

IMPROVING STUDENTS' PRONUNCIATION USING ENGLISH POP SONG IN THE SECOND GRADE STUDENTS OF SMPK SAINT YOSEF MAUBESI

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ABSTRACT

The objective of this study is to know whether English pop song can improve the students' pronunciation in vowels, consonants, and diphthongs or not. The method used in this study is Classroom Action Research (CAR). The subject of this study was second grade students of SMPK Saint Yosef Maubesi which consisted of 28 students. The instrument of collecting data were test, observation, and interview. Based on the data analysis, the students' score improved in one cycle. In the students test result, the data shows that the average score of test in first meeting students with the score 2525 (61%), in the second meeting is with the score 1985 (79,4%). Based on the obseravtion sheet, it is known that the teaching and learning process can be said succesful, because 89% of the students are able to reach the minimum completeness criteria, which is 70 and there is increase in students ' activity. English pop song as a media can be used by researcher in the learning procces. The difference between the first meeting and the second meeting is 18,4. This increase shows that students have good pronunciation skills if taught with good media and specific explanation.

Keywords; *Improving, Pronunciation, English Pop Song, Students, SMPK Saint Yosef Maubesi*

INTRODUCTION

Pronunciation have an important role in learning English because even grammar and vocabulary used correctly, if vowel and consonant sounds and aspects such as rhythm, linking, intonation, and stress are not produced accurately, the intended message cannot be delivered comprehensibly (Siahaan, 2021). This lead to misunderstanding and a failure to communicate (Siahaan, 2022). The teachers should know the system of English sound that is called pronunciation, wheter it is a segmental or suprasegmental. Having a good pronunciation of the English language can help in normal communication (Pangaribuan, 2022). When a speaker mispronounce some sounds, this can lead to a misunderstanding in the meaning of the utterance (Riadi, Rufinus, and Novita, 2014). We have to pronounce the words of English correctly because if the pronunciation is good, the procces of speaking is succed. Pronunciation has important role in communication aspect. There are many treatments used to improve pronunciation such as using role play (Siahaan, 2022) and short story (Siahaan et al, 2022).

Pronunciation also become one of the difficulties that is faced by students in SMPK Saint Yosef Maubesi. They hard to pronounce English caused their mother tongue language that always been used in daily activity. And also sometimes when they speak English, their accent of their culture always affect their English that is make English itself not pure.

Based on pre-observation through interview with English teacher in SMPK Saint Yosef

Maubesi, many problems faced by students in pronunciation of English is such as : First, most of students that have a lot of vocabularies but they have no idea how to pronounce it. In teaching and learning English the students find many words in English text, they know the meaning of the words but they sometimes confuse how to pronounce those words. Because, as we know some words have same pronunciation but different meaning, same meaning different pronunciation. Second, some of them able to speak English words, but they don't have a good pronunciation. It means that there are some students have courage to speak in English even though they do not know if they are correct or not. They just pronounce the words according to what they thought. Third, the students feel bored to learn English in the class because just focus in text book and dictionary, so we should apply the good technique, strategy, approach or method in order to make the teaching and learning process of English more interesting. All of these problems are caused English as a foreign language in Indonesia that make some people thought that good pronunciation is not really important as long as the speaker and listener understand each other about the topic beside the students are rarely practice their English and teachers need to apply an appropriate technique in teaching pronunciation. One of the effective methods is by using music.

Music is very enthusiastic when teachers choose the exploit song in the classroom. Song have a great tendency to attract the attention of the students. Song deal with the human problems and emotions from love, joy, hate, and sadness. A song is a brief musical composition that typically contains lyrics. It blends melody and vocals, while some composers have created instrumental pieces or wordless music that simulate the sound of singing. A song is a piece of music meant to be sung by human voice. This is frequently accomplished utilizing patterns of sound and silence at specific, defined pitches (melodies). Songs come in a variety of forms, such as portions that are repeated and varied. Lyrics are a song's actual words. Due to their strong connection to rhythm, song lyrics differ from other types of writings.

Based on the statement above the researchers is interested in conducting a research with title "Improving Students Pronunciation Using English Pop Song in the Second Year Students of SMPK Saint Yosef Maubesi in the School Year of 2023/2024".

METHODOLOGY

The researchers use Classroom Action Research by Kurt Lewin. In CAR, consisted of the cycle and consisted of four steps, which are planning, acting, observing, and reflecting. CAR was apply in this research because it is important to develop pronunciation skill of the second grade students in SMPK Saint Yosef Maubesi.

Population and Sample

The population of this research are all of the second year student of SMPK Saint Yosef Maubesi consisting with forth classes, A, B, C, and D with total 127 students. The researchers was take one of the fourth classes which is the class VIII D. They consisted of 28 students. The researchers chose this class because they have low in their pronunciation skill.

There are two types of collecting data: qualitative data and quantitative data. The researcher use observation dealing with the qualitative data. On the other side, the researcher use the students' final result score of pronunciation as a pre-test and post-test to obtain the quantitative data. Some instruments was apply to obtain the data in this study. The completely explanation of those instruments such as observation, documentation, and interview.

In the data analysis technique section, the researchers prepared an assessment rubric table while the process of analyzing the data, the researchers complements the numerical data, the researchers try to get the average score of students' pronunciation in the use of English songs in the classroom.

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

Notes : \bar{x} = Mean

$\sum x$ = The total number of students' scores

N = Number of item test

RESULT AND DISCUSSION

The research finding is obtained from the beginning until the end of teaching learning process in the classroom. As stated in chapter three of this classroom action research, the researchers conducted two cycles and each cycle consist of planning, acting, observing, and reflecting. The researchers explained the cycles that every meeting has opening, main activity and closing. The whole steps of this research would be explained in the description below:

Cycle 1

Based on the researchers's experience and the result of pronunciation skill test in SMPK Saint Yosef Maubesi, the researchers concluded that the problem faced by students are : many students don't know how to pronounced the word correctly because their habit which often used their mother language. They pronounced the words like they pronounced in Indonesian language

which has the same in its spoken and written. Based on the problems above, the researchers used English pop song as the problem solution.

1. Planning

In this planning, the researchers planned to give material about pronunciation. The researchers prepared several things that related to the teaching and learning process such as ; pronunciation material, English pop song as the media, the instrument that would be examined as the test in cycle 1, observation sheet of the students' activity to write down the problem and cause of the problem at the first and the end of teaching and learning activities. The researchers also planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

2. Acting

a) The First Meeting

The first meeting was conducted on 9th for 45 minutes. This meeting was used to conduct test before the students were given the action. The meeting was starting with praying, greeting, checking the attendance list, and asking students' condition. After that, the researchers explained the material about speaking, like introducing self. Moreover, the researchers explained about pronunciations and its components. The researchers also explained a simple phonetics symbols for the students to help with their pronunciation, such as : / a: /, / i: /, /u: /, /ə: /, /o: / .

After the explanation, the researchers would like to know the students' pronunciation skill by giving them some words to pronounce. The researchers gave them some words and recorded the them to know how they produced the sound. Then, the researchers ended the meeting. The result of the students' mark could be seen on this table below :

Table 1. The Result of Students' Pronunciation Skill

		Kinds of Test						Total	Level of Mastery
	Item Test								
No		Consonant		Vowel		Diphthongs			
		Score	%	Score	%	Score	%		
1	25	3	15	3	15	4	20	50	Poor
2		4	20	4	20	3	15	55	Poor
3		3	15	3	15	3	15	45	Poor
4		4	20	4	20	3	15	55	Poor
5		3	15	3	15	4	20	50	Poor
6		4	20	4	20	3	15	55	Poor
7		4	20	4	20	4	20	60	Fair
8		5	25	4	20	4	20	65	Fair

9	5	25	4	20	3	15	60	Fair
10	4	20	3	15	4	20	55	Poor
11	4	20	4	20	4	20	60	Poor
12	4	20	4	20	3	15	55	Poor
13	3	15	3	15	3	15	45	Poor
14	4	20	4	20	3	15	55	Poor
15	5	25	4	20	3	15	60	Fair
16	4	20	4	20	3	15	55	Poor
17	3	15	3	15	3	15	45	Poor
18	4	20	3	15	3	15	50	Poor
19	4	20	4	20	3	15	55	Poor
20	3	15	3	15	4	20	50	Poor
21	3	15	4	20	3	15	50	Poor
22	4	20	3	15	3	15	50	Poor
23	3	15	4	20	3	15	50	Poor
24	4	20	3	15	3	20	55	Poor
25	4	20	5	25	4	20	65	Fair
26	3	15	4	20	4	20	55	Poor
27	4	20	4	20	4	20	60	Fair
28	5	25	3	15	4	20	60	Fair
Total	107	21,4	102	20,4	95	19,2	1525	
Average	61							Fair

Source: The result of test 1 on September 9th 2024

Based on the table above, it can be seen that the difficulty experienced by students in SMPK Saint Yosef Maubesi is the pronunciation in the diphthongs aspect which gets 19,2% while the vowels aspect gets 20,4% and the consonants aspect gets 21,4%. In the first meeting, there were no students who reached the minimum completeness criteria for students at SMPK Saint Yosef Maubesi which is at least 70. Therefore, the resarcher was conduct a second meeting.

b) The Second Meeting

The second meeting was conducted on 10th September 2024 for 45 minutes. This meeting was started by greeting, praying, checking the attendance list and asking students' condition. First, the researchers gives the students an English pop song with tittle "Mother How Are You Today". The researchers also gave the students the lyrics of the song. After that the researchers played the entire song. Second, go through the words. The researchers makes sure that the students understand the words, or at least understand the keywords necessary for singing the song meaningfully with enjoyment. Third, speak the song line by line. The researchers let the students know how to pronounce the words of the so ng correctly. The researchers says the song one line and the students repeat the words. The researchers also gave example to each words sound

in the song and taught them to pronounce it. The students were pronouncing some words such as Mother: /'mʌðə/, how: /haʊ/, are: /är/, you: /yoo/, today: /tə'dei/. The researchers guided them first. Some of them felt difficult to pronounce it because they were not used to it. After that the researchers closed the meeting. The result can be seen as follow :

Table 2. The Students' Result of Second Meeting

No	Item Test	Kinds of Test						Total	Level of Mastery
		Consonant		Vowel		Diphthongs			
		Score	%	Score	%	Score	%		
1	25	4	20	5	25	5	25	70	Good
2		5	25	5	25	5	25	75	Good
3		4	20	5	25	5	25	70	Good
4		5	25	5	25	4	20	70	Good
5		5	25	4	20	5	25	70	Good
6		4	20	5	25	5	25	70	Good
7		5	25	5	25	5	25	75	Good
8		4	20	5	25	5	25	70	Good
9		5	25	5	25	4	20	70	Good
10		4	20	5	25	5	25	70	Good
11		4	20	5	25	5	25	70	Good
12		5	25	5	25	5	25	75	Good
13		5	25	5	25	5	25	75	Good
14		4	20	5	25	5	25	70	Good
15		4	20	5	25	5	25	70	Good
16		5	25	5	25	5	25	75	Good
17		5	25	5	25	5	25	75	Good
18		4	20	5	25	5	25	70	Good
19		5	25	5	25	4	20	70	Good
20		5	25	5	25	5	25	75	Good
21		5	25	4	20	4	20	65	Fair
22		4	20	4	20	5	25	65	Fair
23		5	25	5	25	5	25	75	Good
24		5	25	4	20	5	25	70	Good
25		4	20	5	25	5	25	70	Good
26		4	20	4	20	4	20	60	Fair
27		5	25	4	20	5	25	70	Good
28		5	25	5	25	5	25	75	Good
Total		128	25,6	134	26,8	135	27	1985	
Average		79,4						Good	

Source: The result of Test II on 10th September 2024

The table above is the results of students' scores on the second meeting. It can be seen that there was an increase from the scores of the first meeting and the second meeting. In the second meeting, there were 25 students who fell into complete category with a percentage of 89% and there were only 3 students who fell into

incomplete category with a percentage of 11%. This means that there is an increase in scores from the first meeting and the second meeting and the learning process is successful. And the researchers don't need to continue to the next cycle.

3. Observing

Researcher conducted 2 meeting in cycle 1. The researchers provided materials about speaking and introducing self and pronunciation. The students were also introduced to phonetic symbols. Some students looked active in participating in learning and teaching process and seemed to enjoy it. Some of them paid attention to the researchers' explanation about the examples of phonetic symbols. The students can pronounce the words well, but there is also some of the students who are less active and make the classroom noisy. The table following is the students activity observation sheet :

Table 3. Frequency of Students' Activities Result in Cycle 1

No	Mark	First Meeting		Second Meeting		Level of Mastery
		Frequency	Percentages (%)	Frequency	Percentages (%)	
1	5	4	14	16	58	Very Good
2	4	15	53	12	42	Good
3	3	9	33	-	-	Fair
4	2	-	-	-	-	Poor
5	1	-	-	-	-	Very Poor
Total		28	100	28	100	

Source: the result of students' activities on September 9th, 10th 2024

Based on the observation results above, the learning process has improved because there is a difference between student activities at first meeting and the second meeting. At the first meeting, there were 7 fair students and 21 poor students. In the second meeting, there were 25 good students and 3 fair students. In conclusion, the learning process can be said to be successful, because there was an increase in students' activity at the first meeting and the second meeting.

4. Reflecting

Based on the results of cycle 1 , it shows that there is a significant improvement from the results of the first meeting and the second meeting. The

students are interesting in the learning process. Nased on the anlysis above, the researchers concluded that this research didn't need to be continued to cycle 2.

Table 4. The Result of Students' First Meeting and Second Meeting

No	Students Result		Level of Mastery
	First Meeting	Second Meeting	
1	50	70	Good
2	55	75	Good
3	45	70	Good
4	55	70	Good
5	50	70	Good
6	55	70	Good
7	60	75	Good
8	65	70	Good
9	60	70	Good
10	55	70	Good
11	60	70	Good
12	55	75	Good
13	45	75	Good
14	55	70	Good
15	60	70	Good
16	55	75	Good
17	45	75	Good
18	50	70	Good
19	55	70	Good
20	50	75	Good
21	50	65	Fair
22	50	65	Fair
23	50	75	Good
24	55	70	Good
25	65	70	Good
25	55	60	Fair
27	60	70	Good

28	60	75	Good
Total	1525	1985	
Average	61	79,4	Good

Source: the result of the first meeting and the second meeting

Based on the table above, it shows that there was an increase between the first meeting and the second meeting. The teaching learning process is said to be successful, if the students pass the minimum completeness criteria (KKM) 70. The first meeting test table score 1525 (61%) with a mastery level of Fair and the second meeting test table score 1985 (79,4%), with a mastery level of Good. This means that the success indicator has been reached. Therefore, the researchers was not continued to cycle 2, and the research was considered complete.

Based on the research conducted in one cycle, the pronunciation scores of eight grade students at SMPK Saint Yosef Maubesi using English pop song as media were obtained at the first and second meetings. The data shows that the average of students' first test is 61 and the second test is 79,4. This means that there is an increase in students' scores from the first test into the second test. The difference between the first test and the second test is 18,4. The increase shows that the students have good pronunciation skills if we taught with good media and specific explanation. The learning procces can be said to be successful, because 89% of the students are able to reach the minimum completeness criteria, which is 70 and there is an increase in students' activity. English pop song as a media can be used by researcher in the learning process. With English pop song, students get used to pronouncing it. The more students practice pronouncing song lyric, the more likely they can pronounce them well. Based on the observation result through English pop song as a media in teaching pronunciation, proving that English pop song can improve students' pronunciation skills in second grade students at SMPK Saint Yosef Maubesi.

Based on the results of the research test through English pop song as a media in teaching pronunciation, the researchers concludes that English pop song can improve students' pronunciation skills from **Fair Level** to **Good Level** after two meetings. Based on the results of the interview, the researchers concluded that the difficulty experienced by students at SMPK Saint Yosef Maubesi is the lack of mastery of English vocabularies because they used their mother tongue more often and causes them to have difficulty in pronouncing consonants, vowels, and diphthongs.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of classroom action research, the researchers would like to conclude the research based on the average of the students' score of SMPK Saint Yosef Maubesi, the result of observation sheet and the students' activity, the implementation of cycle I with two meetings was active. It means that the English pop song can improve the students' score, activeness and their interest in English subject. The research was conducted in one cycle and the cycle is held in two meetings. In the form of Classroom Action Research (CAR), researcher gave some tests in the cycle that has been conducted in order to see that English pop song reliable and useful for teaching pronunciation. The result showed significant improvement for the students' pronunciation ability in speaking tests. Based on the result of students' average score from the first meeting is 61 and the second meeting is 79,4. It means that there was an improvement on students' score from first meeting and second meeting in cycle 1. The improvement from first meeting to second meeting is 18,4. From the students' result of test, it can be seen that the result of test in second meeting was higher than test in first meeting. It is clear that the English pop song as a media can improve the students' pronunciation skill. Based on the interview, the researchers concluded that the difficulties faced by students at SMPK Saint Yosef Maubesi is the lack of English vocabularies because they used their mother tongue more often causes them to difficulty in pronouncing consonants, vowels, and diphthongs.

Suggestions;

For the English teacher, an English teacher should be ready to develop their technique and media for teaching English to the students as to form the students' interest in promoting their pronunciation skill. The use of media or strategy in teaching and learning process can attract the students' interest and motivation. The teachers should motivate the students to learn English and to provide them more classroom activity by using English songs. Therefore, the researchers suggest to English teachers or instructors that they should use English songs to improve the students' pronunciation.

For the students, the students need to practice their English speaking more often to make their abilities in pronouncing English words a lot better, minimally during the English class. Students can practice and exercise by listening to English songs and record their voices to see if whether they have pronounced them better. To practice their English, the students need to read the song lyrics and try to speak loudly in front of their friends or teachers to share feedback. Practice more was help students to show their skill and sharpen their ability during learning a language.

For the next researcher, based on the results of this study, teaching pronunciation using English songs is very effective and useful. Researchers suggest to other researchers to apply this method in teaching speaking, especially pronunciation using English songs as media. Furthermore, the results of this study can be used as a reference for further research in discussing other topics, in different English skills with deeper searches. It may also be useful to conduct research with different student conditions such as student motivation interest.

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