

IMPROVING STUDENTS' PRONUNCIATION OF ALVEOPALATAL SOUNDS BY USING ENGLISH SONGS

Agus Kusnandar, M. Firdaus

ABSTRACT

The title of this research paper is "Improving Students' Pronunciation of Alveopalatal Sounds by Using English Songs". This research was conducted at SMK Negeri 2 Baleendah. Due to pandemic of Covid-19, the research was conducted online by using WhatsApp and Google Classroom. The purposes of this research were to identify the effectiveness of songs in improving students' pronunciation ability of alveopalatal sounds and find out the students' responses toward the use of songs in learning alveopalatal pronunciation. The research applied a pre-experimental research method, then used one group pretest-posttest design to conduct the research. The study then chose 30 students of XI Tata Boga 4 as the sample for experimental group. The instruments used in this research were pre-test, posttest and questionnaire. The data from pre-test and posttest were analyzed and calculated. According to the result of calculation, the value of t-observer was 7.015, then the freedom was 29 at the level of significance 0.05 for two tailed test is 2.045. Based on the calculation of t-observed, it was higher than the t-table. In other words, there was a significant different score before and after the treatment. Therefore, the method of the research is effective. Then, the result of questionnaire showed that the students gave positive responses toward the use of songs in learning alveopalatal pronunciation and they felt enjoyed, pleasant and motivated. They were able to pronounce alveopalatal words, but they still needed efforts to get used to. The conclusion of this research is the implementation of songs in learning alveopalatal pronunciation can give a significant effect to the students. It is effective to make them interested, enjoyed and comfortable in learning pronunciation. By using song, they are not only able to improve pronunciation, but also improve listening skill and vocabulary mastery.

Keywords: pre-experimental, pronunciation, alveopalatal, song

A. Background of the Research

Pronunciation is a part of the language components that has an important role in communication, especially in English language. It is used to produce the sounds of words that express meaning. According to

Otlowski (1998), pronunciation is a manner of expressing an utterance, especially a manner which is accepted or commonly understood by listener. In pronunciation, sounds and meaning are connected each other, because if someone pronounces a word with inappropriate pronunciation, so it will influence the meaning of the word itself and automatically change the meaning. Therefore, wrong pronunciation will change the meaning of word. The meaning of those words might be understood by the listener if the speaker says it in a form of sentence, but if the speaker just pronounces the word alone, it will make the listener difficult to catch what the speaker is talking about.

As a matter of fact, there is a problem that lies on the differences of the sound systems between English and Indonesian. There are some of English vowel and consonant sounds are not found in Indonesian, such as /θ/, /ð/, /ʒ/, /tʃ/, /dʒ/, /i:/, /u:/, /ɔ:/, /ɑ:/, /ɜ:/, and /ʌ/. Consequently, when the learner pronounces words, he/she produces the sounds influenced by his/her native language. English pronunciation is very crucial to be mastered to make the learner becomes familiar with the English sounds and can produce the English sounds correctly.

There are many sounds in English which must be mastered. In this research, the study focuses on improving students' pronunciation of alveopalatal sounds. On the basis of Giegerich (1992), alveopalatal sound is how the voice produced in front of the tongue-and not just a tip-is raised towards the back of alveolar ridge and the front of the palate, as in *she* and, rather rarely in English, the second consonant is *leisure*. Although Indonesian sounds have sound /z/ which is similar to sound /ʒ/, sound /c/ similar to sound /tʃ/, and sound /j/ similar to sound /dʒ/ in English sound.

Related to the explanation above, pronunciation is necessary to be learnt. It has an important role to support the speaking skill in doing communication when the speaker speaks, the speaker must use English pronunciation correctly to make the listener understands what the speaker says. In fact, some of Indonesian students still get difficulties in pronouncing alveopalatal sounds in words. One of some factors that causing some Indonesian students get difficulties in pronouncing alveopalatal sounds is that both English and Indonesian words have the same alphabet but different in manner of spelling them.

Then, the writer would like to do a research by using English songs as a technique in improving students' pronunciation of alveopalatal sounds. The reason why this research chose English songs because it

promotes an authentic material. It is sung directly by a native speaker, so this study expects the students can pronounce English sounds correctly based on what they have heard from the singer who is a native speaker. Lenka (2009) stated that song is able to create a positive atmosphere in learning English language and prevent the saturation. Therefore, the writer would like to implement the research entitled Improving Students' Pronunciation of Alveopalatal Sounds by using English Songs.

B. Literary Review

1. Pronunciation

Pronunciation is one of the important aspects in English, especially in oral communication. According to Nordquist (2020), pronunciation is a method of expressing a word. Then, pronunciation is a way of uttering words, especially in an accepted manner (Otlowski, 1998). As we know, different communities have different languages and different accents. So, it is very important that we can speak in their language properly, which is expected or recognized for the community so they can understand what we are saying.

Then, pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language, aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, and how the voice is projected (Yates, 2009).

2. The Importance of Pronunciation

Some people probably think that pronunciation is not really important because they only know that the fluency of speaking is more necessary in fulfilling their needs for working or studying. Whereas pronunciation is also needed for supporting their English mastery. Pennington (2019) stated, "pronunciation is required not merely for talking, but for communicating and making sense to another person, that is, for making meaning in both an audible and understandable form."

3. Alveopalatal Pronunciation

Alveopalatal or also known as palato-alveolar or postalveolar is a part of the place of articulation in consonant

alphabets. It produces four sounds, they consist of /ʃ/, /ʒ/, /dʒ/ and /tʃ/. On the basis of Dardjowidjojo (2009), alveopalatal sound is the combination between palatal and alveolar, where the tip tongue touches the hard palate and the alveolar ridge, then it produces sounds such as *shop* and *job*.

Palato-alveolar also is the production of sound where the blade of the tongue moves toward the back of alveolar ridge (Yavas, 2016). The examples of the words that produced by alveopalatal sound are *fish*, *garage*, *rich*, and *ridge*. Then, Carr (2019) states that alveopalatal is a sound production in which alveolar ridge and hard palate area are hit by the front part of tongue.

4. Song

There are a lot of ways to show off our expressions or feelings. It can be through painting, poetry, writing a text and others. But there is the most popular one which cannot be separated from our life, it is song. Song is a series of words that are arranged according to the rhythm and tone, the usual song contains a certain meaning. According to Henneberg (2015), Song is a piece of music for voices.

Then, according to Griffee (1992, as cited in Lenka, 2011) song is also a representation of our feeling in unique form. Songs are marked by richness of content, poetical meaning and symbol that emotionally reflect the world they live in. Song can stimulate the listeners' response and song can inspire the students to express their attitude to words that they have heard. Here, we can see that utilizing songs in teaching English language provides an active process for the students who intend to sing.

C. Research Methodology

This research is aimed to find out the result of using songs to improve students' pronunciation achievement of alveopalatal sounds at second grade students of SMK Negeri 2 Baleendah. Therefore, this research utilizes pre-experimental research in attempt to achieve the aim of the research. Pre-experimental designs are more exploratory than confirmatory in regard to making inferences about the relationship between an independent variable and a dependent variable (Phakiti, 2014).

Therefore, based on the concept of research methodology in first chapter, the study uses the following one group pre-test posttest design proposed by Mangal (2013) to implement the research.

Table 1. Pre-Test Posttest Design

	Pre-test	treatment	posttest
Experimental group	O ₁	xxx	O ₂

(Mangal, 2013)

Where:

O₁= pre-test

X = treatment

O₂ = posttest

In achieving the purpose of the research, it needs a population and a sample for being the object of the experiment. Levy (2013) stated, "Population is the entire set of individuals to which findings of the survey are to be extrapolated". This research decided to choose the population from second grade students of SMK Negeri 2 Baleendah where the writer was a student from there and the school was near the house. The research chose the second grade as population because most of them are not able to pronounce English well even though they are quite skillful in mastering Vocabulary. After selecting the population as the research target, the research chose a one group sample among of the classes. A sample is part of something larger called population (Diamantopoulos, 2000). To find out the sample, the writer created a lottery to choose the sample, then wrote each class name on a piece of paper. After all the paper were written, the writer folded the papers and inserted them into a plastic glass. Next, the writer shook the glass and dropped slowly the papers of the glass until one of them fell out. After that, the chosen paper was revealed, apparently it was XI Tata Boga 4. So, the sample fell onto XI Tata Boga 4.

According to Bui (2009), research instruments are set of the measurement devices and are used to collect the research data. In carrying the research implementation, research instruments must be provided as a device to measure the effectiveness of the research. The writer uses the following three types of research instruments, namely:

1. Pre-test, it is simply a test before the main survey and will often represent a test of a single element of the survey, such as a specific question wording or instrument layout (Stopher, 1996).
2. Posttest is the second measurement of the research (Bonate, 2000). It is implemented after giving the treatment. According to Mertens (2005),

posttest is useful to figure out the effect of the treatments. Therefore, the writer provides a list of words related to alveopalatal sounds and a recording device to measure the students' pronunciation ability after the treatments.

3. Questionnaire is a set of questions and statements that are used to find out the students' responses towards improving pronunciation ability in alveopalatal sounds. According to Wilkinson (2003: 8), questionnaire is applied to assemble wide quantities of data from various respondents.

Therefore, to collect and compute the data, this research applies a test namely t-test. Then, the test will be processed using t-test for the result.

- a. The formula of mean of the pre-test score:

$$\bar{X} = \frac{\sum X_1}{n}$$

\bar{X} = mean of sample

$\sum X_1$ = total number of all individual observation of X

n = total number of observations

- b. The formula of mean of post-test score:

$$\bar{X} = \frac{\sum X_2}{n}$$

\bar{X} = mean of sample

$\sum X_2$ = total number of all individual observation of X

n = total number of observations

- c. The formula for the Dependent t Test, after entering the values obtained from pretest and posttest:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

x_1 = the mean of the pre-test scores

x_2 = the mean of the post-test scores

$\sum D^2$ = the sum of the squares of the differences between the pretest scores and the posttest scores

$(\sum D)^2$ = the squares of the sum of the differences between the pretest scores and the posttest scores.

N = the number of pairs of degree

DF= the degree of freedom

$$DF=N-1$$

After explaining the formula that used for this research, the writer explains the following steps in running this research:

- a. The mean of the pre-test minus the mean of the post-test
- b. The sum square of the different minus the square of different sum and divided by the total number of observations.
- c. The total number of observations multiplied by the total number of observations minus one
- d. The root of the second step result is divided by the result of the third step.
- e. t is the result of the first step which divided by the result of fourth step.

Besides using pre-test and post-test, this research also applies a questionnaire to find out the students' responses toward the research. A questionnaire test is applied after the post-test given to the students. It also has a function to find out the advantages and disadvantages of the technique or method based on the students' perspective. Then, to find out the result on questionnaire, this research uses the following percentage formula:

$$X = \frac{y}{z} \times 100$$

Where:

X = percentage (quality of the answer)

Y = given amount (total of the respondent answer)

Z= total amount (total of respondent)

D. Results

To obtain the data, this research applied one group pretest-posttest design and questionnaire as the instruments. Before the treatment

delivered, the students were given the pretest to measure their prior ability of pronunciation. The results of the pretest are shown below:

Table 1. The Pretest Result

No.	Name	Pretest score
1.	Student 1	65
2.	Student 2	75
3.	Student 3	30
4.	Student 4	55
5.	Student 5	45
6.	Student 6	50
7.	Student 7	50
8.	Student 8	40
9.	Student 9	65
10.	Student 10	75
11.	Student 11	55
12.	Student 12	40
13.	Student 13	70
14.	Student 14	45
15.	Student 15	80
16.	Student 16	70
17.	Student 17	45
18.	Student 18	50
19.	Student 19	50
20.	Student 20	35
21.	Student 21	50
22.	Student 22	70
23.	Student 23	55
24.	Student 24	55
25.	Student 25	65
26.	Student 26	70
27.	Student 27	35
28.	Student 28	45
29.	Student 29	55
30.	Student 30	60
The mean		55

The table above describes the result of pretest that done by the students XI Tata Boga 4. According to the test result, the 30 students obtained various scores, from the lowest to highest. The lowest score was 30 and the highest score was 80. The writer then calculates the mean of the pretest $\sum X_1$.

$$\bar{X} = \frac{\sum X_1}{n} = \frac{1,650}{30} = 55$$

On the basis of the calculation above, the mean of pretest is 55.

After the pretest has been implemented, the writer begins to deliver the treatments for 3 meetings. The meetings are held through WhatsApp and Google Classroom due to covid-19 pandemic.

Then, in the last meeting, the writer delivers a posttest which purposed to measure their alveopalatal pronunciation ability by using songs after the treatments. The data of the posttest was tabulated and arranged at the following table.

Table 2. The Posttest Score

No.	Name	Posttest score
1.	Student 1	80
2.	Student 2	85
3.	Student 3	80
4.	Student 4	70
5.	Student 5	45
6.	Student 6	90
7.	Student 7	70
8.	Student 8	65
9.	Student 9	85
10.	Student 10	75
11.	Student 11	95
12.	Student 12	50
13.	Student 13	75
14.	Student 14	80
15.	Student 15	90
16.	Student 16	90
17.	Student 17	35
18.	Student 18	95

19.	Student 19	85
20.	Student 20	70
21.	Student 21	70
22.	Student 22	90
23.	Student 23	65
24.	Student 24	70
25.	Student 25	75
26.	Student 26	85
27.	Student 27	60
28.	Student 28	60
29.	Student 29	50
30.	Student 30	75
The mean		73.66

According to the table above, it can be seen that the highest score is 95 achieved by 2 students and the lowest score is 35 achieved by 1 student. The writer then calculates the mean of the posttest $\sum X_2$

$$X = \frac{\sum X_2}{n} = \frac{2,210}{30} = 73.66$$

According to the calculation above, the mean of posttest is 73.66.

From the scores and means of pretest and posttest, the writer calculates the data. The calculation of pretest and posttest is showed in the following table.

Table 3 Calculation of Pretest and Posttest Score

No.	Name	Pretest (X ₁)	Posttest (X ₂)	D scores	D ²
1.	Student 1	65	80	-15	225
2.	Student 2	75	85	-10	100
3.	Student 3	30	80	-50	2500
4.	Student 4	55	70	-15	225
5.	Student 5	45	45	0	0
6.	Student 6	50	90	-40	1600
7.	Student 7	50	70	-20	400
8.	Student 8	40	65	-25	625
9.	Student 9	65	85	-20	400

10.	Student 10	75	75	0	0
11.	Student 11	55	95	-40	1600
12.	Student 12	40	50	-10	100
13.	Student 13	70	75	-5	25
14.	Student 14	45	80	-35	1225
15.	Student 15	80	90	-10	100
16.	Student 16	70	90	-20	400
17.	Student 17	45	35	10	100
18.	Student 18	50	95	-45	2025
19.	Student 19	50	85	-35	1225
20.	Student 20	35	70	-35	1225
21.	Student 21	50	70	-20	400
22.	Student 22	70	90	-20	400
23.	Student 23	55	65	-10	100
24.	Student 24	55	70	-15	225
25.	Student 25	65	75	-10	100
26.	Student 26	70	85	-15	225
27.	Student 27	35	60	-25	625
28.	Student 28	45	60	-15	225
29.	Student 29	55	50	5	25
30.	Student 30	60	75	-15	225
Σ		$\Sigma x_1 =$ 1,650	$\Sigma x_2 =$ 2,210	$\Sigma D =$ -560	$\Sigma D^2 =$ 16,650
$(\Sigma D)^2 = (-560)^2 = 313,600$					

From the data above, the writer computes the score by applying the t-test steps below.

- Step 1, Calculating the score of degree of the freedom

$$df = N - 1$$

$$= 30 - 1$$

$$= 29$$

- Step 2, computing the t-observed

$$t = \frac{x_1 - x_2}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$\begin{aligned}
&= \frac{55 - 73.66}{\sqrt{\frac{16,650 - \frac{313,600}{30}}{30(30 - 1)}}} \\
&= \frac{-18.66}{\sqrt{\frac{16,650 - 10,453.3}{30(29)}}} \\
&= \frac{-18.66}{\sqrt{\frac{6,196.7}{870}}} \\
&= \frac{-18.66}{\sqrt{7.12}} \\
&= \frac{-18.66}{2.66} \\
&= -7.015
\end{aligned}$$

The t-observed value is -7.015

3. Step 3, Interpreting the result of calculation

According to the result above, the obtained value after computing the t-observed is 7.015. The value of t-table is gained from degree of freedom (df), the formula used is $df = N - 1$, where N is number of respondents, so $df = 30 - 1 = 29$ at the level of significance of .05 for two tailed tests are 2.045. It means that the t-observed is higher than t-table ($7.015 > 2.045$). Therefore, H_a is accepted and H_o is rejected. This also means that there is a significant different in students' scores before and after the treatment using English song. So, the use of English songs to improve alveopalatal pronunciation is effective in XI Tata Boga 4 SMKN 2 Baleendah.

E. Discussions

Based on the result of pretest, the students have got various scores from the lowest is 30 and the highest is 80 and the mean is 55. Some of them experience difficulties in pronouncing those words. In order to solve the problem, the treatments are applied for 3 weeks. In the

last meeting, the posttest is held. The result of posttest shows that the students have got improvements where the lowest score is 35 and the highest is 95. It means there is a significant result after treatments, even though the students are still quite difficult to pronounce several words.

Based on the computation result of pretest and posttest, the obtained value after computing the t-observed is 7.015. The value of t-table is gained from degree of freedom (df), the formula used is $df = N - 1$, where N is the total number of respondents, so the df in this research is $df = 30 - 1 = 29$ at the level of significance of .05 for two tailed test is 2.045. It means that the t-observed is higher than the t-table ($7.015 > 2.045$). Therefore, H_a is accepted and H_o is rejected. This also means that there is a significant difference in students' scores before and after the treatment using English song. So, the use of English song to improve pronunciation ability of alveopalatal sounds is effective in XI Tata Boga 4 at SMKN 2 Baleendah.

Then, the conclusion of students' responses according to the questionnaire is that they give positive responses toward teaching English pronunciation of alveopalatal sounds by using song.

About pronunciation, most of the students presume that learning pronunciation is important. For the alveopalatal pronunciation, the students are able to pronounce alveopalatal sounds. But they still get difficult to pronounce the alveopalatal words. That is supported by other statement from the questionnaire that their pronunciations are influenced by their mother language.

Next, it is about English song. They love listening to English song and know English from it. Besides that, many of them state that learning pronunciation by using song is interested.

Then, teaching pronunciation of alveopalatal by using song. Many students agree that teaching English pronunciation by English song is good to be applied in classroom. In another statement, they gain improvements in their pronunciation after learning by using English song.

F. Conclusion and Suggestions

According to the research calculation and finding of the study which have been done in previous chapter, the writer obtains several conclusions. The first is related to the significant differences in students' scores before

and after treatment by using English song to improve their alveopalatal pronunciation ability, then the second is the responses of the students toward the learning pronunciation of alveopalatal by using song.

The result of study is shown by t-test computation towards students' pretest and posttest scores that the students' alveopalatal pronunciation ability is significantly improved. Most of the students gained higher posttest scores than the pretest. This means that the use of song as a medium to improve students' alveopalatal pronunciation ability is effective.

Then, according to the questionnaire, the study obtains positive responses from the students related to learning alveopalatal pronunciation by using song. Many of them are interested in learning alveopalatal pronunciation by using song. Then they agree that teaching pronunciation of alveopalatal by using song is compatible to be applied at classroom.

So, it can be concluded that the use of English songs in teaching and learning pronunciation of alveopalatal sounds for the second grade of Vocational High School is effective. Then, the students are interested in learning alveopalatal pronunciation by using songs and they like learning alveopalatal pronunciation by using song.

After conducting the research, there are several suggestions that the writer would like to share, those are:

1. For the students, to improve pronunciation ability, they have to keep listening the native speakers through not only song, but also other medium such as dialogue video and audio podcast, then try to imitate how the native speakers speak and pronounce the words. So, they will be able to master pronunciation ability. In order to boost the ability, make it as a routine activity every day to practice and pronounce new words.
2. For the teachers, song is one of useful mediums in teaching English as foreign language. The teachers can also find another medium like a short film where the native speaks to make the students interested in learning pronunciation. One important thing for learning pronunciation, in order to prevent the misunderstanding and mispronounce, if the students pronounce a word or more in wrong way, please remind the students to fix the pronunciation and try to pronounce in a correct manner.
3. Due to pandemic of Covid-19, the research is not conducted well. Therefore, to other researchers, hopefully they can compose a better paper and conduct a better research to help teachers and

students enhancing the effectiveness of learning pronunciation, especially alveopalatal sounds. The other researchers also are suggested to prepare well after the pandemic disappears.

G. References

- Bonate, P. L. (2000). *Analysis of Pretest-Posttest Designs*. Florida: Chapman & Hall/CRC.
- Phakiti, A. (2014). *Experimental Research Methods in Language Learning*.
- Stopher, P. R. (1996). *Methods for Household Travel Surveys*. Washington D.C.: National Academy Press .
- RINI, D. A. (2019). *TEACHING PRONUNCIATION OF FRICATIVE AND*. Bandar Lampung: LAMPUNG UNIVERSITY.
- Rogers, H. (2014). *The Sounds of Language: An Introduction to Phonetics*. London: Routledge.
- S. K. MANGAL, S. M. (2013). *RESEARCH METHODOLOGY IN BEHAVIOURAL SCIENCES*. New Delhi: PHI Learning Private Limited.
- Otlowski, M. (1998). Pronunciation: What Are the Expectations? *The Internet TESL Journal*, 1.
- Paul S. Levy, S. L. (2013). *Sampling of Populations: Methods and Applications*. Wiley.
- Nordquist, R. (2020, February 12). *Definition and Examples of English Pronunciation*. Retrieved from thoughtco.com: <https://www.thoughtco.com/pronunciation-english-1691686>