An Analysis of Students' Comprehension in Pronouncing English Words by Using Song

[1]Yuneva Syukur, [2]Melati, [3]Elva Utami, [4]Siti Masitah and [5]Febrilia Syarayani

English Language Education Department Faculty Of Teacher Training And Education University Of Prof. Dr. Hazairin, SH Bengkulu
Corresponding author: *mamyuneva@gmail.com*

ABSTRACT

The aim of this research was to know the causes of pronunciation errors made by the students and whether the method of learning English pronunciation using song can improve the student's pronouncing English words at SMAN 8 Bengkulu. The method used in this research is qualitative descriptive. The informants in this research were students from X IPS 1 Data collection is done by interview and questionnaire. The data obtained were analyzed by reduction of data, presentation of data, and drawing conclusions. The research results show that most of the students of X IPS 1 are more interested and understanding if learning English pronunciation using songs because they can follow a native speaker to say English words correctly. The cause error of their English pronunciation is a lack of their confidence when they speak English and the media can also be an easy or difficult factor for students to learn English pronunciation. It can be concluded that is the right media for students English pronunciation.

Keywords: Pronunciation, English words, Song

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui penyebab kesalahan pengucapan yang dilakukan oleh siswa dan apakah metode pembelajaran pengucapan bahasa Inggris dengan menggunakan lagu dapat meningkatkan pengucapan kata-kata bahasa Inggris siswa di SMAN 8 Bengkulu. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Subjek dalam penelitian ini adalah siswa kelas X IPS 1. Pengumpulan data dilakukan dengan wawancara dan kuesioner. Data yang diperoleh dianalisis dengan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa sebagian besar siswa kelas X IPS 1 lebih tertarik dan memahami jika belajar pengucapan bahasa Inggris menggunakan lagu karena mereka dapat mengikuti penutur asli untuk mengucapkan kata-kata bahasa Inggris dengan benar. Penyebab kesalahan pengucapan bahasa Inggris mereka adalah kurangnya kepercayaan diri mereka ketika mereka berbicara bahasa Inggris dan media juga dapat menjadi faktor mudah atau sulitnya siswa untuk belajar pengucapan bahasa Inggris. Dapat disimpulkan bahwa media yang tepat untuk pengucapan bahasa Inggris siswa.

Kata kunci : Pengucapan, kata bahasa Inggris, Lagu

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INTRODUCTION

When we speak a foreign language, our muscles may not be well developed for that language, and we will find pronunciation more difficult. By practicing the foreign language pronunciation, our muscles develop and pronunciation increases. As well as creating correct vowel and consonant sounds using the muscles of our mouth, tongue and lips, there are other important aspects of pronunciation, including : Word stress is the emphasis on certain syllables in a word, Sentence stress is the emphasis on certain words in a sentence, link is combining certain words, and Intonation is up and down of our voices as we speak.

Wibowo (2001) states language is a meaningful and articulated sound symbol system (produced by utterance) which is arbitrary and conventional in nature, which used as a tool to communicate by a group of people to produce feelings and thoughts. Scientific studies of language are called linguistics. English is one of foreign languages used by many countries and English has become an international language. English is taught from elementary to university and also is one of the compulsory subjects. Therefore the goverment provides a curriculum as a guide for English teachers in the teaching and learning process. Pronunciation is the way in which a language is spoken, if pronounce is to make the sound of a word. Speakers of different languages tend to develop different muscles of the mouth for pronunciation.

The song is an excellent 'tool' to help students learning English pronunciation, more specifically song can motivate students during learning English pronunciation. It can also be said that songs are an important part of learning English because the song can make students more sensitive with sound and the song also can make the class more interesting and lively. When students like song, they will be happy and enthusiastic to learn English pronunciation. There is almost no time limit in using the song as a medium to learning English pronunciation, that students can use song in learning English pronunciation whenever they want, both in the classroom and outside the classroom. Naturally, they are accustomed to saying English words by singing.

As the researcher's experience and observation in teaching experience at SMAN 8 Bengkulu English lessons are subjects that are not liked by most students. Because students not understand what the meaning of many vocabularies in English and most of students in X IIS 1 SMAN 8 are difficult to pronounce English words correctly. When they took practice score of speaking with me, almost of them got the score under the KKM (75). So, the pronunciation of students' English words not optimal. The researcher choose song in the research because songs and music almost always contain lots of vocabulary, phrases, and expressions. And also the English singer is a native speaker of English. From the background of the research, the problems can be arranged as follows a) What type of song can make students' pronounce English words better by using song of X IIS 1 SMAN 8 BENGKULU?, b) What causes pronunciation errors made by students in English pronunciation skills by using song of X IIS 1 SMAN 8 BENGKULU?"

Pronunciation is a person's ability about how one understands the sound system and has an impact on one's speech which will directly affect meaning or meaning if in the context of the English language. In English, different sounds will mean different meanings, moreover different writing, and will greatly affect oral communication (Oxford Dictionary 2008).
In this case, teacher decides what alternative strategy he or she chooses in teaching English Pronunciation to get a maximum result.

Moreover, the most important thing of the teaching and learning process is the understanding of the students about the lesson. Cameron (2001) says that "it is a crucial thing for teacher to take the responsibility for checking whether their pupils understand the language being used and the purpose of activities being carried out". In this case, the teacher should let the students know that they are studying about pronunciation and they are expected to be able to pronounce English words correctly

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surrounded by songs. From these songs we can learn many things, for example we can get more new words, and we can also learn how words are spoken. Songs are a good source for teaching English because students will be easier to learn English words

English teachers can be using the song as a medium to teach English. A song containing authentic language is easily obtainable, provides vocabulary, grammar, and cultural aspects and is fun for the students. They can provide valuable speaking, listening, and language practice in and out of the classroom.

There are many reasons why teenagers' songs are good for English pronunciation. It has many contributions 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 are associated with 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 echoic memory; 2)Songs can add feeling and rhythm to language practice that might otherwise be flat. "they also help and remember things more easily and draw more deeply into a lesson.

From the statements above, we know that song is interesting and funny. As we see, most teenagers like something funny. The song will make them interested in the process of learning English pronunciation. Indonesian has some differences from English in pronunciation. In our language, there is no difference between writing and sound. But we find it different in English. Sometimes we sound differently from the writing. For example, the word here is pronounced / hi:∂ /; however, in Indonesian, we pronounce / here /. It is not denied that students often make mistakes in learning foreign language; however, doing such mistakes is a part of learning the language itself.

Interference could come from the lack of experience in the certain speech sound of the target language that does not exist in the first language and the speech sound itself is specifically different in term of sound production. That is why in an attempt to pronounce the target language.

METHODOLOGY

The method applied in this research is descriptive qualitative method. This research used descriptive qualitative method to answer the objective of study that is to describe what song can make pronunciation students better.

Qualitative descriptive research is one of the types of research included in the type of qualitative research. While the purpose of this study is to reveal events or facts, circumstances, phenomena, variables and circumstances that occur during the research by presenting what actually happened.

In this qualitative research, the subject in this research are students class X IIS 1 of SMAN 8 Bengkulu. The researcher took 20 from 35 students as a respondents.

The most important data source in this research are the result of interview with students class X IIS 1 of SMAN 8 Bengkulu and questionnaires about students' pronunciation lesson. Data collection techniques in this research are interview, questionnaires, and documentation.

Interview According to Zuldafrial and Muhammad Born (2012) interview are conversation with a specific purpose. Interview were conducted in detail to obtain data related to the students' English pronunciation lesson. Interview were conducted with students class X IIS 1 of SMAN 8 Bengkulu.

According to Sugiyono (2011) questionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to be answered. This method is used to get answers to a number of questions or statements that will be filled by respondents.

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FINDINGS AND DISCUSSION

The questionnaire   used to obtain data related to the students' English pronunciation lesson. The following table was specification of questionnaire.

Table 1. Specification of Questionnaire

No	Indicator	Item no
1.	Stress	15, 19
2.	Intonation	14, 20
3.	Accuracy	2,17
4.	Fluency	16, 19
5.	Type of song	5, 6, 7
6.	Causes pronunciation errors	8, 9,12, 13
7.	Song media	1, 3, 4, 10, 16

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Data analysis in this research was conducted interactively and take place continuously until finished. That is, in data analysis researcher are directly involved inexplaining and concluding the data obtained by linking the theories used.

The last stage which contains the decision making process that leads to the answers of the research questions raised and reveals the "what" and "how" of the research findings. Researcher analyzed the data to get percentage of the how much students learning english pronunciation using song.This study collected data with a variety of techniques, including interview and questionnaire. Interview were conducted to obtain data directly from the object. Meanwhile, the questionnaire was conducted in this study as a data reinforcement.

The interview technique is carried out by first determining the sources in accordance with the research questions. In this research the respondents were students of X IIS 1 SMAN8. The total respondents taken by the interview technique in this study were 20 respondents.

Table 2. Results of Interview

No	Questions	Total Respondents
1	Is learning English pronunciation difficult for you ?	20
	Is it important that we can speak English?	20
3	How much your confidence to speak an English words?	20
4	How you do to make it easier to learn English pronunciation?	20
5	Do you think that the song can make you easier to learn English pronunciation?	20

In this research the respondents in the interview data collection were students of X IIS 1. The total number of respondents taken by the interview technique in this research were 20 respondents. Based on table 2 above, the result of the interview about pronunciation are 10 of 20 the students think that learning English pronunciation is not difficult to learn,
4 students think it is difficult thing and 6 others think it is not too difficult.

Then 9 of 20 the students stated that listening English songs can make it easier to learn English pronunciation, 3 students thought listening English songs and watching English movies was the easiest way, while others were playing games, singing while reading the lyrics, and study diligently. Therefore 90% of the students agree that the song can make

learning English pronunciation more easy.When they were interviewed about self-confidence to speak English only 10% of the students had great confidence, 25% felt confidence, 30% felt quite confidence and 35% a little confidence. So, about the importance of learning English pronunciation then can speak English 75% felt important and 25% felt very important.

The population in this study totaled 35 students of X IIS 1, while the number of respondents taken into the sample were 20 respondents, consisting of 5 boys and 15 girls.Questionnaire are also used to collect data during the research. The questionnaire consisted of 20 questions and was given to students through Google forms. Researcher used this technique to determine student' responses to the use of song in learning English pronunciation. The following summarizes the result of the questionnaire based on the Table 3. specification of questionnaire is as follows :

Table 3. Result from Questionnaires

No	Indicator		Item no	Frequency
1.	Elements of pronunciation	Stress	15	18
			19	18
		Intonation	14	19
			20	17
		Accuracy	2	15
			17	19
		Fluency	16	18
			19	18
2	Type of Song	Pop	5	18
		Jazz	6	9
		Rock	7	7
3	Cause pronunciation errors		8	6
			9	3
			12	18
			13	12
4	Use of Song media		1	20
			3	16
			4	17
			10	18
			11	18

After analyzing those data, to know the frequency of data it is calculated using percentage formula.

Table 4. Percentage

No	Indicator		Item	Percentage
1.	Elements of pronunciation	Stress	15	90%
			19	90%
		Intonation	14	95%
			20	85%
		Accuracy	2	75%
			17	95%
		Fluency	16	90%
			19	90%
2	Type of Song	Pop	5	90%
		Jazz	6	45%
		Rock	7	35%

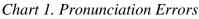| 3	Cause pronunciation errors	8	30%
		9	15%
		12	90%
		13	60%
4	Use of Song media	1	100%
		3	80%
		4	85%
		10	90%
		11	90%

The highest answers which is contained 100% percentage in the number 1 with the "yes" answer of the statement, and then all students agree that they listen the English song to improve their English pronunciation.The lowest percentage of "yes" answer of the statement contained in the number 9 which is 15% with the statement "i feel learning English pronunciation is too difficult" its mean learning English pronunciation is not difficult for them especially with a fun method.

Most of students read the lyrics when they listen to English song at 75%, so can make them easier and more interested in learning English pronunciation using song media. They want to have the accuracy of speaking English like a native speaker but they feel insecure when they have to speak English in front of their friends. So, song is the right media for them to learn English pronunciation because in the statements they agree that learning English pronunciation through songs can clarify the intonation, stress, and fluency of their English pronunciation. Students actually like pronunciation lessons with using song because students can speak English correctly like a native speaker to say word by word. The percentage of songs as can increase their pronunciation to is 90%, so it can be explained by the results of the quistionnaires that the song is the right media for learning English pronunciation.

This research is about using song media to improve the students' pronunciation of English words. This research used descriptive qualitative research. This section is intended to analyze the results based on related theories. All data collected from research instruments provide information about research findings. Type of song can make students' pronouncing English words better When asked about. the type of song, 90% of them like the pop genre of a song than jazz and rock genres. So 18 of 20 students are more interested to listen and sing a pop song than jazz and rock. Just 9 students like jazz songs and 7 students like rock songs.

The main cause of students having difficulty speaking English is they like or do not learn English pronunciation with 90% percentage. And then the lack of confidence when speaking English in front of their friends. 31,6% of students think that their mother tongue is the cause of their English pronunciation not being good and 15% of students felt that learning English pronunciation is too difficult for them.

Chart 1. Pronunciation Errors

The song as a media can attract students' interest in learning English pronunciation, based on number 1 of quistionnaires that students listen to English song to increase their English pronunciation with 100% percentage. What makes this research different from the previous research is using the song., Muawanah (2017) used Drama Performance to know what the vowels mispronounced, and Yun (2016) used recorded tape to know pronunciation errors made in pronouncing the consonant, vowel, and diphthong.

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CONCLUSION

This strategy can help the students easier, more enjoyable, and faster ways to improve their English pronunciation better. It can be concluded that song is the right media for students learn how to pronounce English.

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