

**THE EFFECT OF USING ENGLISH SONG ON THE STUDENTS'
ACHIEVEMENT IN LEARNING PRONUNCIATION**

SKRIPSI

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By:

NIKITA RIANA
1402050359



**FACULTY OF TEACHER'S TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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Saya yang bertandatangan dibawah ini :

Nama Lengkap : Nikita Riana
N.P.M : 1402050359
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using English Song on the Students' Achievement in Learning Pronunciation

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Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



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Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 05 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Nikita Riana
NPM : 1402050359
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using English Song on the Students' Achievement in Learning Pronunciation

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() Tidak Lulus

Ketua

PANITIA PELAKSANA

Sekretaris

Dr. Elfrianto Nantution, S.Pd, M.Pd

Dra. Hj. Sramsurnita, M.Pd

ANGGOTA PENGUJI:

1. Erlindawaty, S.Pd, M.Pd
2. Drs. H. Taslim Tanjung, M.Ed
3. Habib Syukri Nst, S.Pd., M.Hum

3.



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Nikita Riana
 N.P.M : 1402050359
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Using English Song on the Students' Achievement in Learning Pronunciation

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
9/2/18	1. Pembahasan skripsi	[Signature]
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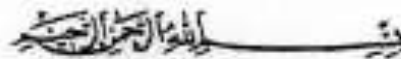
Diketahui oleh:
 Ketua Prodi

Dosen Pembimbing

[Signature]



LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Nikita Riana
N.P.M : 1402050359
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using English Song on the Students' Achievement in Learning Pronunciation

sudah layak disidangkan

Medan, Maret 2018

Dijetujui oleh
Pembimbing

Habib Syukri Nst, S.Pd, M.Hum

Diketahui oleh:



Dr. Efficanto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

ABSTRACT

RIANA, NIKITA : 1402050359 “ The Effect of Using English Song on the Students’ Achievement in Learning Pronunciation”. Skripsi : English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2018.

The objective of this research was to find out The Effect of Using English Song on The Students’ Achievement in Learning Pronunciation. The population of this research was VII grade students of MTs Negeri 3 Medan in academic year 2017/2018. With total population was 62 students. The instrument of this research used pre-test and post-test. For the test the researcher give 2 test items which is two lyrics of the song. The result of this research showed that t-observed value was higher than t-table in which $t\text{-observed} > t\text{-table}$, $3,80 > 2,00$ at level of significant 0,05 and degree of freedom (df) is 60. It means that students which were taught by using English song better than using Lecturing method. Based on the finding above, it can be said the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. In other word there is a significant effect of Using English Song on the Students’ Achievement in Learning Pronunciation.

Keyword : English Song, Pronunciation.

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In writing this study entitled “ The Effect of Using English Song on the Students’ Achievement in Learning Pronunciation”. In writing this Skripsi, there were many difficulties and problems faced by her and without much help from the following people it might be impossible for her to finish it.

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The researcher realize that this skripsi is stil far from perfect. So, the researcher hope the suggestion and comments from all the readers.

Finally researcher, hopes that this study will be useful for readers especially the students of English Department who want to do the similiar research and also for researcher herself. May Allah bless all of us.

Medan, March 2018

The Researcher,

NIKITA RIANA
NPM. 140205035

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CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching English, pronunciation is an important element. The importance of teaching pronunciation remained one of the widely debated subjects in the field of language teaching. Celce-Murcia, Brinton & Goodwin (1996:23) says that the most important part of learning a second language *rest on pronunciation*, there is no doubt that we set about pronunciation to learn the foreign language. Pronunciation is the way in which pronounce a word, especially in a way that is accepted or generally understood.pronunciation is the important skill in learning English as it creates not only the positive impression of the speaker but always convey a correct messages between speaker and listener. But Indonesian students still uses Indonesian pronunciation with their mother tongue. They still cannot to pronounce English word correctly. That's why i choose this title because indonesian students' pronunciation especially the students that i ever teach in teaching practice program have a bad pronunciation. Especially in pronouncing a word stress. There are many differences between English and Indonesian especially in Prnunciation.

English pronunciation is different in Indonesia pronunciation this is because the spaces between word in English are different in written form from spoken form. The different makes most of students unable to pronounce English correctly. Bad pronunciation can be serious problem if it negatively affects understanding. Pronunciation does need to aim for native-speaker perfection.

The complexity of English material in Junior High School is show the structure, vocabularies and pronunciation that are more complex than those in kindergarten and primary school. the teacher needs to know the basic competence of Junior High School in order make an effective teaching learning process.

English is consider the difficult subject for most the Junior High School Students in Indonesia since it simply different from their first and second language. That is why most of them make some mistakes in producing oral and written English although every aspect of this language has been taught since primary school. The common mistakes in producing oral English in dealing with pronunciation. Sometimes in real communication, students often make mistakes of pronouncing some words. the researcher conclude that students' pronunciation ability is low.

Teacher's creativity was also needed in order to make the learning situation run appropriately. Teaching English for the teenagers is not easy it needs more patience. The process of teaching for young learners is different from the process teaching adults. It needs such method to make it easy in delivering the materials. Usually they try to search information about something that they want to know. They also aks something that they feel new and strange for them. Because of the high curiosity of teenegers, the researcher think that the songs are very good media to teach English Pronunciation. If the teenegers have a willing to know the songs, they will try to learn anything related the songs. The researcher choose the pronunciation because there are the differences between two lanmguage, Indonesian and English. As we see, the differences between Indonesian and English are very significant.

Besides the teacher should be creative and imaginative in developing their teaching techniques to make English more fun to learn. Teaching English is needs interactive in the classroom, it can make the students not feel bored and sleepy during study. There are many ways in teaching English for young learners, but the most important aspect is building their motivation to study.

We make them feel that they need English, make them think that English is very interesting subject to learn. With give the songs, they will give more reaction in learning English. The songs also can be used for them to learn English in the outside classroom.

Learning English by using English song can be effective to assist pronunciation, the students can directly get the knowledge on how to pronounce the word from the song that they hear, when students learn in enjoyable they will understand the lesson easily.

B. The Identification of Problem

The identification of research can be formulated as :

1. The effect of using English songs on the students' achievement in Learning Pronunciation.
2. The students' achievement taught by using English songs in learning pronunciation.

C. Scope and Limitation

The Scope of this research is about Pronunciation and the Limitation is only to pronouncing Word Stress.

D. The Formulation of the Problem

The problems of this reasearch can be stated as follows :

1. Is there any effect of using English songs on the students' achievement in learning pronunciation?
2. Which one is higher, the students' achievement taught by using song than the students' achievement taught by using Lecturing Method?

E. Objectives of the Study

The objectives of the study are :

1. To compare students English Pronunciation ability before and after learning English through songs
2. To find out the effect with using song as media

F. Significance of the Study

This study could be benefical for teachers are looking for an alternative way of teaching English Pronunciation. This study may be beneficalto teachers of other language in teachjng pronunciation to learners in different levels.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied. The concepts must be clarified to avoid confusion among the readers by quoting some experts' view from some books in related fields. The concept lead to a better analysis of the variables taken because they help the researcher to limit the scope of the problem. The following concepts are use in this research.

1. The Meaning of Effect

The "effect" is meant by result or change of something. As stated by Stevenson (2002:220), the term effect could be generally meant by a change that something cause was something else; a result. The definition of the second seems to fit the action rather that the process in doing something. In the term of statistics, this concepts should make operational and measurable. It was actual production. Finally there is a benefit which can be taken as the result refers to positive sense.

2. Definition of Method

Teaching is one of the man tasks of teacher who is called the instructional functional. In using instructional function, the use in application of the method of use in one important factors which took part in the teaching learning activity. More over method or methodology come from Greeks language 'mete' (through or past) and 'hodos' (path or way). So, the method in path or a way be in to go though to achieve goal.

Harmer (2003:78) stated that method is the practical realization of an approach means how language is used and how people acquire their knowledge of the language. A method is subroutine (procedure or function associated with a class at program run time). Method have a special property at the time, they have access to data stored in an instance. The association between class and method is calling binding. A method associated with a class is said to be bound to the class. Method can be bound to the class at compile time (static bounding) or to an object at run time (dynamic binding)

Rihard and Rodgers (1992:56) stated that the method is the practical realization of an approach. The orginator of a method have arrived at decision about type of activities, roles of the teachers and learners, the kinds of material which helpful, some models of syllabus organization. Method includes various procedures and techniques as part of their standard fare.

3. Pronunciation

3.1 Definition of Pronunciation

Webster (1988) defines pronunciation as the act manner of pronouncing words articulate utterance or the way in which a unit of language is usually spoken. Pronunciation is usually served with a quick run through the alphabet to illustrate the characteristics of sound with each other (Bowen, 1980 cited in Yurlinda, 2010). In Oxford learners' dictionary (2003) pronunciation is way in which a language or a particular word or sound is spoken.

Pronunciation is a broad term used to describe a number of aspects producing the appropriate sound in the language targeted. Most people think refers to only the separate, identifiable sound of words but it covers more than just that. Having experienced in teaching English when the teacher is teaching in teacher training practice, she find that the most difficult areas of the English language. For many students, the English speech sounds appear confusing and doubting the difficulty of pronouncing correctly if often discoursing. Nobody pronouncing exactly. The differences arise a variety of course, such as locality. Early influence and social surrounding and especially for foreign language learning still bring their mother tongue influence. There are many things include in pronunciation, such as the particular sound language, intonation, phrasing, stress, timing, rhythm, how the voice is produced and attention to gestures and expression related to the way we speak a language.

Kleider (2004:4) said that there are two aspects which are usually known in English Pronunciation, including speech and language. Focusing on the aspect of speech, it is an activity that is carried on by people who use English for communicating.

3.2 Factors Influencing Pronunciation

The fact that some students are able to acquire a reasonable knowledge of English in few months and the others not able to reach the level within some few years leads this paper to the topic factors which influence attaining English pronunciation. As note by Shoebottom (2012), some of these factors can effect acquiring pronunciation skill prosperusly (e.g. determination and hard

work in training pronunciation skills) some of these factors are far beyond human control. Generally, we can distinguish two main groups of the factors, internal and external.

a. Internal Factors

1. Age : it is proved that children are the most talented ones in term of acquiring English as a foreign language. However, adults can achieve a reasonable progress in obtaining pronunciation skill successfully if they are well motivated and determined.

2, Personality : students who are introvert character are usually afraid of expressing themselves orally ; they do not rather look for any opportunities to speak. On the other hand, students who are extrovert character are usually seeking for taking part in every conversation possible, ignoring their mistakes.

3. Motivation : it is important to distinguish between and extrinsic motivation. Students who are intrinsically motivated exhibit greater interest and enjoyment in their English language development. Students who need to study English in order to take a better job or to communicate with relatives who live in an English speaking country (so they are extrinsically motivated) are also likely to achieve better results.

4. Experiences : students who have already been exposed to some foreign language have greater chances to acquire a new language easier than students who have never encountered one.
5. Cognition : it is believed by some linguistics that the cognitive abilities that are stronger with some students than with some others can lead to faster language progress.
6. Native Language : student who try to acquire a foreign language which belongs to the same language family as their native language have greater chance than those students who try to master a language from family group that is different from their native tongue.

b. External Factors

These factors characterize the particular language learning situation.

1. Curriculum: it is important to expose students of English language to such a workload which is appropriate for their studying needs.
2. Instruction : it depends also in teacher's teaching skills and abilities how successful students are in term of their language development. In addition to this, students who are exposed to some English language teaching also in other subjects reach greater process.
3. Culture and Status : it has been noticed that students whose culture possesses a lower status than the culture whose language they are exposed to achieve the language skill slower.

4. Motivation : it is proved the students who are continually supported to better their language skills by their families or teacher reach a greater success.

5. Acces to Native Speaker : students who have the possibility to meet with native speakers lose the fear communicate. Native speakers provide a linguistic model and an appropriate feedback for students (Shoebottom 2012)

3.3 Aspect of Pronunciation

Another important aspect in teaching pronunciation is to decide what features of pronunciation are critical to be focused on. The components of pronunciation are sound and letters, syllables and stress.

1. Sound and Letters

Sounds are heard, Letters are seen. Letters provide a means of symbolizing sounds. If they do so in a logical manner in other words. if they essential sounds of anyparticular language or dialect are represented consistently the writing said to be phonetic.

Classification of sound : the sounds which organs of speech are cappable of uttering are many different kinds. Some of the continuous voiced sounds procedure without obstruction in the mouth are what may called “pure musical sound” unaccompanied by any fiction all noise. They are called *vowels*.All the articulated sounds are called consonants. Consonants include (i) all breathed sounds (ii) all voiced sounds formed by means of an obstruction in the

mouth (iii) all those in which there is a narrowing of the air passage giving rise to a frictional noise and (iv) certain sounds which are 'gliding'

a. Vowels

If the tongue is held very close to the roof of the mouth and a voice air stream of ordinary force is emitted, a frictional noise is heard in addition to the voice. The sound is a consonant. In the production of vowels the tongue is held at such a distance from roof of the mouth that there is no perceptible frictional noise. The tongue position for vowels are below the dotted line. Tongue positions which extend above the dotted rise to fricative consonants when air is expelled with strong or moderate force of exhalation.

When the tongue takes up the vowels position, a resonance chamber is formed which modifies the quality of tone produced by the voice, and give rise to a distinct quality or timbre which we call a vowel, the number of possible vowels is very large, but the number actually used in any particular language is small.

One of the two general categories used for the classification of speech sounds, the other being consonant. Vowels can be defined in terms of both phonetics and phonology. Phonetically, they are sounds articulated without a complete closure in the mouth or a degree of narrowing which would produce audible friction; the air escapes evenly over the centre of the tongue. If some escape solely through the nose, the vowels are nasal. In addition to this, in phonetics classification of vowels, reference generally be made to two variables, the first of which is easily describable, the second much less so: (a) the position of the lips-whether

rounded, spread, or neutral (b) the part of the tongue raised and the height to which it moves.

b. Consonants

Consonants is sounds produced by obstructing the air stream in the mouth either completely or partially and also consonants are sound used before or after a vowel. Jones (1997:23) “all sound which are not voiced in the air has and impeded passage through the mouth and all sounds in the production of which the air does not pass through the mouth and all sounds in which there is audible friction that is called *consonants*”

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make word. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new word, for example in bit and pit.

Students may be asked to deal with a particular sound (s) in order to realize how this/these sound (s) is/are made in their mouth and how it/they can be spelled. Here are at least some of them:

1. Identifying the particular sound (s) in the words
2. Contrasting two sounds that are very similar
3. Finding out which sounds students hear
4. Tongue Twisters

For example, all the words that rhyme “pie” and have only one consonant at the beginning. A set of words each of which differs from all the others by only one sound is called a minimal set.

3.4 The Important of Pronunciation

Pronunciation is one of the most important things that students have to master in order to communicate appropriately and fluently. According to Fangzhi (1998:39), it is important to pay attention to pronunciation since it results in whether or not someone’s message can be passed or not by other people. Moreover, Gilbert (cited in Otlowsky, 2004:3) stated that if someone cannot hear English well, she or he is cut off from conversation with native speakers, we conclude from the statements above that pronunciation gives significant effect to the meaning of what someone says.

4. Teaching English Process

Teaching English Process is a process of teaching a Foreign Language. In Teaching English Process the teacher must have many strategies to teach English to the students. Because not all of the students like to learn English. That’s why the teacher has to have any strategies in teaching English. And for Teaching Pronunciation is also need any strategies to teach that to the students. If the teacher doesn’t have any strategies in teaching English, we can make sure that the students will feel boring in teaching learning process.

Teacher’s creativity also needed in order to make learning situation run appropriately. Teaching English for teenagers is not easy but needs more patience.

The process of teaching for young learners is different from the process teaching adults. It needs such method to make it easy delivering the materials.

5. Teaching English By Using Song

Teaching English by Using Song it can be fun especially for the teenagers who won't be stressed with the learning process. Teaching English by using song. Music have rooted in people's mind very deeply. The role of music and song in teaching English is very important. Using songs and music is one of the tools a teacher can use to teach English to the class, regardless of the age of the learner. Songs is tie that binds all cultures and languages and therefore, the best way to make learning English is fun. Jeremy Harmer in his book "How to Teach English" emphasize the importance of music as a learning tool by stating that music as a learning tool by stating that music is strong incentive for student engagement because "it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects of we so wish" (Harmer 319)

Nevertheless, the role of songs and music in teaching English is often underestimated and activities involving them are often neglected by teachers. The usage of songs and music in the classroom has often been met with ridicule and a cautionary statement that although students were enjoying class they were not learning. Teacher usually think that students will not seriously in English class if take songs in learning process. But the students will have much fun and pay any attention pedagogical aim of the song. The teacher who want to keep the students' interested and motivated should using song and music activities, since, according to Larry M. Lynch, it has lots of advantages.

Songs almost always contain authentic, natural language. A variety of new vocabulary can be introduced to students through songs. And grammar and cultural aspects also can be introduced through songs. Through the use of songs English Pronunciation, vocabulary and Grammar can be effectively taught. Songs can be develop students' listening skill. They improve listening skills also, "because they provide students with practice listening to different forms or intonation and rhythm" (Millington , "Using Songs Effectively to Teach English to Young Learners") songs can be really helpful in practicing listening skill also.

There are many reasons why songs are good for English Pronunciation. It has many contribution in pronunciation teaching. For example :

1. Kramer states that songs are good for English teaching because songs are funny. They promote mimics, gestures, etc and associated to the meaning. They are good to introduce suprasegmental phonetics. Students play a participative role. They can be applied to comprehension stages (listening) or production (singing). There are songs for all ages and levels. Students can learn English very easily through echic memory.
2. Songs can add feeling and rhythm to the language practice that might otherwise be flat. "they also remember things more easily and draw more deeply into a lesson".
3. Music and rhythm are much easier to imitate and remember language than words which are just spoken.

So we know that music or song is funny and interesting. As we see most of teenegers like something funny, they dont like something boring. With their

interest in song, will make the process of teaching Pronunciation process is easier. It is effective for using songs in teaching English Pronunciation.

Songs also make students easier to imitate and remember language than words which are just spoken. Students will get bored if just hear a lecture from the teacher of how pronounce English well by using songs to remember and imitate the song, because they like and interested in it.

5.1 Song as a Media

Language teachers can use song as a media of teaching. Songs containing authentic language, are easily obtainable, provide, vocabulary, grammar and cultural aspects and are fun for the students. They will enjoy teaching and learning activity.

Teaching media is used by teacher to convey the teaching material to students. It can be printed or audio visual. Media are needed in teaching and learning process because of several factors.

A The teaching process will be more interesting so that the students can be motivated to learn the material given by the teacher. By using media, the teacher can attract the students' attention to the material given by the teacher. It is expected by using media in teaching and learning process students will be more motivated in learning the material that given by the teacher by heart. If they learn by heart they will automatically get a maximum result.

1. The material will be more clear so that the students can understand the material easily. Media make students easier in catching the material given

by the teacher. Media acts as the means used by teacher to make the material easier and clearer so the student can catch the material easier. If the students can catch the material easier that means they can automatically be easy to understand about the material.

2. There will be a variation in teaching and learning process. It makes students enjoy the teaching learning process. Students will feel bored if the teachers only explain the materials. But if the teachers use a media in teaching learning process they will not feel bored because they feel there is a variation in teaching learning process.
3. Students can do more activities in teaching learning process. For example, the teacher gives a topic to be discussed and the students do the discussion. According to Derek Rowntree, Educational Media have functions to :
 - a. Motivate students to study
 - b. Review what students have learned
 - c. Give a stimulus to study
 - d. Activate students' responses
 - e. Give a feedback soon

From the references above it can be said that media is a very important thing in the study learning process. It can make a motivation for students. Students can catch the material easily and clearly from the teacher. And the students can be more active while the teachers give the material in teaching learning process.

5.2 Song as a Vocabulary

Most of songs have words or lyrics. If we study by using songs it can increase our pronunciation, a variety of new vocabulary can be introduced to students through songs. The students can find or get a new vocabulary that they ever knew before from the lyric of the song. The students will know the new words from the lyric of the song. If we got the new vocabulary from songs, it can be more easily catch by our mind or students' mind.

Usually they try to search information about something that they want to know. They also ask something that they feel new and strange for them. Because of that songs also a good media to increase their vocabulary.

5.3 Technique of Teaching Pronunciation by Using Song

In this case teacher hoped to be selective in choosing a song that will be used in English Pronunciation teaching. They are to choose interesting song so that the students are attracted to them. A song is learnt only when the learner understands the meaning of the language item contained in it.

After preparing and choosing the right song some steps should apply as Suk Mei Lo, Chi Fai Lo and Cakir opinions in Rina Utami. Here the ways of applying song in classroom :

1. Suk Mei Lo and Chi Fail Lo say that song is applied in teaching and learning process “ first, teacher hands out the lyrics of song to the students or write it in the board. Then the teacher explain the meaning of the lyrics and tells the way how to pronounce it. After that teacher asks the students

to read the text aloud. The next step is let the students listen to the songs three times.

2. The steps suggested by Cakir :

“ First students listen to the songs from the cassette. Second teacher repeats the song in spoken form. Teacher and students repeat the song together. Once again, students listen to the songs from the cassette. And the last is the repetition of the sing in the instrumental version”

Based on the references, the writer supposes the following activities to be applied in the classroom. First, teacher hands out the lyrics of the songs or writes them on the board. Second, teacher explains the meaning of the songs and let the students know the meaning of each word. Third, teacher plays or sings the songs many times. Fourth, teacher lets the students know how to pronounce the lyrics well and correctly. Fifth, teacher gives the students an example of the way how to singing the songs. Sixth, teacher ask the students to repeat sing the song after him/her. Teacher asks students to sing the song together. After that teacher asks the students to sing the song by themselves. The last teacher asks the students to exercises related to the song.

In summary a song is a musical composition and contains vocal parts that are performed with the human voice and generally feature words. A song expresses the feelings or reflects the experience of the composer through the use of words and rhythm. Songs are valuable to many people around the world. Songs can also motivate people to have a positive emotion experience of language

learning. Songs are an ideal method for pronunciation practice and several educators have advocated four stage strategy, which is as follows :

5.3.1 Warm Up

Teachers will often use a warm up activity at the start of lesson as a way to lead into skills work. In this case, purpose could be linked to a cognitive viewpoint. In which learning becomes an active process of making sense of a things (Brown, 2000). For instance a teacher who warm up for a reading activity by asking questions or inviting students to discuss something related to the topic is activating schema, which allows the students to access the lesson more actively.

5.3.2 Presentation Stage

The presentation stage introduces a lesson and necessarily requires the creation of a realistic feeling “situation” that requires the use of target of language. This can be achieved through song or pronunciation activities. Explanation of how to produce sounds or use pronunciation pattern appropriately should be kept to minimum, although directions of how to use the vocal organs can help some students in certain circumstances (Scarcella and Oxford 1994). The students may listen to the whole song once or twice. They can discuss what happened, provide reactions, offer interpretations, make predictions, etc.

In this study, the researcher applied activities to elicit information from students to check their understanding, such as asking students to pronounce the words, checking the accuracy of the predictions made about the song, putting the lyrics of the song in the correct sequence.

5.3.3 Practice Stage

Practice or controlled practice involves the teacher helping students to practice using new language. Practice can be regarded as frequency device to create familiarity, a measuring stick for accuracy and as a way to increase confidence with using a new language. The teacher still direct and correct at this stage. But the classroom is beginning to become more learner-centered. The teacher also allows students time to practice the correct pronunciation. Then the students are to song along, learn the tune and pick up the rhythm well enough to be able to song along with the original recording (Scrinever, 2005)/ scarcella and Oxford (1994) proposed that students practice specific sounds in group, pairs or individually. There are many ways teaching through songs, for example playing a song and instruct students to practice pronunciation by reciting the song lyric.

Moreover, teaching English through song with role-plays or acting promotes good memory retention. Littlewood (1983) stated the practice stage allowed students to practice a new language and focus accuracy.

In this study researcher provide learners with intensive practice in hearing and saying particular words or phrase. It can help learners to get their tongues around difficult sounds or to help them imitate intonation that may be different from their first language. The practice stage allows to practice their pronunciation of final sounds in English, increase their confident. The students can sing along to learn the tune, pick up the rhythm and sing along with the original recording. Students can also practice pronunciation specific sounds from songs in groups, in pairs, or individually.

5.3.4 Production Stage

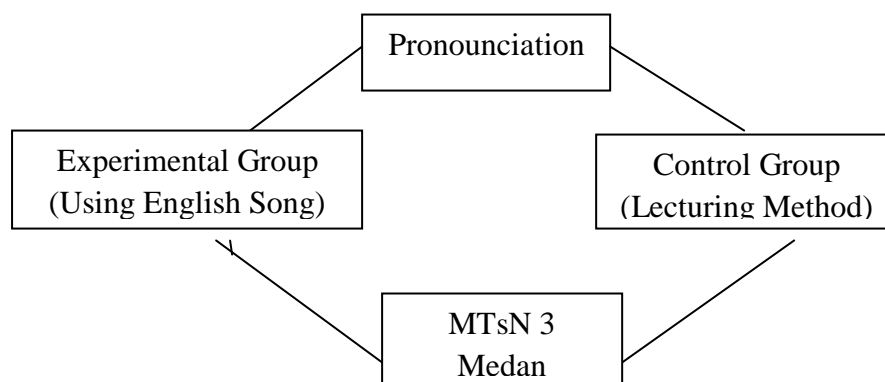
At this stage, learners have started become independent users of the language rather than just students of it. The students can practice applying their knowledge through their own ideas, such as role-play, singing a song or analysis the song. The teacher should regularly replay the song in order to improve the recall of the students and to encourage the to do relevant action (Scrinever, 2005). This is a good palce to start in terms of practicing effective communicative language teaching in the classroom. Students can learn self-monitor their pronunciation in order to improve their intelligibility (Scarcella and Oxford, 1994). According to Krashen (1991), monitors can be directly linked to language learning but they can only be used in reduced circumstance. He also suggested that only concious learning can serve a s monitor.

B. Conceptual Framework

Pronunciation is the way we pronounce the word, especially in a way that is accepted or generally understood. The way we speak also conveys something about ourselves to the people around us. Learners with a good pronunciation are more likely to understood even if they make errors in other areas. Celce-Murcia (1987) defined pronunciation as the production of the sounds used to make meaning. It also includes attention to the particular sounds of language, and aspects of speech beyond the level of individual sound, such as intonation, phrassing, stress, timing, rhytm, voice production, and its broadest definition, the gestures and expression s to the way we speak.

“A song is a short piece is one concise movement for the medium of solo voice and piano” according to Parto, a song is a group arrangements which consist of lyrics and elements of music like rhythm, melody, harmony and expressions.

We have the definition of song above, and now lets talk about songs. It is viewed songs is a group of beautiful words in which there are messages to be conveyed to individuals. It can be enjoyed by everyone. It can be enjoyed by teenegers, adults and even old people. Thats why song is a match media to teach pronunciation.



C. Related Study

This section provides the findings of the related studies in both Thailand foreign publication on the use of songs in language teaching, the effect of using songs. There are number of studies regarding the use of song language learning. Suksamiti (1994) studied the effect of using songs to enhance English language achievement in Prathom Suksa 6 students in school under the Bangkok Metropolitan Authority. The population consist of 60 students in two classroom. The findings indicated that the students taught using supplementary songs were more succesful than students taught using a textbook.

Ratwongkiri (2002) compared the English learning achievements of Prathomsuksa II students who taught English through song and the TPR method. The study indicated that students in the experimental group reached the higher achievement test, rather than the students who were taught through the TPR method.

D. Hypothesis

This research is to know whether teaching pronunciation by Using English Song is better than teaching Pronunciation without using song. And to find the answer of the problem, the writer should propose alternative Hypothesis (Ha) and Null Hypothesis (Ho) as bellow:

1. Alternative Hypothesis (Ho) = “there is a significant difference in students’ score of pronunciation before and after using song”
2. Null Hypothesis (Ho) = “there is no significant difference to the students’ pronunciation btween before and after using song”

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time

The writer choosed MTsN 3 Medan as the object of the research. Because the writer did PPL there, and the students and the teachers already known the writer well. This research will held to knowif the students have a problem in pronouncing English.

B. Population and Sample

Table 3.1

Population and Sample in MTs Negeri 3 Medan

Class	Population	Sample
VII-4	30	30
VII-5	32	32
Total	62	62

C. Research Design

Experimental Quantitative research would applied in this research. The experiment quantitative research was study with two different group, they were experimental group and control group. The experimental group was taught by using English Song. The design can be seen in the following table :

Table 3.2

Class	Group	Pre-Test	Treatment	Post-Test
VII-4	Experiment	✓	Using English Song	✓
VII-5	Control	✓	Lecturing Method	✓

D. The Techniques of Collecting Data

Table 3.3

Procedure of the Researcher in Experimental Group by Using English Song

No	Researcher Activity	Students' Activity
1	The researcher give pre-test, the researcher ask students to pronounce the lyric of the song.	The students do the test, students pronounce lyric
2	The researcher give treatment : the researcher give the example how to pronounce the lyric.	The students give attention.
3	The researcher give the post-test, the researcher ask the students to pronounce the lyric.	The students do the test, the students pronounce it.
4	The researcher records the students' pronunciation	

Table 3.4

Procedure of the Researcher in Control by Lecturing Method

No	Researcher Activity	Students' Activity
1	The Researcher give pre-test, the researcher ask students to pronounce the lyric.	The students do the test, the students pronounce the lyric.
2	The researcher give treatment : the researcher give the examples how to pronounce the lyric.	The students give attention
3	The researcher give post-test, the researcher ask students to pronounce the lyric.	The students do the test, the students pronounce it.
4	The researcher record the students' pronunciation.	

E. Technique of Analyzing Data

As long as we know the test was conducted in purpose of knowing the students' ability in pronunciation English Words before getting the treatment. The test was based the on the words that are found in the songs' lyrics that would given.

First, give the students a paper and asked them to pay attention. Then give the examples of how pronounce the words on pre-test. Asked them to read the paper together. Next, teaching English Pronunciation by giving the songs. Ask the students to listen to the cassette of the song,told them what the songs' talk

about. The students listen to the songs three times. After that asked the students if they could sing the song or not. If they answer is not, gave them the examples of how singing the song. Not only giving the example of singing the song but also the way of pronunciation each word of the song.

Next asked the students to sing the song together twice. Then the students sing the song together and listening the sing from the cassette. After they were able to sing the song and pronounce the song, asked them to sing the song one by one.

The last activity is post-test, the students come forward one by one to sing the song. They come forward based on their attending list. The writer wanted to know data analysis that are the last step in the procedure of experiment. In this case processing is the step of how to know the result of both experiment class and controlled class and their difference.

To find out the difference of students score in using songs in teaching the Pronunciation the writer uses songs. After getting the data from pre-test and post-test the writer uses formula to find the mean average know the result both experiment class and controlled class. Calculating would be conducted by using t-test according to Arikunto (2010 : 354) :

$$t = \frac{|MX - MY|}{2 \left(\frac{\sum x^2 + \sum y^2}{N_x + N_y} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}$$

where :

t: t-test

M : mean score of samples per group

N : the amount of sample

X : standard deviation of X_1 and X_2

Y : standard deviation of Y_1 and Y_2

The last step to find the students' difficulties , the researchehr analyses the items of students' answer by using formula :

$$P = \frac{B}{JS} \times 100\%$$

Where :

P : difficult index

B : the total of the right answer

JS : the total of test

CHAPTER IV

DATA AND ANALYSIS

A. Description of Data

The test was taken from students' pronunciation test. The students in this case the researcher gained the learner's score after applying the post-test to the experimental and control group. The result can of pre-test and post-test from both group can be seen in the following table :

Table 4.1

Result of Pre-test and Post-test of the Experimental group

No	Initial Name	Pre-test	Post-test
1	AZ	60	70
2	AFH	70	80
3	AJ	55	70
4	AL	65	85
5	AU	70	80
6	ARS	50	80
7	ATS	55	75
8	BR	60	75
9	CTS	75	90
10	DA	65	85
11	EZ	60	80
12	FAA	65	85

13	FAH	50	70
14	HPC	65	85
15	HL	60	80
16	HZA	70	80
17	HRF	55	75
18	IW	70	80
19	MHR	80	90
20	MISG	60	80
21	MRA	65	85
22	MFA	75	90
23	MF	60	80
24	MRWP	50	70
25	MZ	50	75
26	NSR	70	80
27	RRHL	80	90
28	SF	65	85
29	ZP	60	80
30	ZN	70	90
Total		1905	2500
Mean		63	83

Table 4.1 show that in the experimental group the lowest score for pre-test is 50 and the highest score is 80. While the lowest score for post-test is 70 and the

highest score is 90. In this case the students' pronunciation is calculated based on scoring oral test.

Table 4.2

Result of pre-test and post-test of the Control group

No	Initial Name	Pre-test	Post-test
1	AYP	60	65
2	AT	70	75
3	AF	50	70
4	ARS	55	75
5	AN	60	75
6	BA	60	65
7	CA	55	70
8	DAZ	50	80
9	DAA	60	85
10	DU	75	80
11	DIN	50	75
12	FAP	65	75
13	FY	50	65
14	HAD	50	65
15	HS	50	70
16	JNU	55	65
17	MTR	55	70

18	MH	60	70
19	MLP	70	80
20	MUL	55	65
21	MDK	60	70
22	MFA	65	80
23	MTA	70	85
24	MRD	55	75
25	MHS	60	70
26	NAA	70	75
27	NIA	55	70
28	RM	55	70
29	RI	60	80
30	SAN	50	65
31	SFS	50	75
32	SP	55	70
Total		1850	2325
Mean		57	72

Table 4.2 show that in the control group the lowest score for pre-test is 50 and the highest score is 75. While the lowest score in the post-test is 65 and the highest score is 85. After getting the students' score in the pre-test and post-test both group it can be known there is the different of students' ability after receiving the treatment.

B. Data analysis

Based on the table 4.1 and 4.2 above the following table is the scores differences pre-test and post-test in both experimental and control group.

Table 4.3

**The Differences Score between Pre-test and Post-test of
Experimental Group**

No	Initial Name	Pre-test X_1	Post-test X_2	$X_1 - X_2$ (x)	x^2
1	AZ	60	70	10	100
2	AFH	70	80	10	100
3	AJ	55	70	15	225
4	AL	65	85	20	400
5	AU	70	80	10	100
6	ARS	50	80	30	900
7	ATS	55	75	20	400
8	BR	60	75	15	225
9	CTS	75	90	15	225

10	DA	65	85	20	400
11	EZ	60	80	20	400
12	FAA	65	85	20	400
13	FAH	50	70	20	400
14	HPC	65	85	20	400
15	HL	60	80	20	400
16	HZA	70	80	10	100
17	HRF	55	75	20	400
18	IW	70	80	10	100
19	MHR	80	90	10	100
20	MISG	60	80	20	200
21	MRA	65	85	20	200
22	MFA	75	90	15	225
23	MF	60	80	20	400
24	MRWP	50	70	20	400
25	MZ	50	75	25	625
26	NSR	70	80	10	100
27	RRHL	80	90	10	100
28	SF	65	85	20	400
29	ZP	60	80	20	400
30	ZN	70	90	20	400
Total		1905	2500	515	9025

Based on the table 4.3 the mean score are calculated as follow :

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{515}{30}$$

$$M_x = 17,16$$

So, the mean score of the experimental group was 17,16

Table 4.4

The Differences between Pre-test and Post-test of Control

Group

No	Initial Name	Pre-test y_1	Post-test y_2	$y_1 - y_2$ (y)	y^2
1	AYP	60	65	5	25
2	AJ	70	75	5	25
3	AF	50	70	20	40
4	ARS	55	75	20	40
5	AN	60	75	15	225
6	BA	60	65	5	25
7	CA	55	70	15	225
8	DAZ	50	80	30	900

9	DAA	60	85	25	625
10	DU	75	85	5	5
11	DIN	50	75	25	625
12	FAP	65	75	10	100
13	FY	50	65	15	225
14	HAD	50	65	15	225
15	HS	50	70	20	400
16	JNU	55	70	15	225
17	MTR	55	65	10	100
18	MH	60	70	10	100
19	MLP	70	80	10	100
20	MJL	55	65	10	100
21	MDK	60	70	10	100
22	MFA	55	80	15	225
23	MTA	70	85	15	225
24	MRD	55	75	20	400
25	MHS	60	70	10	100
26	NAA	70	75	5	25
27	NIA	55	70	15	225
28	RM	55	70	15	225
29	RI	60	80	20	400
30	SAN	50	65	15	225
31	SFS	50	75	25	625

32	SP	55	70	15	225
Total		1850	2325	465	7335

Based on the table 4.4 the mean score ate calculated as follow :

$$My = \frac{\sum y}{N}$$

$$My = \frac{465}{32}$$

$$My = 14,53$$

So, the mean score of control group was 14,53

Table 4.5

**The Calculation of Mean and Standard Deviation of
Experimental Group**

No	Initial Name	$X_1 - X_2$ (x)	(dx) (x-Mx)	Dx^2
1	AZ	10	-7,16	51,2656
2	AFH	10	-7,16	51,2656
3	AJ	15	-2,16	4,6656
4	AL	20	2,84	8,0656
5	AU	10	-7,16	51,2656
6	ARS	30	12,84	164,8656
7	ATS	20	2,84	8,0656
8	BR	15	-2,16	4,6656
9	CTS	15	-2,16	4,6656

10	DA	20	2,84	8,0656
11	EZ	20	2.84	8,0656
12	FAA	20	2,84	8,0656
13	FAH	20	2,84	8,0656
14	HPC	20	2,84	8,0656
15	HL	20	2,84	8,0656
16	HZA	10	-7,16	51.2656
17	HRF	20	2,84	8,0656
18	IW	10	-7,16	51,2656
19	MHR	10	-7,16	51,6256
20	MISG	20	2,84	8,0565
21	MRA	20	2,84	8,0656
22	MFA	15	-2,16	4,6656
23	MF	20	2,84	8,0656
24	MRWP	20	2,84	8,0656
25	MZ	25	7,84	61,4656
26	NSR	10	-2,16	4,6656
27	RRHL	10	-7,16	51,2656
28	SF	20	2,84	8,0656
29	ZP	20	2,84	8,0656
30	ZN	20	2,84	8,0656
Total		515	19,52	670,1712

Note :

X= The differences between Post-test and Pre-test

X_1 = Pre-test

X_2 = Post-test

M_x = Mean score for Experimental Group

D_x = Standard Deviation for Experimental Group

Based on the table above mean that the total differences between Post-test and Pre-test was 515, standard deviation was 19,52 and quadrate of standard deviation was 670,1712.

Table 4.6

The Calculation of Mean and Standard Deviation of Control Group

No	Initial Name	$y_1 - y_2$ (y)	(dy) (Y-My)	dy^2
1	AYP	5	-9,53	90,8209
2	AJ	5	-9,53	90,8209
3	AF	20	5,47	29,9209
4	ARS	20	5,47	29,9209
5	AN	15	0,47	0
6	BA	5	-9,53	90,82089
7	CA	15	0,47	0
8	DAZ	30	15,47	239,3209

9	DAA	25	10,47	109,6209
10	DU	5	-9,53	90,8209
11	DIN	25	10,47	109,6209
12	FAP	10	-4,53	20,5209
13	FY	15	0,47	0
14	HAD	15	0,47	0
15	HS	20	5,47	29,9209
16	JNU	15	0,47	0
17	MTR	10	-4,53	20,5209
18	MH	10	-4,53	20,5209
19	MLP	10	-4,53	20,5209
20	MUL	10	-4,53	20,5209
21	MDK	10	-4,53	20,5209
22	MFA	15	0,47	0
23	MTA	15	0,47	0
24	MRD	20	5,47	29,9209
25	MHS	10	-4,53	20,5209
26	NAA	5	-9,53	90,8209
27	NIA	15	0,47	0
28	RM	15	0,47	0
39	RI	20	5,47	29,9209
30	SAN	15	0,47	0
31	SFS	25	10,47	109,6209

32	SP	15	0,47	0
Total		465	0,04	1.336,0679

Note :

Y = The Differences between Pre-test and Post-test

y_1 = Pre-test

y_2 = Post-test

My = Mean Score for Control Group

Dy = Standard Deviation for Control Group

Based on the table above mean that the total differences between pre-test and post-test was 465, standard deviation was 0,04 and quadrate of standard deviation was 1.336,0679.

Remember that to get the value of $\sum x^2$ and $\sum y^2$ in each total of X and Y is quadrate :

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum x^2 = 9025 - \frac{(515)^2}{30}$$

$$\sum x^2 = 9025 - \frac{265225}{30}$$

$$\sum x^2 = 9025 - 8840,83$$

$$\sum x^2 = 875,058$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$\sum y^2 = 7335 - \frac{(465)^2}{32}$$

$$\sum y^2 = 7335 - \frac{216,225}{32}$$

$$\sum y^2 = 7335 - 6757,03$$

$$\sum y^2 = 577,97$$

Based on the calculation of the table above 4.5 and 4.6 the following formula t-test was implementing to find out t-observed value of both group as the basis to test hypothesis of this research :

$$T_o = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{n_x} + \frac{1}{n_y}\right)}}$$

$$T_o = \frac{17,16 - 14,53}{\sqrt{\left(\frac{875,058 + 577,97}{30 + 32 - 2}\right)\left(\frac{1}{30} + \frac{1}{32}\right)}}$$

$$T_o = \frac{2,63}{\sqrt{\left(\frac{1.453,028}{60}\right)\left(\frac{62}{960}\right)}}$$

$$T_o = \frac{2,63}{\sqrt{\left(\frac{90,087,736}{57.600}\right)}}$$

$$T_o = \frac{2,63}{\sqrt{1,56}}$$

$$T_o = \frac{4,72}{1,24}$$

$$T_o = 3,80$$

Based on the calculation of t-test, it was found that t-test was 3,80 and based on the level of significant of 0,05 with the degree of freedom 60 ($N_x + N_y - 2$). So, in the table (t_t) is 3,61 for 5%.

C. The Testing Hypothesis

Based on the calculation of t-test, it was found that the t-test was 3,80 and t-table 3,61, it means that t-observed > t-table or $3,80 > 2,00$. Based in this research, it is conducted that the alternative hypothesis (H_a) there is a significant effect of applying song on the students pronunciation was accepted.

D. Research Finding

After collecting data, the lowest score for pre-test of Experimental Group is 50 and the highest is 80. The lowest for post-test is 70 and the highest is 90. The lowest score for pre-test of Control Group is 50 and the highest is 75.

After adapting data into t-test formula it is obtained that t-observed is value 3,80 the distribution of t-observed is used as based of accounting t-critic. The mean score of Experimental Group is 17,16 and Control Group 14,53. It certain degree of freedom (df), in this research the df 60 ($N_x + N_y - 2$). The t-observed later compared to the t-table values ($3,80 > 3,16$) so the hypothesis has null hypothesis has been successfully rejected. As the result, the students' achievement in speaking by applying song is the higher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion were drawn as the following :

1. It was found that there was a significant effect of applying was proved by the result of the score of the pre-test before giving the treatment.
2. It was also found some difficulties in students' pronunciation by applying song especially in pronouncing Word Stress.
3. The students more enjoyed the teaching learning process by uisng song, they are more interactive in teaching learning process.

B. Suggestion

In relation to the conclusion above, suggestion are put below :

1. English teacher should invite the students to read English text during teaching learning. So, they can read English text correctly and improve their pronunciation when they speak or read.
2. Using song can be an alternative method in teaching English language, especially in understand English Pronunciation.
3. The teacher should be more creative in choosing the method in teahing learning to make the stuents intresting in study.
4. The teacher should be able to select technique which suitable with situation and condition of class.

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APPENDIX 1

LESSON PLAN

(Experimental Group)

School : MTs Negeri 3 Medan

Class/Semester : VII/II

Subject : English

Skill : Listening

Time : 2x40 minutes

A. Standard Competency

1. Listening comprehend the meaning and the new vocabulary of song lyric in daily activity. And help them remember it easier.

B. Basic Competence

- 1.1 Perceptive meaning in the song to get things done. Express and memorize new vocabulary from song lyric with the way accurately, fluently, and acceptance of daily life of the song

C. Indicator

- 1.1.1. The students are able to listen some words correctly
- 1.1.2. The students are able to write some words based on the song which they listen.
- 1.1.3. The students are able to remember a new vocabulary.

D. Objective

Students can :

1. Understand and they are able to increase listening skill

2. Remember the new vocabulary that their listen
3. Pronouncing the lyric of the songs accurately

E. Source/Material

Source : Audio CD/VCD
 Material : Audio, White Board

F. Teaching and Learning Activity

Activities	Teacher	Students
Opening	<ul style="list-style-type: none"> • Teacher guides the students and check the attendance list • Teacher introduces the lesson that will be teach 	<ul style="list-style-type: none"> • Students give the respond to the teacher • Students listen carefully to the teacher
Main activity	<ul style="list-style-type: none"> • Teacher giving the material • Teacher give th time for students to ask something if they don't understand about the 	<ul style="list-style-type: none"> • Students pay attention to the teacher's explanation • Students give the question and listen carefully to the teacher's explanation

	<p>material</p> <ul style="list-style-type: none"> • Teacher give the paper of the lyric of the songs • Teacher play the music from the audio • Teacher asks students to write down the missing lyrics of the songs • Teacher asks the students to pronouncing the lyric of the songs 	<ul style="list-style-type: none"> • Students get the information about Pronunciation • Students pay attention to the teacher when the teacher share the paper material • Students write down the missing lyric in the paper • Students try to pronouncing the lyric of the song.
Closing	<ul style="list-style-type: none"> • Students give the students chance to ask something about the material 	<ul style="list-style-type: none"> • Students ask something about the material

	<ul style="list-style-type: none"> • Teacher closing the lesson 	
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G. Assessment

Rubic of Pronunciation

Criteria	Score	Specification
Accuracy	1	Less
	2	Neither
	3	Moderate
	4	Very well
Smooth	1	Less
	2	Neither
	3	Moderate
	4	Very well
Appropriate	1	Less
	2	Neither
	3	Moderate
	4	Very well

Maximal Score : 12

Final score : $\frac{\text{Result Score} \times 100}{\text{Maximal Score}}$

Medan, February 2018

The English Teacher

The Researcher

KHAIRANI WIRDANINGSIH S.Pd.I
NIP. 198012192005012007

NIKITA RIANA
NPM.1402050359

Known by,

Headmaster of MTs Negeri 3 Medan
Drs.H.HAMIDI NASUTION, M.Psi

NIP. 196311272001121001

APPENDIX 2

LESSON PLAN

(Experimental Group)

School : MTs Negeri 3 Medan

Class/Semester : VII/II

Subject : English

Skill : Listening

Time : 2x40 minutes

H. Standard Competency

2. Listening comprehend the meaning and the new vocabulary of song lyric in daily activity. And help them remember it easier.

I. Basic Competence

1.1 Perceptive meaning in the song to get things done. Express and memorize new vocabulary from song lyric with the way accurately, fluently, and acceptance of daily life of the song

J. Indicator

- 1.1.4. The students are able to listen some words correctly
- 1.1.5. The students are able to write some words based on the song which their listen.
- 1.1.6. The students are able to remember a new vocabulary.

K. Objective

Students can :

4. Understand and they are able to increase listening skill
5. Remember the new vocabulary that their listen
6. Pronouncing the lyric of the songs accurately

L. Source/Material

Source : Audio CD/VCD

Material : Audio, White Board

M. Teaching and Learning Activity

Activities	Teacher	Students
Opening	<ul style="list-style-type: none"> • Teacher guides the students and check the attendance list • Teacher introduces the lesson that will be teach 	<ul style="list-style-type: none"> • Students give the respond to the teacher • Students listen carefully to the teacher
Main activity	<ul style="list-style-type: none"> • Teacher giving the material • Teacher give th time for students to ask something if they don't understand 	<ul style="list-style-type: none"> • Students pay attention to the teacher's explanation • Students give the question and listen carefully to the teacher's

	<p>about the material</p> <ul style="list-style-type: none"> • Teacher give the paper of the lyric of the songs • Teacher play the music from the audio • Teacher asks students to write down the missing lyrics of the songs • Teacher asks the students to pronouncing the lyric of the songs 	<p>explanacion</p> <ul style="list-style-type: none"> • Students get the information about Pronounciation • Students pay attention to the teacher when the teacher share the paper material • Students write down the missing lyric in the paper • Students try to pronouncing the lyric of the song.
Closing	<ul style="list-style-type: none"> • Students give the students chance to ask something about 	<ul style="list-style-type: none"> • Students ask something about the material

	<p>the material</p> <ul style="list-style-type: none"> • Teacher closing the lesson 	
--	--	--

N. Assessment

Rubic of Pronunciation

Criteria	Score	Specification
Accuracy	1	Less
	2	Neither
	3	Moderate
	4	Very well
Smooth	1	Less
	2	Neither
	3	Moderate
	4	Very well
Appropriate	1	Less
	2	Neither
	3	Moderate
	4	Very well

Maximal Score : 12

Final score : $\frac{\text{Result Score} \times 100}{\text{Maximal Score}}$

Medan, February 2018

The English Teacher

KHAIRANI WIRDANINGSIH S.Pd.I
NIP. 198012192005012007

The Researcher

NIKITA RIANA
NPM.1402050359

Known by,
Headmaster of MTs Negeri 3 Medan

Drs.H.HAMIDI NASUTION, M.Psi
NIP. 196311272001121001

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APPENDIX 3

Mother How Are You Today?

Mother how are you today?

Here is a note from your daughter

With me everything is okay

Mother how are you today

Mother don't worry i'm fine

Promise to see you this summer

This time there, i'll be no delay

Mother how are you today

I found the knight on my dream

Next time you'll get to know him

Many things happened while I was away

Mother how are you today?

APPENDIX 4

Old MacDonald Had a Farm

Old MacDonald had a farm

E-I-E-I-O

And on his farm he has some chicks

E-I-E-I-O

With a chick, chick here

And a Chick, chick there

Here a chick, there a chick

Everywhere a chick, chick

Old MacDonald had a farm

E-I-E-I-O

APPENDIX 5**THE STUDENTS' ATTENDANCE OF MTs NEGERI 3 MEDAN****ACADEMIC YEAR 2017/2018****EXPERIMENTAL GROUP(VII-4)**

No	Students' Name	Signature	
1.	AdindaZahwa	1.	
2.	Ahmad FauzanHarahap		2.
3.	Ahmad Jibril	3.	
4.	AjiAlfathah		4.
5.	AlwiAuinem	5.	
6.	AtikahRahmahSaragih		6.
7.	AzriTirza Saladin	7.	
8.	BagasRamadanu		8.
9.	Canda Tiara Salsabila	9.	
10	DeswitaAdinda		10.
11.	Dinda Indah Ngl	11.	
12.	FadillahAyuAprilliani		12.
13.	FebyAuliaHasibuan	13.	
14.	HafizahPutriCahyani		14.
15.	HennyLarasati	15.	
16.	HamdyZainArdiansyah		16.
17.	HanifaRasliaFitri	17.	
18.	IqbalWinata		18.
19.	M. Hafiz Ramadhan	19.	
20.	M. IrfanSyahrezaGultom		20.
21.	Muhammad RaihanAnhar	21.	
22.	Muhammad FaizAzhar		22.
23.	Muhammad Fikri	23.	
24.	MikoRaihan		24.
25.	MuhamadZalfa	25.	
26.	NajlaSyakirahSrg		26.
27.	RaihanRizqHamdiLbs	27.	
28.	SyifaFadillah		28.
29.	ZulhelmyParinduri	29.	
30.	ZulmaliyahNur		30.

APPENDIX 5**THE STUDENTS' ATTENDANCE OF MTs NEGERI 3 MEDAN****ACADEMIC YEAR 2017/2018****CONTROL GROUP (CLASS VII-5)**

No	Students' Name	Signature	
1.	Ahmad YudaPratama	1.	
2.	Annisa Jasmine		2.
3.	Aria Falwaguna	3.	
4.	Aulia Rumi Siregar		4.
5.	Azka Nabila	5.	
6.	BaihaqieAr- Rafi		6.
7.	CahayaAprillia	7.	
8.	DaffaAdhaZulhairi		8.
9.	DheaAnandaAshilia	9.	
10	Diana Ulaya		10.
11.	Dwi Indah Nurhaliza	11.	
12.	FadhilAzkiyaPurba		12.
13.	FairuzYadi	13.	
14.	HabibullahAqilDhika		14.
15.	HadistSulistiawati	15.	
16.	JelitaNazwaUtami		16.
17.	M. TegarRafif	17.	
18.	M. Hirzi		18.
19.	M. Lithfi P	19.	
20.	MiftahulJannah		20.
21.	M. DickyKusuma	21.	
22.	M. FarhanAulia		22.
23.	M. TengkuAnanda	23.	
24.	M. RifqiRamadhan		24.
25.	MutiahHanifa S	25.	
26.	NadilaAndriAni		26.
27.	Nazriellham Akbar	27.	
28.	RizkyMaulana		28.
29.	Ryan Izdihar	29.	
30.	ShahiraAfniNgl		30.
31.	SaniyahFitriSianigan	31.	
32.	SetyadiPrastyodi		32.