

THE EFFECTIVENESS OF ENGLISH SONGS IN TEACHING PRONUNCIATION TO ELEMENTARY SCHOOL STUDENTS

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SUMMARY

English is one of the international languages in the world. In Indonesia, English is the foreign language which becomes one of the important subjects at schools so that English has been introduced in Indonesia since elementary school. By introducing English earlier, the Indonesian government hopes that Indonesian students understand more about English. It 's one of the reasons why English has been taught since elementary level. The successful of mastering English at schools particularly to elementary students depends on the role of English teachers who teach the English subject. It is not easy to teach a foreign language to the elementary students which is extremely different to the mother tongue, particularly in teaching pronunciation. Beside the difference of utterance with the mother tongue, the problem that the students face is the use of traditional technique in teaching English at elementary schools so that the students have less interest to study English. Therefore, the objectives of this research is to apply the use of English songs in teaching pronunciation to the elementary students at SD Bintang Pertiwi. The reason of this research to use English song in teaching pronunciation is due to the effectiveness of the songs. A song is considered as the effective media to teach English because by singing, the students can memorize and remember easily what have been learnt. The English songs used in this research are If You're Happy, Old MacDonald, Twinkle – Twinkle which have simple utterances and cheerful tone or music.

Keywords: *English Song, Teaching, Pronunciation*

A. INTRODUCTION

Background of the Research

Language is a very important means of communication in daily human life. Human being uses language both in written and spoken forms to express their idea. As stated by Ramelan (1992: 10), language is an arbitrary system of speech sounds which is used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs thing, process, and events in the human environments. English has become an international language. People of different countries speak English to communicate.

In Indonesia, English is the foreign language which becomes one of the important subjects at schools so that English has been introduced in Indonesia since elementary school. By introducing English earlier, the Indonesian government hopes that Indonesian students understand more about English. It 's

one of the reason why English has been taught since elementary level.

The successful of mastering English at schools particularly to elementary students depends on the role of English teachers who teach the English subject. It is not easy to teach a foreign language to the elementary students which is extremely different to their mother tongue. In one side, English has different pronunciation with Indonesian language. Certainly, these factors make the elementary students have the problem in pronouncing the English words. In other hand, it is found that the teacher uses the traditional technique in teaching English so that the students' ability in learning English is not satisfied enough.

Pronunciation is a person's ability to comprehend the sound system which has direct effect of the word meaning in the language. In English, different sound has different meaning. Certainly, it influences the oral

communication. One of the techniques to teach pronunciation is using song as the media.

A song is a sung text which comes from a writing art and listened by using music. People who listen to the song can feel happy, sad and the other emotional feeling due to a song. Also, a song can be the pronunciation media which is kept in the brain memory uncounsciously. This situation creates a relax and amusing learning process in a class. If the students feel relax and amusing in a learning process, the students are having more motivation to learn.

Based on the observation and also by interviewing the English teachers at SD Bintang Pertiwi, the researcher found that the English teachers still use the traditional technique in teaching English particularly in practicing the students' pronunciation so that the learning process becomes monotone and the students study passively.

Therefore, the researcher will conduct a research to see the effectiveness of English Songs to the pronunciation of the elementary students at SD Bintang Pertiwi.

Problems of the Research

The problems of the research are formulated as the followings:

1. How to teach pronunciation to the elementary students at SD Bintang Pertiwi by using English Songs?
2. Are English songs effective to be used as media in teaching pronunciation to the elementary students at SD Bintang Pertiwi?

Hypothesis

Based on the problems of the research, the hypothesis of the research are stated as the followings:

1. The learning process at SD Bintang Pertiwi has not used English songs as the media in teaching pronunciation to the students yet.
2. English songs are effective to use as media in teaching pronunciation to the elementary students at SD Bintang Pertiwi

Scope of the Research

The scope of the research focuses on the use of English songs which is considered as the effective media in teaching pronunciation

to the elementary students at SD Bintang Pertiwi

Objectives of the Research

In accordance with the problems of the research, the objectives of the research are:

1. To find out how to teach pronunciation to the elementary students at SD Bintang Pertiwi by using English songs.
2. To find out whether English songs are effective to use as media in teaching pronunciation to the elementary student at SD Bintang Pertiwi

B. RESEARCH METHODOLOGY

Research Design

The descriptive method is used as the research method. It is used to describe the situation of the object based on the fact in the field. Meanwhile, the research design which will be used in this research is classroom action research design which has four steps:

1. **Planning**
After finding the problem in the field, the researcher identifies the problem found in the field and plan some ways to overcome the problem. In this research, the problem found is the lackness of the elementary students' ability to pronounce English words well. meanwhile, the way is used to overcome the problem is the use of English songs as a learning media. So, in this step the researcher prepares lesson plan, teaching media, observation sheet and field note.
2. **Action**
After planning to use English songs as learning media to the elementary students, the researcher asks the English teachers as the researcher collaborators to use the media during the learning process in the classroom based on the lesson plan that is written by the researcher. It means that the researcher conduct the treatment to the elementary students.
3. **Observing**
In this step, the researcher will observe the process of the treatment and note the things which occur in the field in observation sheet and field note.
4. **Reflecting**
The researcher and the collaborators will discuss the result of the treatment, the

things that have been achieved, the obstacles faced and also the solution for those obstacles to be used in the next cycle.

Technique and Instruments of Data Collecting

Technique of Data Collecting will apply in this research are measurement and observation. In measurement, the researcher will measure the students' performances result in each cycle through speaking assessment where students are asked to answer the questions related to English Song orally; one by one in front of the class through alphabetize. Meanwhile in observation, the writer observed the students' performance by using observation checklist and alphabetize.

There are four Tools of Data Collecting used in this research, namely Speaking Assessment, Field Note, and observation Checklist. In Field Note, the researcher will asks the collaborator to write down and record the students' speaking ability and students' behavior started from the first to the third cycle. Observation Checklist contains the list of objectives that the research collaborator will check when observe the activity in the classroom. Observation checklist will become the guideline for the researcher to give the specific feedback on aspects of the classroom.

Technique of Data Analysis

The technique of data analysis will use the qualitative research technique in which Miles and Hubermann (2010) stated that the data analysis consists of three activities such as:

1. Data reduction
Data reduction is the process of selecting, focusing, simplifying, abstracting and transforming the raw data. In other words, data reduction is the process of minimizing the data required. Here, the researcher will select the data required discard the data which did not concern to the research
2. Data display
Data display is the process of organizing the data. Here, the researcher will arrange the data which consists of some documents.
3. Conclusion drawing

Conclusion drawing will be done after analyzing the data display. Here, the researcher will interpret the result of data display and conclude the result of this research.

C. RESEARCH RESULT AND DISCUSSION

Research Result

Learning Activity before Using The English Songs as Media

Before using the English songs as media to teach the pronunciation, the researchers had conducted the first observation to the research subject. The first observation was done in July 20, 2017 at SD Bintang Pertiwi whereby the research subject is the fifth grade students. The observation took place in the classroom where the teacher taught the students around 80 minutes.

Based on the first observation, it was found that the students had the difficulty in pronouncing English word when the teachers asked them for reading some passages in their text book. There were many words which were spelled incorrectly so the teacher had to correct the students' pronunciation.

Description of Learning Activity after Using English Songs as Media for the First Cycle

The learning activity for the first cycle was conducted on the 3rd of August 2017 and on the 7th of August 2017. The research leader had the responsibility to the research execution. The research members had the role to observe and note the research execution by filling in the field note and speaking assesment. In this research, the English teacher who still taught the English but the teacher had to teach the English by using the lesson plans which had been designed by the researchers.

The first meeting of the first cycle was conducted on the 3rd of August 2017. It was Friday. The English lesson began at 08.15 a.m. First, The English teacher began the class by greeting the students. The next, the teacher asked the students for praying. One of the students led the praying. After that the English teacher introduced the researcher to the students and told what the researcher would do in their class. Then the teacher explained the material that would be taught today based the lesson plan which had been designed by the researchers. The teacher told the students that

today they would sing together and also practice their pronunciation by using the lyric of the song. The text of the song was distributed to the students. Then, the teacher played the video of the song “If You’re Happy and You Know It” once and the students watched and listened to song. The next, the teacher invited the students to sing together. After singing together, the teacher asked the students one by one to read the lyric of the song. In this occasion, the researchers observed and noted the pronunciation of each students to see their ability in pronouncing the lyric of the song “If You’re Happy and You Know It”. All students got their turn to read the lyric of the song. Based on the observation, there were only four students who could pronounce well the lyric of the song that the teacher asked for reading. Meanwhile, the seventeen students had still many errors in pronouncing the lyric of the song. After reading, the students were invited to sing the song together and also moved the body in accordance with the gesture in the video of the song “If You’re Happy and You Know It”. The students enjoyed singing the song and moving their bodies. The class ended at 09.40 a.m.

The second meeting of the first cycle was conducted on the 7th of August 2017. As usual, the English teacher greeted the students. The teacher began the class. It was still the same scenario whereby the teacher showed a video of the song entitled “Old MacDonald Had a Farm” which had fast tempo and the students were asked for watching and listening to the song. The teacher played the video once. After that, the teacher invited the students to sing together. And after singing together, the students were asked for reading the lyric of the song one by one to see their ability in pronouncing the English words. While, the researchers observed and noted the students’ ability in pronouncing lyric of the song. At this day, there were six students who were able to pronounce well with minimal errors.. The rest still had many errors in pronouncing lyric of the song. After reading the lyric of the song, the students are invited to sing together cheerfully because the song had fast rythme. The students were very enthusiastic. Before ending the class, the teacher reminded the students to sing the previous song that was sung last week and asked whether one of the students could sing the song without text. But nobody could sing

the song without text. So the teacher asked if one of the students could sing the song “If You’re Happy and You Know It” by text individually. No student liked to do that. So the teacher asked the students for singing in group. And there were three students who liked to sing the song. Although they sang slowly and they might feel shy, but the teacher appreciated their performance well and their friends gave applause to them. And the class ends at 9.35 a.m

Based on the observation of the first cycle, it was found that the students were very enthusiastic in learning English particularly using English songs to improve their pronunciation. It could be seen by speaking assesment sheet at the second meeting in which there were six students who could pronounce well the lyric of the song with minimal errors.

Summary of the First Cycle

Based on the observation and the speaking assesment sheet during the first cycle, it is concluded that :

1. The students’ ability in pronouncing the English words is still low. It is based on the speaking assesment sheet which indicate that there are only six students who can pronounce the lyric of the songs well with minimal errors.
2. The students have not been accustomed yet with the learning activity using English song as media.

Therefore, the reseachers consider that the result of the first cycle has not achieved the target that has been set. There are only 28% of the students who can pronounce well the lyric of the song. Meanwhile, the target of this research is 60% of the students can pronounce well the lyric of the English song.

Description of Learning Activity after Using English Songs as Media for the Second Cycle

The second cycle was held on the 17th and 20th of August 2017. The scenario of the second cycle was still the same as the first cycle.

The first meeting of the second cycle was on 17th of August 2017. It was Friday morning. As usual, the English lesson began at 8.25 a.m. The teacher said “good morning” to the students and the next one of the students led the praying. On that day, the students

would watch a video of the song entitled “Twinkle- Twinkle Little Star”. At that moment, the students were enthusiastic enough because they are familiar with this song. First, the students watched and listened to the song once. Each students has the text of the song on their hands. After watching the video, the students sang the song together. And then, the students were asked to read the lyric of the song one by one accordance with the attendance list. In that time, there was a good progress whereby most students could pronounce the lyric well. There were only three students who had still many errors in pronouncing lyric of the song “Twinkle-Twinkle Little Star”, six students had several errors and eleven students pronounced the lyric of the song accurately. Nevertheless, the students kept enthusiastic on singing the song together until at the end of the learning program. The class ended at 9.40 a.m.

For the second meeting which was taken place on the 20th of August 2017, the researchers prepared three songs at once. The songs were Twinkle- Twinkle Little Star, Old Mac Donald Had a Farm and If You’re Happy and You Know It. These songs were the songs that had been watched and listened by the students at the previous meetings. For the second meeting, researchers also noted the students’ progress in pronouncing the lyric of the three songs. Based on the speaking assesment, it was obtained that there was only one students who had still many errors in pronouncing the lyric of the song well. Meanwhile, the students who had several errors in pronouncing the lyric of the songs were six students. And there were fourteen students who could pronounce the lyric of the songs accurately.

Summary of the Second Cycle

Based on the observation and the speaking assesment sheet during the second cycle, it is concluded that :

1. The students’ ability in pronouncing the English words has improved. It is based on the speaking assesment sheet which indicate that there are fourteen students who can pronounce the lyric of the songs accurately.
2. The students have been accustomed with learning activity using English song as media and the students enjoy learning English using songs.

Discussion

After conducting this research at SD Bintang Pertiwi which took place from the 3rd – 24th August 2017, the reseachers found that English songs are affective to improve the students’ ability in pronouncing English words. The improvement of the students’ ability in pronouncing English words can be seen by the following table.

Table 5.2 The Result of The Use English Songs

Cycle	Cycle 1		Cycle 2	
Date	03-08-2017	10-08-2017	17-8-2017	24-8-2017
Number of students	4	6	11	14
Percentage	19%	28%	52%	67%

Based on the table above, it can be seen that there is a significant improvement of the students’ ability in pronouncing English words after using English songs as a media in teaching pronunciation to the fifth grade students at SD Bintang Pertiwi. At the first cycle, the improvement of students’ ability in pronouncing English words is from 19% to 28%. Meanwhile, at the second cycle, the improvement is from 52% to 67%. Therefore, the researchers did not continue the next cycle because the percentage has denoted that there is 67% of students that has pronounced well the English words after using English songs in learning activity.

D. CONCLUSION AND SUGGESTION

Conclusion

Based on the research result and discussion, it is concluded that :

1. By using English songs as the media in teaching pronunciation to the students, the students’ ability in pronouncing English words improve. Songs is used as media because the lyric of the song is easy to memorize. So, it is possible for the students to memorize the words that they have said.
2. English songs are effective to use as media in teaching pronunciation to the elementary students at SD Bintang Pertiwi because there is a significant improvement of students’ ability in pronouncing English words.

Suggestion

Based on the conclusion, it is suggested to use English songs as media in teaching pronunciation to improve the students' ability in pronouncing well the English words and it can make the students feel enthusiastic in pronouncing English words well.

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