# THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' PRONUNCIATION OF INTERDENTAL SOUNDS

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## Abstract

The title of this research paper is "The use of English songs to improve students' pronunciation of interdental sound. This research was conducted at SMA Majalaya putra. 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 use of English songs to improve students' pronunciation of interdental sounds and find out the students' responses toward the use of songs in learning interdental pronunciation. The research applied a pre-experimental research method, then used one group pretest-posttest design to conduct the research. The study then chose 20 students of X Ipa 1 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 11.7 then the freedom was 29 at the level of significance 0.05 for two tailed test is 2.093. 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 interdental pronunciation and they felt enjoyed, pleasant and motivated. They were able to pronounce interdental words, but they still needed efforts to get used to. The conclusion of this research is the implementation of songs in learning interdental 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, interdental, song

## BACKGROUND

English pronunciation is a language component which has got a vital role for communicating among people. This language component is used to express the meaning of the words through

correct sounds. According to Otlowski (1998), pronunciation is a manner of expressing an utterance, especially a manner which is accepted or commonly understood by listener. As an important component of language, pronunciation produces sound and the produced-sound has meaning. Both are connected one another. Some students find it difficult to pronounce some English words because it is not their own language. Unfortunately, the student needs to pronounce it correctly to avoid misunderstanding in their communication by using English. English words have got many sounds that can be a matter to students.

The sound systems between English and Indonesian are different δδ like in their consonant and vowel sounds. In some case English vowel and consonant sounds are not existed in Indonesian, for example /θ/, /ð/, /ʒ/, /tʃ/, /dʒ/, /iː/, /uː/, /ɔː/, /ɑː/, /ɜː/, and /ʌ/. Those sounds need learning by the student to make them more familiar with their ears. The learning process can help some students to pronounce English sounds correctly. Then, the writer would like to do a research by using English songs as a technique in improving students' pronunciation of interdental 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.

## 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 individual segments, such as stress, timing, rhythm, intonation, phrasing, and how the voice is projected (Yates, 2009). Therefore based on the explanations above, the writer concludes that pronunciation is a way or method in pronouncing a word. Pronunciation has a vital role in speaking English because it influences the word

meaning. Every sound, stress pattern, and intonation have the manner in pronouncing a word. The non-native speakers of English who speak English must be very careful in pronouncing some utterances or he/she may create misunderstanding.

### 2. Interdental sound

The inter-dental consonant phonemes like /θ/ and /δ/ have always created pronunciation problems for Turkish learners of English in that these two sounds are non-existent as phonemes or sounds in the sound system of the Turkish language. The aim of this study is to rehabilitate the pronunciation mistakes caused by [θ] and [δ] sounds of English to Turkish learners of English by making use of a pronunciation teaching method called the audio-articulation method developed by Demirezen (2004) as a fossilized pronunciation mistake breaker. The result of the study indicated that the audio-articulation method helps Turkish students of English overcome their interdentalization problem in the target language.

### 3. 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.

## RESEARCH METHODOLOGY

### 1. Research Design

In this research, the researcher uses Pre-experimental as a research design, type of Pre-experimental design in this research use the one group of pretest-posttest design. Where, a single group is observed at two time points, one before the treatment and one after the treatment. The researcher used one class as experimental class to pre-test, post-test and questionnaire.

### 2. Population and sample

a. Population

Second grade of X A student of SMA Majalaya Putra

b. Sample

There are fifteen classes, class has 30 students, so the total is 450 students. One class taken from the population, the sample falls into class A that consist of 20 students

## 3 Research Instrument

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:

a. Pretest 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). In this pretest, the writer provides a list of words related to interdental sounds and a recording device to measure the students' pronunciation ability before the treatment begins. To keep the safety and health of the students caused by the pandemic of Covid-19, the writer will begin the introduction and the pre-test in the first meeting on monday, 9th August 2021 by using Google Classroom and WhatsApp group chat to figure out the students' pronunciation ability of interdental sounds for the first time.

b. 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 interdental sounds and a recording device to measure the students' pronunciation ability after the treatments. Due to the pandemic of Covid-19 that still occurs, the writer will conduct the posttest via online by using Google classroom and WhatsApp group at the 4th meeting on Friday, 20th August 2021 in order to find out the effect of the treatments.

c. It is actually an additional instrument to enhance the research. Questionnaire is a set of questions and statements that are used to find out the students' responses towards improving pronunciation ability in interdental sounds. According to Wilkinson (2003: 8), questionnaire is applied to assemble wide quantities of data from various respondents. Due to the pandemic of Covid-19 that still occurs, the test will be delivered on the same day, August 20th 2021 after

conducting the posttest in order to know students' opinion towards the research. The test is done via online by using Google Classroom and WhatsApp group.

4. **Data Analysis**

   a. Test

      The data analysis used in this research is quantitative research with the formula of t-test for one group pre test and post test design, Arikunto (2006:306):

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N(N-1)}\right)}}$$

   Explanation:

$\bar{X}_1$ = the mean of the pre − test scores

$\bar{X}_2$ = the mean of the post − test scores

$\Sigma D^2$ = the sum of the squares of the differences between the pre −

   test scores and post − test scores

*N= the number pair of scores*

*DF= the degree of freedom*

*DF= N-1*

   b. Questionnaire

The data analysis on questionnaire in this study is using percentage formula based on Sudjana (2001:129) as follow:

$$x = \frac{Y}{Z}\,100$$

Explanation:

1.  X = Percentage (quality of the answer)

2.  Y = Give amount (total of the respondents' answer)

3.  Z = Total amount (total the respondents)

**FINDING AND DISCUSSION**

Table 4.3 Calculation of Pretest and Posttest Score

| No. | Name | Pretest $(X_1)$ | Posttest $(X_2)$ | D scores | $D^2$ |
|-----|------|-----------------|------------------|----------|-------|
| 1. | Student 1 | 45 | 80 | -35 | -1225 |
| 2. | Student 2 | 60 | 80 | -20 | -400 |
| 3. | Student 3 | 45 | 80 | 35 | -1225 |
| 4. | Student 4 | 70 | 80 | -10 | -100 |
| 5. | Student 5 | 40 | 70 | -30 | -900 |
| 6. | Student 6 | 70 | 90 | -20 | -400 |
| 7. | Student 7 | 20 | 70 | -50 | 2500 |
| 8. | Student 8 | 60 | 90 | -30 | -900 |
| 9. | Student 9 | 70 | 80 | -10 | -100 |
| 10. | Student 10 | 30 | 70 | -40 | -1600 |
| 11. | Student 11 | 20 | 80 | -60 | -3600 |
| 12. | Student 12 | 50 | 80 | -30 | -900 |
| 13. | Student 13 | 70 | 90 | -20 | -400 |

| | | | | | |
|---|---|---|---|---|---|
| 14. | Student 14 | 30 | 80 | -50 | -2500 |
| 15. | Student 15 | 45 | 90 | -55 | |
| 16. | Student 16 | 30 | 80 | -50 | -2500 |
| 17. | Student 17 | 30 | 50 | -20 | -400 |
| 18. | Student 18 | 90 | 90 | 0 | 0 |
| 19. | Student 19 | 20 | 80 | -60 | -3600 |
| 20. | Student 20 | 70 | 90 | -20 | -400 |
| $\Sigma$ | | $\sum x_1 = 965$ | $\sum x_2 = 1{,}600$ | $\sum D = 645$ | $\sum D^2 = 23{,}650$ |
| $(\sum D)^2 = (645)^2 = 416{,}025$ | | | | | |

Based on the computation result of pretest and posttest, the obtained value after computing the t-observed is 5,9. The value of t- table is gained from degree of freedom (df), the formula is df= N-1, where N is number of respondents, so df = 20-1 = 19 at the level of significance of .05 for two tailed tests are 2.093. It means that the t-observed is higher than t-table (5,9 > 2,093). Therefore, Ha is accepted and Ho is rejected. This also means that there isa significant different in students' scores before and after the treatment using English song. So, the use of Englishsongs to improve Pronunciation Interdental Sounds is effective in X Ipa 1 Majalaya Putra. Then, the conclusion of students' responses according to the questionnaire results above is that they give positive responses toward teaching English Pronunciation by using song.

**CONCLUSION AND SUGGESTION**

This research use English song as medium medium to improve students' pronunciation ability, especially in interdental sounds. The medium is really useful not only in learning pronunciation, but also in vocabulary mastery and listening skill. Because English song is able to give them different atmosphere in classroom such as joy, happiness and serenity to study English. Due to the pandemic of Covid-19, the research was conducted online using WhatsApp group. According to the research calculation and finding of the study which is 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 song to improve their interdental pronunciation ability, then the second is the responses of the students toward the learning pronunciation of interdental by using song.

The result of study is shown by t-test computation towards students' pretest and posttest scores that the students' interdental 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' interdental pronunciation ability is effective. Then, according to the questionnaire, the study obtains positive responses from the students related to learning interdental pronunciation by using song. Many of them are interested. Then they agree that teaching pronunciation of interdental 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 interdental sounds for the second grade of Senior High School is effective. Then, the students are interested in learning interdental pronunciation by using songs and they like learning it.

Based on the conclusion above, the researchers give some suggestions as follow:

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 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.

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