnal Pendidikan dan Kebudayaan*, 1, 93–113.
- Ridhayatullah, Kasim, U., & Daud, B. (2020). the Influence of Using English Songs on the. *English Education Journal*, 11(1), 96–116.
- Ulate, N. V. (2008). Using Songs to Improve EFL Students' Pronunciation. *Letras*, 1(44), 93–108. <https://doi.org/10.15359/rl.2-44.5>
- Yanti, R., & Harahap, Y. S. (2022). The Effect of Using English Song to Improve Students' Pronunciation by 7th Grade at SMP Swasta Al Washliyah 27 Medan. *Journal Pusat Studi Pendidikan Rakyat*, 2(1), 1–10.