

“THE USE OF ENGLISH SONG TO IMPROVE THE ENGLISH PRONUNCIATION OF SEVENTH GRADE STUDENTS AT SMP NEGERI 5 TONDANO”

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Abstract: Learning problem found by SMP N 5 Tondano is that teachers often use conventional learning, namely the lecture method, so that students listen more to explanations from the teacher, so that boredom arises while studying. Teachers are often more dominant in the class compared to students, who only receive material explanations. Students are less active in learning because they are not interested in the learning methods used by the teacher and do not pay attention to what is conveyed by the teacher. Learning that uses the method can interest students as well as increase results or objective learning. Media songs, are still Not yet crowded and used by teachers, then according researchers use songs as learning media with the objective of increasing the ability of students' English pronunciation. Song media is also very well used because the teacher always follows the development of the student. the purpose of this study was to discuss the effect of using song media to improve the English pronunciation of class VII students at SMP Negeri 5 Tondano. the method used in this study was the experimental method. The population in the study were all students in class VII. the samples were taken from one class and one group pretest and posttest and were analyzed using the t-test > 1.68 , then H_1 is accepted and H_0 is rejected, meaning that there is an effect of using songs on students' pronunciation results. Conclusion The use of improvised song media results in the English pronunciation of class VII students at SMP Negeri 5 Tondano.

Keywords: *Pronunciation, Song. EFL, Junior High School*

INTRODUCTION

"Language is the window to the mind." That's Chomsky's claim about language, as quoted by Wells in the introduction to his book 1. Since language plays an important role in every aspect, it has several different functions in the

society in which it is used. The function of the language used in society affects the status of the language itself. In society, language can act as an official, national, educational, religious, and group language.

Languages have sounds, vocabulary, and grammar. Thus, language that is naturally interesting to analyze. There are many phenomena of language use going on around people. The song is one of the phenomena consisting of lyrics. Meanwhile, a lyrical song can be used as another method for people to convey to each other that they are too young or too old.

There are song lyrics that become models, especially for teenagers. Song lyrics can help them acquire their language. Song lyricists mainly create song lyrics for teenagers. This means that song lyrics for teenagers have a special intonation and form that is easily understood by a teenager.

Teaching English to teenagers is not easy but requires more patience. The teaching process for young learners is different from the teaching process for adults. A method is needed to facilitate the delivery of materials. According to Liando (2012), English is one of many languages on Earth. Indonesia has adopted English as a means of communication to build relationships with others.

For young learners or teenagers, English is the first foreign language to be educated, and students learn only simple English patterns. As a secondary language, the students have very limited knowledge of English. Sometimes it causes problems in the learning process, especially pronunciation. The first is the problem of native pronunciation, which exists when learners have difficulty in making sounds that need to be imitated. Researchers have observed that they tend to have problems with pronunciation, e.g., "sleep" (sli:p), "tree" (tri:), and "true" (tru:), where there is no Indonesian n. Secondly, the pronunciation problem occurs when the sound is not too loud but the learner misspells the spelling. For example, the words "rise" [rise], "tea" [ti:], "duck" [dk], "cup" [kp], "look" [luk:], and "sing" [si] are not pronounced as written, so learning pronunciation is not easy for students.

They will try to find information about something they want to know. They also ask about something they feel is new and strange to them. They ask

adults or people around them everything they want to know. They ask for that information from people they only know.

Due to the high level of curiosity among teenagers, we consider that this song is a very good medium for teaching English pronunciation. That's because the language used in the song is English. Teenagers are not familiar with English. And based on this reason, teenagers will try their best to know many things about the songs. If teenagers have the desire to know the songs, they will try to learn anything related to the songs. Here, we emphasize English pronunciation. We chose pronunciation because of the difference between the two languages, English and Indonesian.

There are many differences between English and Indonesian, especially in pronunciation. As we can see, the difference between English and Indonesian is very important. Therefore, many students from SMP, especially grade VII students at SMP Negeri 5 Tondano, mispronounce English words.

In addition, the teacher is expected to be imaginative and creative in developing his teaching techniques so that English lessons become more interesting. Teaching English through the tenth grade requires interactive techniques in the classroom. There are many methods for teaching English to young learners, but the most important aspect of teaching English is to build their motivation to learn the language.

In other words, we make them feel that they need English and that learning English is a very interesting subject to learn. One way to arouse their enthusiasm is to use songs, which will allow them to have a deeper reaction to learning English. These songs can be used by teenagers outside the classroom for self-study.

It is an interesting technique, taken from the daily activities of students, that is, students will feel involved in English tutoring. In addition, the songs are part of the authentic material needed to learn about a foreign language directly from native speakers. There are many English and cultural expressions in the song, so students can learn and expand their knowledge, not only knowing the written word but also knowing how to pronounce it, especially after listening to

such a song.

In addition, learning English through songs can be effective in helping with pronunciation, so students can instantly get knowledge on how to pronounce the words of the songs they hear. When students learn in a pleasant environment, they will understand the lesson easily.

Based on observations of that student's score in English subjects, it seemed they had a lower level of pronunciation; for example, they said book = [buk], and it was a mispronunciation. The observations showed that the teacher never taught the practice of saying some words. A teacher focuses only on the vocabulary and grammar used in conversation.

They are sometimes asked to say a few words once or twice for students to become familiar with these words. In other words, there is no stress in the pronunciation of words. Mastery of vocabulary can make learners more effective speakers, good listeners, readers, and writers (Liando, 2012).

Research Method

In this study, researchers also conducted a pre-experimental design in the form of an experiment. The pre-experimental design used is a one-group pretest-posttest design. In this design, the patient will be given a pre-test before being given treatment, to be compared with the value obtained after being given treatment.

Finding and Discussion

a) SPSS Oultpult Intelpreltation

- First outlpult

This outlpult shows the relsults of a delscriptivel statistical sulmmmary.

Table 2: Paired Samples Statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	83.00 ^a	10	4.830	1.528
	Posttest	93.00 ^a	10	4.830	1.528

Second output The second part of the output is the correlation or relationship between the two variables, i.e., pretest and posttest. This second output explains whether there is a relationship between the pretest and posttest through the percent moment correlation test of the product. It is known that the significant value is 0.907, meaning that the value is greater than 0.05 as the basis for decision-making in the correlation test.

Table 3: Paired Samples Correlation

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pretest & Posttest	10	.651	.021	.041

Third output If the sig (2-tailed) value is <0.05 , there is a significant difference between the learning outcomes of the pretest and posttest scores. If the sig (2-tailed) value > 0.05 , then there is no significant difference between learning outcomes in the pretest and posttest value data. It is known that, given the value of sig. (2-tailed) of 0.001 < 0.05 , it can be concluded that there is a significant difference between the learning outcomes of basic automotive engineering on pretest and posttest data. So in these results, it can also be concluded that the influence of the inquiry learning method can improve the learning outcomes of basic automotive engineering because the paired t-test results show that there are significant differences in the learning outcomes obtained by each student.

Table 4: Paired Samples Test

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pretest-Posttest	-10.000	4.269	1.350	-13.054	-6.946	-7.408	9	<.001	<.001

Discussion

The value of student learning outcomes obtained from the Class VII posttest experimental class amounted to 10 students using song media as a result for measuring observation during learning to improve students' pronunciation skills in learning English.

Researchers took data by giving tests of the song, and they were observations that the pronunciation of students was still incorrect. Then, after getting the pretest results, researchers gave treatment in class (VII) using the same song media.

From this research, it can be seen;

1. Be able to find out the influence of song media on student pronunciation in learning English.
2. can find out the difference in student learning outcomes by using an experimental method using songs to improve pronunciation among students learning English.

The average pre-test score is 83.00, the standard deviation score is 4.93, the minimum score is 50 and the maximum is 80. For the post-test, an experimental method using songs as a medium was used to obtain an average score increase of 93.00; the standard deviation value was 4.9; and the minimum score was 92.

The results of the prerequisite study showed that the pretest and post-test class VII data, judging from the output above, have a significance value greater than 0.05, so it can be concluded that the variables have a normal distribution.

hypothesis testing, or (T-test), tests the mean difference at a significant level of 0.05.

1. If the sig (2-tailed) value is <0.05 , there is a significant difference between the learning outcomes of the pretest and

posttest scores

2. If the sig (2-tailed) value > 0.05 , then there is no significant difference between learning outcomes in the pretest and posttest value data.

It is known that, given the value of sig(2-tailed). $0.000 < 0.05$, it can be concluded that there is a significant difference between the learning outcomes of basic techniques and motives in the pretest and posttest data. So from these results, it can also be concluded that the influence of the inquiry learning model can improve the learning outcomes of basic automotive engineering because the results of paired t-tests show that there are significant differences in the learning outcomes obtained by each student. The experimental method of using song media in grade VII SMP Nelgri 5 Tondano can improve students' pronunciation results in learning English.

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