

THE USE OF SONG LYRICS TO IMPROVE STUDENTS' PRONUNCIATION ABILITY IN SMK KRISTEN IMANUEL LAIKIT

DANIEL C. O. MOKODOMPIS, NOLDY PELENKAHU, PAULA HAMPP
Universitas Negeri Manado

Email address: danielwwe56@gmail.com

*Received: 3 Desember 2024
Accepted: 21 Desember 2024
Published: 24 Desember 2024*

Abstract: The background of this research was based on students' difficulties in learning how to pronounce words and sentences. This research is intended to see whether or not learning with song and its lyrics is an effective way to improve students' pronunciation. For that reason, a learning method was conducted in SMK Kristen Imanuel Laikit with the subject of the research was the 11th grader class consist of 15 students. This research intended to create an alternative method to improve the atmosphere of the teaching process so that the students were more comfortable and boost their spirit to learn even more. This research used a Classroom Action Research, a quantitative research approach. The implementation of learning with song and its lyrics was conducted with pre-test, treatment, post-test, and finally, for further calculated the data, SPSS 26 was used in this research. All 15 students were participated in both pre-test and post-test where the average of students' pre-test score was 58.66%, and the average of post-test score after the treatment was used is 78.06%. by those results, the increase percentage was calculated and the results showed that the 11th grader of SMK Kristen Imanuel Laikit made an improvement score of 33.70%. from those results, this study can be concluded that the use of song and its lyrics can improve students' pronunciation.

Keywords: *Students; pronunciation; learning; songs; lyrics*

INTRODUCTION

Language is our primary source of communication (Dutta, 2020). Our system of

communication before anything else is language (Burridge & Stebbins, 2019). In everyday communication, the tool that is often used to communicate is language, both in the form of written language and oral language (Hampp, 2019). Language as our main communication tool cannot be separated from us, because without it we cannot interact with other human beings.

Today, It is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global or international language (Lauder, 2008). English is the dominant or official language in a number of countries, including many former British Empire territories (Dutta, 2020). That is why English language teaching in Indonesia is an important part of our education. Teaching and learning a language inevitably involve relationship between different nationalities (Haycraft, 1978). As stated above, learning English as a part of our foreign language gives us a huge advantage not only to compete internationally but also as a career opportunities and global communication tool.

Speaking about communication, one crucial aspect of learning English is pronunciation. Pronunciation serves as the cornerstone of clear communication, which allows individuals to articulate their ideas thoughts with precision. Lastly, pronunciation promotes cultural appreciation and respect, fostering inclusive and harmoniously interaction among individuals from diverse linguistic backgrounds. Therefore, dedicating time and effort to improve pronunciation skills can significantly impact personal, academic, cultural, and professional success.

Learning English pronunciation skills could be a challenging task for both teacher and learner just simply because it is a foreign language. However, song is an enormous and popular platform used by most of population on earth, delivering foreign songs from around the globe. The song and music platform could be applied in teaching process to give a new and fresh atmosphere to the classroom by bringing something familiar into the system. Songs can be very helpful in teaching process because bringing their comfortable activity is as good as motivating them to learn

RESEARCH METHOD

To complete this research, quantitative research method was used. Quantitative research is a type of study explaining phenomena by collecting numerical data which are analyzed through mathematically based method where statistics are particularly integrated (Xiong, 2022). This researcher used a Classroom Action Research design (CAR) with pre-test, treatment, and post-test to further analyze the research. Classroom action research (CAR) Program which is intended to make a contribution to the improvement of teachers' knowledge, style, technique, and method in the classroom, and give insight into the behavior of both teachers and students (Afrizal, 2015).

This study was conducted in SMK Kristen Imanuel Laikit, the subject of the research is the 11th grader that consist of 15 students. To find out whether the treatment succeed or not, pretest and posttest was used to collect the students score as the data and to analyze the data, the average score was used to know how well students' scores are (Sugiyono, 2010) and standard deviation was used to find the disparity between the calculated mean (Ayeni, 2014). Both mean score of the pretest and posttest were then further calculated using SPSS 26 to find out the percentages of students' improvement increase percentages was used (Lind et al., 2007)

FINDINGS AND DISCUSSION

This study was divided into 2 meetings on a class which consisted of 15 students. The first meeting was giving the pretest and continued with explaining the material of this study. After that, the treatment was conducted by dividing the class into 4 groups and giving each group a different song for them to analyze, learn, and perform tasks. the post-test then continued on the second meeting where they are tested individually to speak the words and sentences that they have learned, and the additional words and sentences as final test to determine the research success.

After all the meetings were done, the data of the test was collected and calculated and the result is presented below:

Table 1: Students' Pre-test result

No	Students	Score of Pre-Test
1.	Student 1	60
2.	Student 2	75
3.	Student 3	50
4.	Student 4	50
5.	Student 5	45
6.	Student 6	80
7.	Students 7	75
8.	Students 8	80
9.	Students 9	50
10.	Students 10	45
11.	Students 11	60
12.	Students 12	55
13.	Students 13	35
14.	Students 14	60
15.	Students 15	60
TOTAL SCORE		880

From 15 students that took the pre-test as shown on the table above, 3 students got score above 65, and another 12 students got score below 65.

Table 2: Statistic of Pre-test Score

Statistics	Formula	Results
-------------------	----------------	----------------

Mean	$\frac{880}{15}$	58.6667
Median	Middle Score	60.0000
Mode	Mostly Appeared	60.00

Table 2 showed that the average score of the students was 58.66, the median score was 60.00, and the mode score was 60.

Table 3: Frequency Statistics of Pre-test

N	Valid	15
	Missing	0
Mean		58.6667
Standard Error of Mean		3.53441
Standard Deviation		12.68872
Variance		187.381
Range		45.00
Minimum Statistic		35.00
Maximum Statistic		80.00

Table 3 showed the mean specifically, standard error of mean, standard deviation, variance, and range which is gap between minimum and maximum score of pre-tests.

On-Post Test, the students were asked to pronounce the earlier given words and sentences with additional words and sentences from each song they are listening to. The purpose is to find out if there are significant progress and development the student had achieve from listening a song. The result of posttest was shown below:

Table 4: Students' Post-test result

No	Students	Score
1.	Student 1	83
2.	Student 2	85
3.	Student 3	75
4.	Student 4	70
5.	Student 5	78
6.	Student 6	90
7.	Student 7	85
8.	Student 8	75
9.	Student 9	70
10.	Student 10	70
11.	Student 11	75
12.	Student 12	70
13.	Student 13	80
14.	Student 14	80
15.	Student 15	85
TOTAL SCORE		1176

From 15 students that took post-test, the students who achieved above 75 were raised to 8 students, and none of them got bad score which was below 50. all students in the 11th grader of SMK KRISTEN IMANUEL Laikit have a Good/Very good or 75/90 score.

From the table 4, mean, median, and mode were calculated as shown below:

Table 5: Statistic of Post-test Score

Statistics	Formula	Results
Mean	$\frac{1176}{15}$	78.0667
Median	Middle Score	78.0000
Mode	Mostly Appeared	70.00

Table 5 showed that the average score of the students was 78.06, the median score was 76, and the mode score was 70 which shown up for 4 times.

The descriptive statistics and frequency statistics which showed standard deviation, variance, standard error mean, and the gap between lowest and highest score was shown on the table below:

Table 6: Frequency Statistics of Post-test

N	Valid	15
	Missing	0
Mean		78.0667
Standard Error of Mean		1.70005
Standard Deviation		6.58425
Variance		43.352
Range		20.00
Minimum Statistic		70.00
Maximum Statistic		90.00

After having the data above, the comparison results of pre-test and post-test of the 11th Grader class was shown as follows:

Table 7: Comparison of pretest and posttest score

No	Students	Pre-Test Score	Post-test Score	Score Gain	Increase Percentage
1.	Student 1	60	83	23	38.33 %
2.	Student 2	75	85	10	13.33 %
3.	Student 3	50	75	25	50.00 %
4.	Student 4	50	70	20	40.00 %
5.	Student 5	45	78	33	73.33 %
6.	Student 6	80	90	10	12.50 %
7.	Student 7	75	85	10	13.33 %
8.	Student 8	80	75	-5	-6.25 %
9.	Student 9	50	70	20	40.00 %
10.	Student 10	45	70	25	55.56 %
11.	Student 11	60	75	15	25.00 %
12.	Student 12	55	70	15	27.27 %
13.	Student 13	35	80	45	128.57 %
14.	Student 14	60	80	20	33.33 %
15.	Student 15	60	85	30	50.00 %

In calculating the data of a paired sample, IBM SPSS 26 was used to calculate both of the results of pre-test and post-test to see the effectiveness of using song and its lyrics to improve students' pronunciation and the results was as follows:

Table 8: Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	58.6667	15	13.68872	3.53441
Posttest	78.0667	15	6.58425	1.70005

The table above showed that the mean score of Pre-test was 58.66, while N was 15. Meanwhile, standard deviation for pretest was 13.68. Mean standard error for pretest was 3.5344.

For the posttest, the mean score as shown above was 78.0667, 15 was the N, and the standard deviation was 6.58. The mean standard error of posttest was 1.700.

Table 9: Paired Samples Correlations

	N	Correlation	Sig.
Pretest & Posttest	15	.548	.034

Table 9 showed that the large correlation between samples, the numeral of both correlations was 0.548 and numeral significance was 0.034.

Table 4.15 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test – Post-Test	19.40000	11.487888	2.96616	25.76178	13.03822	-6.540	14	.000

Table 10 showed the result of analysis using T-test. The mean pre-test and post-test were 19.4000, standard deviation was 11.48, mean standard error was 2.966. The lower different was 25.76, while the upper different was 13.038. The result test $t = -6.540$ with df 14 and significance 0.000.

Table 11: Increase Percentages Result

Test	Mean	N	Increase Percentage	
Pre	58.66	15	Gap value	$= 78.06 - 58.66 = 19.4$
Post	78.06	15	IP (%)	$= 19.4 : 58.66 = 0.3307$ $= 0.3307 \times 100 = \mathbf{33.70\%}$

From the mean score of each test as shown on the table 4.14, the increase percentage was count and the result was 11th grader of SMK Kristen Imanuel Laikit made an improvement of 33.70%

This research was in line with theory of the effectiveness of using song in teaching. Songs often use grammatically correct language and can also help students learn correct sentence structure and pronunciation (Liando et al., 2023) songs can be very helpful as comprehensible input for students because it enables the to understand the language better and acquire new rules, as well as motivating learners and making them feel more relaxed (Supeno, 2008). Learnt in relax are easier to remember than those learnt under pressure (Sabudu, 2019). As stated before, the t-test was used to find the significant different in achieved scores by one class, in particularly the 11th grader of SMK Kristen Imanuel Laikit. The increased percentage result of the mean score of both pre-test and post-test was in, and there is an increased point of 33.70% which concluded this research and proved that learning with song and its lyrics as a learning method can improve students' pronunciation.

REFERENCES

- Afrizal, M. (2015). a Classroom Action Research: Improving Speaking Skills Through Information Gap Activities. *Eej*, 6(3), 342–355.
- Ayeni, A. W. (2014). Empirics of Standard Deviation. *Empirics of Standard Deviation*, 29 July, 1–8. <https://doi.org/10.13140/2.1.1444.6729>
- Burridge, K., & Stebbins, T. N. (2019). What is language? *For the Love of Language*, 3–21. <https://doi.org/10.1017/cbo9781107445307.004>
- Dutta, S. (2020). the Importance of “English” Language in Today’S World. *International Journal of English Learning & Teaching Skills*, 2(1), 1028–1035. <https://doi.org/10.15864/ijelts.2119>
- Hampp, P. L. (2019). Use of Songs in Teaching Simple Tobe and Past Tense Teaching. *Journal of English Language and Literature Teaching*, 4(1), 15–24. <https://doi.org/10.36412/jellt.v4i1.939>
- Haycraft, J. 2002. (1978). An Introduction to English Language Teaching. *Longman Group Limited*, 102–106.
- Lauder, A. (2008). the Status and Function of English in Indonesia: a Review of Key Factors. *Makara Human Behavior Studies in Asia*, 12(1), 9. <https://doi.org/10.7454/mssh.v12i1.128>
- Liando, N. V. F., Oey, N. A., & Rorimpandey, R. S. (2023). Does Song Effective for EFL Students’ Listening Skill?: (A Pre-Experimental Study at Junior High School Level). *Edumaspul: Jurnal Pendidikan*, 7(2), 3067–3083. <https://doi.org/10.33487/edumaspul.v7i2.6757>
- Lind, D. A., Marchal, W. G., & Wathen, S. A. (2007). *Teknik-teknik Statistika dalam Bisnis dan Ekonomi Menggunakan Data Global*.
- Sabudu, D. (2019). the Investigation Into Primacy Effect on Student’s Vocabulary Memorization. *A Journal of Culture English Language Teaching Literature & Linguistics*, 6(1), 21. <https://doi.org/10.22219/celticumm.vol6.no1.21-30>
- Sugiyono, D. (2010). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*.
- Supeno. (2008). Using Songs to Improve Students’ Pronunciation. *Letras*, 2(44), 93–108.
- Xiong, X. (2022). Critical Review of Quantitative and Qualitative Research. *Proceedings of the 2022 3rd International Conference on Mental Health, Education and Human Development (MHEHD 2022)*, 670(Mhehd), 956–959. <https://doi.org/10.2991/assehr.k.220704.172>

