

## UTILIZING ENGLISH SONGS AS MEDIA TO ENHANCE STUDENTS' QUALITY OF PRONUNCIATION IN SMP MUHAMMADIYAH 3 BONTOALA

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### Abstrak

Penelitian ini berfokus pada penggunaan lagu berbahasa Inggris sebagai media untuk memperbaiki pelafalan siswa. Tujuan dari penelitian adalah untuk mengetahui sejauh mana pengaruh penggunaan lagu bahasa Inggris dalam memperbaiki kemampuan pelafalan siswa dan untuk mengetahui jenis masalah yang dihadapi siswa ketika mereka belajar pelafalan bahasa Inggris menggunakan lagu bahasa Inggris. Metode yang digunakan adalah eksperimen dengan pendekatan kuantitatif dan kualitatif. Instrumen penelitian terdiri dari dua macam, yaitu tes pelafalan dan angket. Subyek penelitian ini berjumlah 34 siswa kelas 1 SMP Muhammadiyah 3 Bontoala tahun ajaran 2021/2022. Dalam penelitian ini, nilai tes pelafalan siswa dihitung dengan menggunakan aplikasi SPSS 25. Hasil penelitian menunjukkan bahwa prestasi siswa dalam melafalkan kata-kata bahasa Inggris meningkat. Hal ini terlihat pada nilai rata-rata siswa pada pre-test yang hanya mencapai 45,3 sedangkan setelah diberikan perlakuan sebanyak empat kali, setelah dites rata-rata nilai post-test mereka meningkat menjadi 61,6. Hal ini menunjukkan terjadi peningkatan yang signifikan sehingga metode ini efektif untuk memperbaiki pelafalan Bahasa Inggris siswa. Sedangkan, hasil angket menunjukkan bahwa siswa sangat menikmati belajar bahasa Inggris dengan menggunakan lagu walaupun masih memiliki beberapa kendala seperti malu atau takut, masih terdapat kata-kata yang tidak familiar, dan durasi belajar bahasa Inggris yang terbatas. Jadi, penulis menyimpulkan bahwa penggunaan lagu sebagai media pembelajaran bahasa Inggris sudah efektif.

**Kata Kunci:** *Lagu Bahasa Inggris, Media Pembelajaran, Pelafalan.*

### Abstract

*This research focused on utilizing English songs as media to enhance students' pronunciation. The objectives of this study were to the extent of the effects of using English songs in improving students' pronunciation ability and to find out the kinds of problems that students faced when they learned English pronunciation through the English songs. The method used was an experiment with quantitative and qualitative approaches. The research instrument consisted of two kinds, namely pronunciation tests, and questionnaires. The subjects of this study were 34 students in the first year of SMP Muhammadiyah 3 Bontoala in the academic year 2021/2022. In this research,*

*students' pronunciation test scores were calculated using the SPSS 25. The results showed that students' achievement in pronouncing English words increased. This can be seen in the mean score of students on the pre-test which only reached 45.3 while after being given treatment four times, after being tested the mean score of their post-test increased to 61.6. This showed a significant increase so this method was effective in improving students' English pronunciation. Meanwhile, the results of the questionnaire showed that students really enjoyed learning English by using songs even though they still had some problems such as shy or afraid, there were still unfamiliar words, and the duration of learning English was limited. So, the writer concluded that the use of the songs as the English learning media was effective.*

**Keywords:** *English Song, Learning Media, Pronunciation.*

## **INTRODUCTION**

The focus of this research is the use of English songs as a media to improve students' pronunciation. By using songs as learning media, students will be able to recognize various types of sounds, as said by Motion (2013) that the term 'song' refers to various kinds of rhythmic sounds. As a sound art production that involves the melody and vocal color of the singer, the song is a product of the relationship between the art of sound and the art of words (p. 624). Besides, Griffie (1992), Sulaiman, R. (2021) explains that the word song refers to pieces of music that have words, especially popular songs such as those one hears on the radio. In addition, the term of song in Jamalus' book (1988) is defined as art works if they are sounded (sung) with the accompaniment of musical devices. Furthermore, Friedman (1998) defines song as a short musical work set to a poetic text, with equal importance given to the music and to the words. Based on definitions explained by the above authors, the writer concludes that song is the art that contains various sounds, tones, and lyrics that is usually accompanied by musical instruments. With reference to the above terms of songs, many teachers consider to use song as a media in learning-teaching processes. The teachers who used the songs as media are commonly the English teachers, the among teachers such as in Indonesia, the first one who used the song as a media was Sukedi as a teacher at SLTP Negeri 2 Patikraja in 1997. Sukedi (1997) says that learning English using songs is an active, creative, and fun way for students. Furthermore, the use of songs as a learning medium was implemented at MTs ANNUR in the 2006/2007 academic year. The use of this learning method was carried out by Ratnasari and based on the research results obtained, the students' achievement in pronouncing English words after learning through songs has increased. This increase was caused by the students' interest in the given song and the relevance between the vocabulary presented in the song used in this action research and the vocabulary students had acquired. After that, Syarifuddin, S., & Hasyim, I., (2020) also chose songs as a medium to improve students' pronunciation. The results showed that the average score of students before being taught using songs was still very low, but after being treated and tested again, the average score of students increased. It also shows that songs have a good impact on learning English, especially in pronunciation. Then, Devi (2015) and Syamsu, A. (2017) used this method to improve students' pronunciation skills at Unsgaswati Cirebon. The results showed that the use of songs to improve students' pronunciation skills was successful. Through this research, the teachers can obtain the strategies that help improving the skills of the students.

Based on the explanation above, the researchers finally chose the same media to be used in learning English. Because the songs are not only worked as an art that contain meaning but also have several benefits that can increase the students' knowledge, such as pronunciation, grammar,

and vocabulary. In addition, the songs can help make the class atmosphere lively and interesting, so that students will not feel bored in participating in learning. Therefore, the use of songs in learning English is still often used by educators or researchers. The researcher then decided to conduct the research at SMP Muhammadiyah 3 Bontoala because there were still some problems that make students' knowledge about pronunciation is still very low. The first, the students usually use their regional language in their daily life so they had to study hard first to pronounce the English words. Next, the English lesson only held once a week, so they do not have enough time to acquire and develop their speaking skills. Then, some students are not interested in learning English. The last, the teachers usually teach English using Indonesian and use traditional teaching methods, such as grammatical method. Regarding to these problems, the aims of the research are to determine the extent of the effect of using English songs in improving students' pronunciation skills and to discover the types of problems students faced when they learned English pronunciation using English songs.

## RESEARCH METHOD

The research design used in this study was experimental using quantitative and qualitative approaches. This research was conducted at SMP Muhammadiyah 3 Bontoala with a population of 65 students whose classes were divided into two, namely class VII.1 and VII.2. After determining the population, the researcher took a sample of 34 students who had a certain set of characteristics (purposive sampling). The class name is VII 1. The research instruments used were of two kinds, namely pronunciation tests and questionnaires. Pronunciation test was used to measure students' ability to pronounce words or sentences in English. Meanwhile, the questionnaire was used to discover the problems faced by students during learning using the English song. To obtain the data both from pre-test and post-test, the student pronunciation was recorded using smartphone then calculated their scores based on the assessment rubric been made and using the SPSS 25 application. Another data collection procedure was by administering a questionnaire related to problems that students may experience during learning to use English songs. Besides, the questionnaire was distributed to the students whose questions consisted of nine points of problems that students might face when learning using the English songs.

## FINDINGS

In this section, the findings included the research questions. Firstly, to what extent the effects of using English songs in improving students' pronunciation ability? and secondly, what kinds of problems did the students face when they learn English pronunciation through English songs? The first one is the effects of using English songs in improving students' pronunciation ability.

**Table 1.** Students' Pre-test Scores

No.	Pre-test Scores	Number of Students
1	70	2
2	60	4
3	55	2
4	50	6
5	45	7
6	40	6

7	35	3
8	30	1
9	20	3

Based on the data above, the research was concluded that the highest score of 70 achieved by student D and TR and the lowest score achieved by student name HAN, NA, and RA with the score 20. While the rest, consisting of 29 students only achieved an average score of 46.

**Table 2.** Students' Post-test Scores

No.	Post-test Scores	Number of Students
1	90	1
2	85	1
3	80	2
4	75	1
5	70	3
6	65	5
7	60	5
8	55	10
9	50	6

Based on the data above, the research was concluded that the highest score of 90 achieved by student name TR and the lowest score achieved by students A, MIT, MY, NA, R, RA with the score 50. While the rest, consisting of 27 students, achieved an average score of 60.

**Table 3.** Paired Sample Correlations

Pair 1	PRE-TEST & POST-TEST	N	Correlation	Sig.
		34	.532	.001

The table above is a table that shows whether or not there is a relationship between pre-test and post-test and because of the significance is .001 (less than 0.05) it means that there is a relationship between pre-test and post-test.

**Table 4.** Paired Differences

Pair 1	Pre-Test - Post-Test	Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
		-16.32353	11.23501	1.92679	-20.24361	-12.40345	-8.472	33	.000

The table above shows a relationship between pre-test and post-test which can be seen in the significant value (2-tailed) which is .000 (less than 0.05). The results have a significant effect on the differences in the treatment given to each variable (pre-test and post-test). The mean paired differences was -16.32353 and standard deviation paired pre-test and post-test was 11.23501. Moreover, the interval of differences namely the lower score was -20.24361 while the upper score

was -12.40345 and t score was -8.472. The second one is the kinds of problems that students faced when they learned English pronunciation through English songs.

**Table 5.** The Result of the Questionnaire

No.	Tabulation			Percentage		
	S	TS	Total	A(S)	B(TS)	Total
1	31	3	34	91%	9%	100%
2	1	33	34	3%	97%	100%
3	30	4	34	88%	12%	100%
4	34	0	34	100%	0%	100%
5	27	7	34	79%	21%	100%
6	25	9	34	74%	26%	100%
7	20	14	34	59%	41%	100%
8	32	2	34	94%	6%	100%
9	34	0	34	100%	0%	100%

Based on the results of the questionnaire above, the researcher found that there were several problems faced by students when they learned English pronunciation by using songs. The results are as follows:

- a. Shy and Afraid: Based on the results of the questionnaire, there were 20 students (59%) who were still shy and afraid to sing. It is because students are afraid of making mistakes.
- b. Unfamiliar Words: Based on the results of the questionnaire, there were 25 students (74%) who agreed that there were words that they rarely or even never heard before.
- c. The Duration of Learning English is Limited: Based on the results of the questionnaire, there are 32 (94%) students agree that the duration of learning English is limited.

## DISCUSSIONS

Based on the students' pre-test and post-test scores, after being given treatment for four times, there was a significant increase in the students' scores. This is due to the learning media used, namely songs so that students are not only interested in participating in learning but also motivated because students prefer it as a learning medium rather than the conventional one. This is in accordance with the opinion of Sulastri., Ayu, R., Abdollah (2021) that songs have great benefits in improving pronunciation. In addition, Urbanic and Vizmuller (1981) and Hanafi, Y. & Hadijah (2021) explains that singing helps develop better listening skills and, as a result, improves and strengthens good articulation or pronunciation of words. Furthermore, Poliquin (1988) also proposes that 'the special value and continuity of the use of song in dialect teaching, in particular to improve pronunciation skills.

The results showed that the mean score of students on the pre-test only reached 45.3 while after being given the treatment, after being tested the mean score of their post-test increased to 61.6. At the time of the pre-test, there were only two students whose scores reached the KKM, namely the score of 70 which was obtained by students named D and TR. Meanwhile, the other 32 students did not achieve the KKM score. This is due to the lack of students' knowledge about pronunciation. Meanwhile, after being given treatment for four meetings, there were nine students whose scores had reached the KKM, namely TR with score 90, MA 85, D and MRAS 80, MI 75, MNA, MR, and RAJ got score 70. They were students who focus on classroom learning and the



treatment given by the researcher. The lowest score achieved by students A, MIT, MY, NA, R, RA with the score 50, they were students who pay less attention when the researcher explained the material.

In addition, there are nine questions on the questionnaire regarding problems that might be faced by students. Based on the results of the questionnaire, the writer found that there were some problems that students faced when they learned English pronunciation by using songs namely, shy and afraid, unfamiliar words, and the limited duration of learning English. Firstly, there were 20 students (59%) who were still shy and afraid to sing. It was because students were afraid of making mistakes. However, they will continue their activities after being given advice by the researcher. Secondly, there were 25 students (74%) agree that there are still words that they rarely or they even never heard before. This is because in their daily life they still use their mother tongue when speaking instead of using English. Therefore, the researcher had to repeat the song many times so that students would get used to the new word. Lastly, there were 32 (94%) students agree that the duration of learning English is limited, there is only one meeting per week so students rarely practice what they have learned from the English songs.

## **CONCLUSION**

From the results of the research been carried out, the conclusions indicate the learning process of pronunciation using English songs improve the pronunciation ability of class VII.1 students of SMP Muhammadiyah 3 Bontoala. This is shown by the results of the students' post-test scores higher than the pre-test. In addition, using English songs in learning activities contributes to students' mastery in pronunciation. Lastly, it can improve students' understanding of words and can develop students' pronunciation skills. For the obstacles faced by students when learning pronunciation using songs, three problems are faced, namely students are still shy and afraid to make mistakes; some words not familiar to their ears and the duration of learning English are still limited. Therefore, English teachers should use songs in their learning because songs have great benefits for students. Besides, songs can be actualized when teachers need to teach vocabulary, grammar, pronunciation, or text types since all students like songs used as a way to move students' enthusiasm in the teaching and learning process.

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