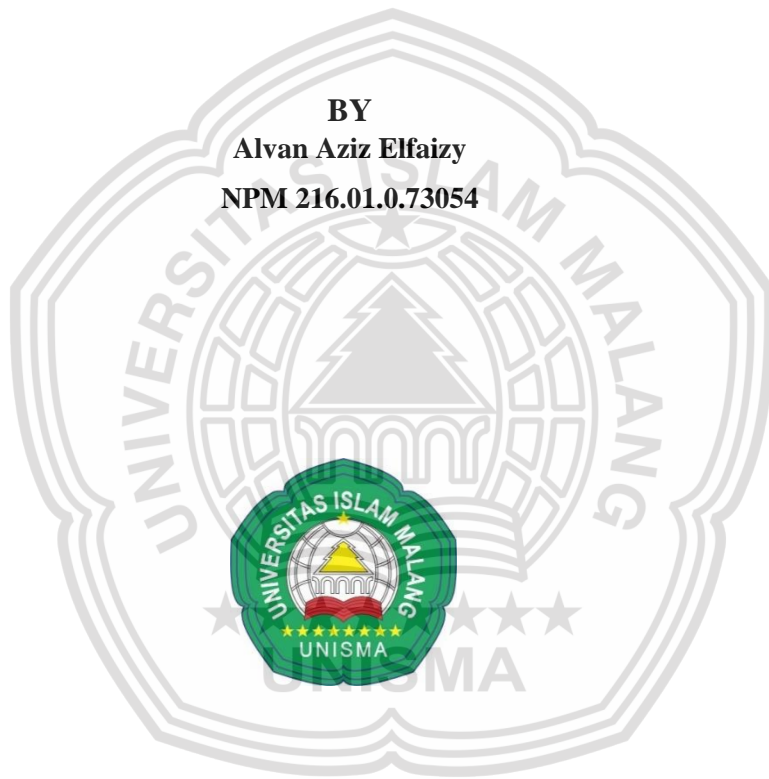# The Effect of Using English Songs on Students Pronunciation Ability

SKRIPSI

BY
Alvan Aziz Elfaizy
NPM 216.01.0.73054

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF ISLAM MALANG

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ABSTRACT

English speaking ability is a valuable skill that is useful in various situations during communication. However, as practical skill, the ability to speak in English language is not easy, as the main goal of speaking is to deliver the oral communication in a comprehensive way. Pronunciation is important aspect of speaking to produce comprehensible oral message. In teaching proper and native-like pronunciation, it is necessary to use authentic material that produced from native speaker for natives, and English songs enable the students to get exposed to English language input in the form of lyric supported with rhythm and musical instrument which creates enjoyable experience. This is why the researcher interested in studying the effectiveness of slow and fast tempo songs towards students' pronunciation skill.

This research is conducted using quantitative experimental design to answer the research questions. The participants in this study consist of 33 eleventh grade students from one class at MAN 1 Pamekasan who followed pronunciation tests and treatment delivered by the teacher and the researcher in synchronous English class via zoom application. The data analyzed statistically using descriptive statistics and independent sample t test at SPSS 23.

The result indicates that slow tempo songs have better influence towards students' pronunciation. This is shown by the increase of the mean score from pre-test to post-test with 17.37 points for slow tempo songs and 12.52 for fast tempo songs which shows that slow tempo songs are dominant in improving pronunciation skill. In terms of Effectiveness, it is indicated that both songs have the significance of 0.00 which is less than 0.05, indicating that both type of songs significantly influence students' pronunciation skill.

CHAPTER I
INTRODUCTION

This introduction of the study presents the research background, problem and the purposes of the study, scope, limitation, and definition of key terms.

1.1   Background of the Study

English speaking ability is a valuable skill for individuals that is useful in many aspects of life and many situations. The mastery of speaking to in English as lingua franca allows an individual to express and carry out communication with other people that did not speak specific language. Moreover, speaking is an indicator of individuals' mastery of English language. According to Richards (2002) the primary aim of learners to study English is to develop speaking ability, because English is measured by the ability to carry out spoken communication.

However, as practical skill, the ability to speak in English language is not easy, it requires effort and time to hone and perfect. Harmer (2008) stated that become skilled at speaking is not an easy task, it requires the good skills at every speaking components. Additionally, Richards (2002) explains that speaking involves elements like vocabulary, spelling, grammar, fluency and pronunciation. The main goal of speaking is to deliver the message through oral communication in a comprehensive way. According to Richards and Renandya (2002), the goal of speaking is to make the listener understands the meaning of the speech. Therefore, it is important for the English speaker to produce comprehensible speaking output.

In term of producing comprehensible speaking output, pronunciation is important speaking aspects that language learner needs to practice. According to Harmer (1991), pronunciation is an organized sound that reflect how the word is sounded. Agustinami (2006) defined pronunciation as the way or the output of the sounds of speech production such as vowel, vocal, articulation, inflection, accent, and intonation which determine the accuracy or appropriateness of the speech. Pronunciation is the important aspect of speaking skill for language learner to practice before they can practice to speak in real context. Bowen (1980) stated that language learner that able to pronounces in clear and appropriate way as nearly native like is considered as successful second language learner. In this case, to speak in a clear and understandable way it is necessary for language learner to practice pronunciation to know how the word sounds. Agustinami (2006)

However, it is in contrast with the condition at many schools. A study conducted by Tennant (2007) found that most teacher focuses on the speed and speaking fluency and rarely teach about pronunciation. Moreover, Hismanglu (2006) indicated that pronunciation is one of the often-neglected skill in school teaching where teachers tend avoid to teach pronunciation, because they have little or no information about the subject. Szyszka (2017) also found that students' poor pronunciation is caused by lack of strategies and method to teach pronunciation. Thus, it is important to promote teaching method to develop students' pronunciation skill.

In teaching proper and native-like pronunciation, it is necessary to use authentic material that produced from native speaker for natives. English songs

enable the students to get exposed to English language input in the form of lyric supported with rhythm and musical instrument which creates enjoyable experience (Maneshi, 2017). There are several studies on student reports and teacher experiences in Kerekes (2015) revealed many benefits of using songs as the material for second language (L2) input. Moreover, Farmand and Pourgharib (2013) revealed that the implementation of English songs in 8 sessions had impact on students' pronunciation, and enhance their speaking ability.

The implementation of English songs in the class might also benefit learning activity with fresh and positive atmosphere. According to Stanculea and Bran (2015) adult learners learning motivation or learning performance had improved through the use of English songs in learning situation. Moreover, Van Zeeland and Schmitt (2013) stated that students tend to listen their favorite songs in their playlist again and again, that expose learners to English vocabulary the same way of the word drill exercise but in more pleasant way.

Learning from the result of previous study, the researcher understands that using English songs in learning situation might enhance learning motivation as well as performance in both speaking and pronunciation. However, the researcher found that most research did not include which kind of songs contribute the most in enhancing students' pronunciation. Therefore, the researcher aims to study the effect of using English songs to improve students' pronunciation using two different tempos of songs. This method of treatment aims to identify the effect of songs towards students' pronunciation and significant difference in the effectivity of slower and faster tempo of songs.

1.2   Research Problem

Based on the problem found in the background information, the researcher formulates the following research question.

1. What kinds of songs have better effect on students' pronunciation ability? Slow or faster tempo songs?

2. Is there any significant effect of English songs on students' pronunciation ability?

1.3   Purpose of the Research

According to the research question above, the researcher formulates the following research purpose.

1. To identify what kinds of songs that have better effect on students' pronunciation ability, slow or faster tempo songs.

2. To identify any significant effect of English songs on students' pronunciation ability.

1.4   Hypothesis

Based on the research problems and the background of this study, the researcher formulated the hypothesis of the research as follows:

1. H_1: English songs give significant effect students' pronunciation.

2. H_2: Slow tempo songs have better effect on students' pronunciation.

3. H_3: Fast tempo songs have better effect on students' pronunciation.

4. H_0: English songs did not give significant improvement on students pronunciation.

1.5 Scope and Limitation of the Study

The research was conducted on the 11th grade science students at MAN 1 Pamekasan with the total population of 112 students. The research was in the form of experimental research but might be limited to online zoom meeting based on situation during data collection.

1.6 Significance of the Study

In this study, the researcher points out the benefits of this study that can give significant contribution to the study of language acquisition and more specifically pronunciation of vocabulary.

1.6.1 Theoretical Benefit

Theoretically, this research contributes to the theory of language acquisition and input through English songs as learning material in enhancing pronunciation ability.

1.6.2 Practical Benefit

The result of the study can give practical benefit to the reader about autonomous vocabulary learning and how it impacts vocabulary mastery

1. For general readers:

The result of this study provides information on how students obtain knowledge of proper pronunciation of words from English songs and how songs influence their pronunciation ability.

2. For researcher:

The result of this study gives valuable information about measurement method on how students' pronunciation ability improved through the influence of English songs which acts as the reference to conduct more related study.

3. For teacher

The result of this study informs the teacher about various method in using English songs to improve students' pronunciation ability which is beneficial for the development of teaching method for improving pronunciation.

1.7 Definition of the Terms

This section explains the definition of the key terms used in this research to avoid misunderstanding.

1. **English songs**

In this study, the term English songs refers to a message or word in lyrical form in English that integrated to music for the use of learning material as authentic language source that used to promote students' pronunciation.

2. **Slow and Fast Tempo Songs**

In this study, the term slow and fast tempo songs refers to a songs with less or more beat per minutes Bpm, Tempo in songs used to convey feelings in songs, for instance, joy and motivation are conveyed through faster tempo songs while sadness and loneliness are conveyed in slow tempo songs.

3. **Pronunciation**

In this study, the terms pronunciation refers to speaking aspect that deals with how the word uttered properly.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shows the conclusion based on the findings and discussion to answer the research question as well as suggestion for students, teacher and the next researcher.

5.1 Conclusion

In regards to the comparison between slow and fast tempo songs, the study indicated that slow tempo songs have better mean difference compared to fast tempo songs. This shows that slow tempo song have better influence on students' pronunciation compared to fast tempo songs. Slow tempo songs contains less beat than fast tempo songs, this lessen the disturbance of other sounds beside the words, which increases comprehension and pronunciation.

In terms of the effect of slow and fast tempo songs, the study concluded that there is significant effect of English songs towards students' pronunciation ability. This is proven that both slow and fast tempo song have the significance of 0.000 which is lower than 0.05 and posttest score for both kinds of songs also better than pretest score which indicate that the effect of English songs on pronunciation in this study is considered as positive. Based on the discussion, English songs contains beneficial features like repetition and stuck in the head after some period of listening it which enhance pronunciation skill.

5.2 Suggestion

The researcher provides the suggestion based on the result as well as limitation in this study which might be useful for the next researcher.

It is suggested for learners to practice pronunciation while listening to English songs as it is beneficial to develop pronunciation skills.

For teacher, it is suggested to develop various learning for pronunciation including the implementation of English songs, as in this study, English songs contains many benefits that enhance retention, comprehension and pronunciation.

For the next researcher focusing on researching English songs, it is suggested to use fewer familiar songs for the research as in the first attempt of this study, the researcher found that the students already familiar with famous songs which makes it too easy for them and might not develop their knowledge as they already know it.
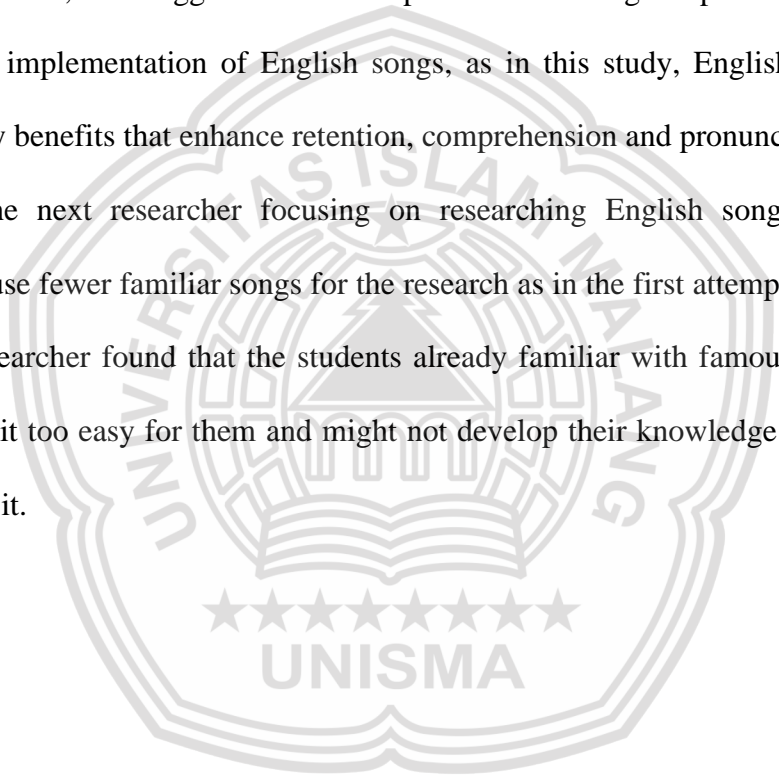
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