

**THE EFFECT OF SONG TOWARDS PRONUNCIATION OF THE SECOND GRADE STUDENTS  
AT SMA N 2 SIAK**

**A THESIS**

*Intended to fulfill of the requirements for the Award of Sarjana Degree in English Language Teaching and  
Education*



**RIKA SAFITRI**

**156310999**

**ENGLISH STUDY PROGRAM**

**TEACHERS TRAINING AND EDUCATION FACULTY**

**ISLAMIC UNIVERSITY OF RIAU**

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## ABSTRACT

*Rika Safitri, 2019. The Effect of Song Towards Pronunciation of The Second Grade Students at SMAN 2 Siak.*

**Keyword : Song, Pronunciation.**

*Objective of this research is to find out the significant effective of Using Song on the pronunciation. Song is teaching process give students the chances to to express their thought anytime and anywhere. Giving more suitable and useful of teaching in the clasroom where make develop students' skill especially in speaking process.*

*This research was the experimental research. Research sample was experimental group and control group. The population of this research was the second grade students' of SMAN 2 Siak 2019/2020 academic years.*

*The data were analyzed by using paired sample t-test from SPSS 24 program. The data of both pre-test and post-test from experimental class and control class were also compared. The result of t-test of the post-test shows that  $t_{obs} > t_{table}$  at level of significant 5% is 1.675 and  $t_{obs}$  at level of significant 1% was 2.401. In other word,  $t_{obs} > t_{table}$ . It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. So, it can be concluded that there is a significant effect of using song towards the second grade students' pronunciation at SMAN 2 Siak.*



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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Problem

Language as a means of communication plays very important role in social relationship among human beings. English as one of the international language is very important since it requires as a bridge of communication. In Indonesia, English is one of the compulsory subject which is taught in junior high school, senior high school and university as the first of foreign language. In this research the writer focus on ability of students senior high school especially pronunciation.

Pronunciation is a very important role in learning English because even when grammar and vocabulary are used correctly, if vowel and consonant sounds and aspects such as intonation, linking, rhythm and stress are not produced accurately, the intended message cannot be delivered comprehensibly. This leads to misunderstanding and a failure to communicate, and in turn learner frustration.

The teachers should know the system of English sound, that is called pronunciation whether it is segmental or suprasegmental in English pronunciation. Having good pronunciation of the English language can help in normal communication, particularly, and intelligibility (Derwing and Munro, 2005) pronunciation is used to support the successful message to interlocutors and avoid the misunderstanding. We have should pronounce the words of English correctly because if their Pronunciation is good, automatically the process of speaking is succeed.

Pronunciation has an important role in communication aspect. Pronunciation also becomes one of the difficulties that is faced by the students in SMAN 2 Siak. Because they find it hard to pronounce English that is caused by their mother tongue language that has always been used in daily activity. Besides that, what makes students in SMAN 2 Siak so hard to pronounce the English words is Indonesian having many cultures like : Java, Minang, Malay, Sunda, etc. Sometimes when they speak English, the accent of that culture always affects their English that makes English itself not pure.

Based on the pre-observation through an interview with English teachers of SMAN 2 Siak, many problems that are faced by the students in the pronunciation of English are as follows : First, most of the students have a lot of vocabulary 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 the same pronunciation but different meanings, same meanings different pronunciations. Second, some of them are able to speak English words, but they do not have good pronunciation. It means that there are some students who have the 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 they just focus on the textbook 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 those problems are caused because English is 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 seldom to practice their English and teachers needs to apply an appropriate technique in teaching pronountiantion. One of the effective ways is by using music.

Music is very enthusiastic when teachers choose the exploid song in the classroom. Songs have a great tendency to attract the attention of the students. Song deal with the human problems and emotions from love, hate, joy, and sadness. They really appeal to the learners and music can complete if using song.

Song is short musical composition containing vocal parts that are performed with human voice and generally feature words (lyrics), by other musical instrument. Cullen (1998 : 5) confirms that song is significant teaching tools in teaching English because most of the student love listening to the music, it make them easier to memorize the words while singing.

The use of song is intended to make learning atmosphere be more interesting and enjoyeble. Students are often willing to learn to sing a song in a foreign language even if they do not fully understand or partially understand the meaning of the words.

And based on the statement above the researcher is interested in conducting a research with the litle is “ **The Effect of Song Towards The Second Year Students’ Pronunciation ability of SMA N 2 Siak** ”

## 1.2 Setting of the Problem

Pronunciation become one of the problem in teaching and learning process of English subject at SMA N 2 Siak.

First, most of students that have a lot of vocabulary but they have no idea how to pronounce it. In teaching and learning English the students find many word in English text, they know the meaning of the words but they sometimes confuse how to pronounce that words. Because, as we know some words have same pronunciation but different meaning, same meaning different pronunciation.

Secound, some of them able to speak English words, but have not good Pronunciation. It means that there are some students have courage to speak in English eventhought they do not know if they are correct or not. The just pronounce the words according to what they thought.

Third, the students feel bored to learns english in the class because just focus in text book and dictionary, so we should apply the good tecnique, strategy, approach or method in order to make the teaching and learning process of English more interesting.

Based on the problems above the researcher whould like to conduct a research in order to know the effect of song towards students pronunciation at SMAN 2 Siak.

## 1.3 The Limitation of the Problem

To limit the scope of the study, the writer only discuss such as this study be done in the students of SMAN 2 Siak, this study talk about the used of song, which is effective of song to pronunciation.



#### **1.4 The Formulation of the Problem**

Based on the limitation of the problems above, the problem of this research are formulated in the following research question :

Is there any significant effect of using Song Toward Students' Pronunciation of SMAN 2 Siak.

#### **1.5 Hypothesis**

The are two hypothesis in this research

1. Null hypothesis

There is no significant effect teaching pronunciation ability by song at SMAN 2 Siak.

2. Alternative

There is significant effect of teaching pronunciation by using song to find out pronunciation mastery at SMAN 2 Siak.

#### **1.6 The Objective of the Research**

The objective of this research are :

1. To know the students' interest in pronunciation by using song
2. To see wheter the song have significant effect in pronunciation of the students.

#### **1.7 Significance of the Study**

The writer hopes, the finding of this study be useful for :

1. Students

It is hoped that students can pronounce a song.

2. English Teacher

Encouraging teacher to find the best media of teaching English pronunciation to the students.

3. School

As an input for the increase of science related to the teaching learning language.

4. The writer

The result of the study may answer this questions which are the basic of research.

### 1.8 Definition of Key Term

**1. Song**

Song is short piece of music with words that you sing. Song in general is music for singing a song at a very low price song and dance unnecessary fuss.

**2. Pronunciation**

Pronunciation is the way in which a language or a particular word is pronounced and a particular person's way of pronouncing words ( Della Summer et. All)

**3. SMAN 2 Siak**

A Senior High School that is located in Suak Lanjut Street, Kec. Siak, Kab. Siak.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Definition of Pronunciation

Pronunciation is the way the human pronounce a word, especially in a way that is accepted or generally understood. The way the human speak also conveys something about ourselves to the people around us. Learners with good English pronunciation are more likely to be understood even if the human make errors in other areas.

Lado (1964: 70) states that pronunciation is the used of a sound system in speaking and listening. Here, pronunciation is treated as the manner that happens in speaking and listening, Lado does not mention how the sound are produced. Pronunciation is the manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or reception of sound of speech and the achievement of the meaning (Kristina, Diah, et al.2006: 1). This second definition gives a brief pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable .

According to oxford advanced learner's English dictionary, pronunciation is a way in wich language or a particular word or sound is spoken. But it does not have any important information about how a language or a particular word or sound should be spoken. According to Ann Cook, pronunciation is the spoken

sound of vowels, consonants, and combination. Beside that Michael Brooks argue that pronunciation is in which language or word is pronounce.

Based on Gelatd Kelly, pronunciation is language feature that most readily identifies speakers as non-native, its also a filter through wich others see them and often discriminate againts them. Other theory said that pronunciation is “the way something is said” ( Hubbard, 2000:118 )

According to Hubbard ( 2000:118 ) pronunciation is shown by the following as :

1. How the word is divided into syllables ( a syllable is small part of a word which can be contains three syllables are ;/e/e,Ie, and /phant/ )
2. How the word, if it has two or more syllables, is accented ( the emphasizing of one syllable of a word more that another ). The accent mark tells one that the first syllable of the is lei.
3. How the invidual letter in a word sound through use of pronunciation key.

Fraser (2000) explains that being able to speak English includes a number of sub-skills which the most important of pronunciation ( other-skills of speaking include vocabulary, grammar, and pragmatics ). She argue that “ with good pronunciation, understanding a speaker intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas” ( Fraser, 2000a,p.7). However pronunciation here refers to the standard of correctness and regional differences. It means, it will create miss understanding towards listeners invited to speak and the message will conveyed, will lose and difficult to be comprehended. Harmer



( 1991 : 11) said that users of the language must know how to say a word that is how to pronounce it. This knowkedge is made up of three areas; sound, stress, and intonation.

From the explanation above it can be concluded that pronunciation have important role in communicative aspect because listeners whould be able convey the meaning a word or language if the speaker pronounce the word or the language well. Beside that good pronunciation also can prevent misunderstanding between the speaker and the listener.

## **2.2 The Importance of Pronunciation**

It is common knowledge that many learners ignore pronunciation in language learning. Unfortunately, a large number of teachers also ignore it. However, the reasons for this negligence vary greatly.

According to Szynalski and Wójcik ([www.antimoon.com](http://www.antimoon.com)), almost all learners of English claim that they do not need to study pronunciation. Many of them are convinced that it is simply a waste of time. They just want to communicate in English and, as long as they are understood, little else matters. It is obvious that the main purpose of teaching and learning any foreign language is to enable students to communicate in the target language. If this is the case, the meaning of the word ‘communication’ is worth explaining. In brief, it means to understand and be understood. A considerable number of learners think that they can communicate in English because they can converse with their teacher and other students. However, they err in their thinking. First of all, as Szynalski and Wójcik ([www.antimoon.com](http://www.antimoon.com)) argue, a teacher can understand his students much

more easily than an average person because his ear is used to 'bad English'. Secondly, other students are often speakers of the same language, have similar pronunciation patterns and make the same mistakes so it is easy for them to understand each other. Thirdly, the classroom situation is not 'real'; it takes place at school and students generally do not have an opportunity to talk to native speakers. In this connection, it is beyond doubt that going to a foreign country and talking to ordinary people, is the best way to practise speaking skills. If they can understand a learner, then he can rightly say that he is able to communicate in English. Unquestionably, it is a significant achievement.

Unfortunately, numerous teachers are not aware of the importance of pronunciation. In the first place, they emphasize the role of grammar and vocabulary learning in the acquisition of a foreign language. The overwhelming majority of English language teachers help students become competent above all in listening and reading (Harmer, 2001: 183). Secondly, many of them think that pronunciation study is too difficult and worse, boring for young learners. Besides, teachers complain about the lack of high quality and suitable teaching and learning materials and about the lack of time to practise pronunciation. According to Harmer (2001: 183), 'they feel they have too much to do already and pronunciation teaching will only make things worse.' Moreover, Harmer adds (2001: 183) that there are teachers who claim that students acquire quite good pronunciation in the course of their studies without specific pronunciation teaching.

However, the acquisition of reasonable pronunciation by some students without any effort from the side of the teacher depends on a number of factors. Kenworthy (1987: 4-9) specifies some of them, in particular the phonetic abilities of learners, integrative motivation and ‘achievement motivation.’ Equally, it appears that the number of students who appreciate the importance of good pronunciation is limited. Taking these facts into account, teachers ought to convince their students of the need to study pronunciation rigorously and help them to learn how to pronounce English sounds correctly. What is more, it is tempting to suggest that the very first English lesson should deal with pronunciation. If students do not have an opportunity to practise good pronunciation at the beginning of their learning, they may build their habits in the wrong way. For this reason, learning words without pronunciation during beginning lessons is potentially damaging to their overall success.

It is generally recognised that pronunciation is the first and most important thing native speakers notice during a conversation. Knowing grammar and vocabulary is important but useless if the speaker is unable to pronounce those structures or words correctly. Additionally, native speakers are more likely to understand someone, even in spite of grammatical errors, if this person uses correct pronunciation. When mispronounced, the simplest words will prevent the speaker from communicating effectively in English.

In order to emphasize the importance of this problem, I would like to present one anecdote about poor pronunciation. After returning from a vacation in the USA, a friend of Tom’s said the following (Szynalski-Wójcik,

www.antimoon.com), 'Whenever I spoke to a person in America, they kept asking me "What? What?". I would repeat my sentence again and again. Finally they would say "Ah-ha!" and then say my sentence, using exactly my words! It was very humiliating. My words and grammar were good, but nobody would understand me, just because of my pronunciation. I am very motivated to learn English now.' This example demonstrates that correct pronunciation guarantees communicative efficiency. Such experiences emphasize that pronunciation is an integral part of communication. One may conclude that without proper pronunciation nobody can say that he or she knows the English language.

Harmer (2001: 183) also argues convincingly that it is thanks to pronunciation teaching that students not only become aware of different sounds and sound features, but can also improve their speaking immeasurably. Subsequently, he claims that (Harmer, 2001: 183), 'concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed – all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.'

Some teachers claim that pronunciation teaching is discouraging because very few learners achieve native-like pronunciation. But it is worth emphasizing the fact that native-like pronunciation may be a goal only for some, and not all learners. According to Kenworthy (1987: 3), 'for the majority of learners a far more reasonable goal is to be comfortably intelligible'. Even though in this case pronunciation is not ideal, strong phonetic interference from the native language is



not present and we are able to understand a learner. Harmer (2001: 184) also maintains that ‘perfect’ pronunciation is achieved extremely rarely by students. What is more, some of them do not want to sound like native speakers. Frequently, they prefer retaining their foreign accent, which is a part of their identity. Taking everything into account, it appears that native-like pronunciation is an appropriate aim for most learners. Achieving pronunciation which is good enough for students to be always understood should be one of the main goals of foreign language learners. To sum up, I would like to present a list of realistic goals of pronunciation teaching that need to be addressed in order to develop communicative competence.

### **2.3 Theory of Phonological Process**

One of linguistic studies, particularly about spoken language, is phonology. Phonology is the study of how speech sounds form patterns. The basic units in phonology are phonemes, allophones, and phones. Phonemes are defined as abstract mental representations of the phonological units of language, while phones are the pronunciation of a phoneme. Allophones are a group of phones as the realization of the same phoneme. To distinguish them, linguists use slashes

/.../ to indicate phonemes and [...] square brackets to present phones and allophones (Fromkin, 2011:234).

In phonology, individual phonemes which are called segmental phonemes consist of consonants and vowels. It is a part of segmental phonology. Another thing in phonology is suprasegmental phonology, which is related to suprasegmental phonemes. Stress, intonation, rhythm, and tone are kinds of

suprasegmental phonemes.

A phonological process refers to a dynamic system in which units change as they come into contact with other units in the system (Wolfram and Johnson, 1974:88). There is a certain phonological rule applied in each phonological process. The function of the phonological rules in a grammar is to provide the phonetic information necessary for the pronunciation of utterances (Fromkin, 2011:244).

**a. Assimilation**

Assimilation is a rule that makes neighboring segments more similar by copying or spreading a phonetic property from one segment to the other (Fromkin, 2011:246). For example, the word *sandwich*. It should be pronounced as /sænwidʒ/. However, the alveolar nasal /n/ assimilates to bilabial /w/ by changing the alveolar into bilabial /m/. Thus, it is pronounced as /sæmwidʒ/.

**b. Dissimilation**

Dissimilation is a rule in which a segment becomes less similar to another segment. For example, the words *fifth* come to be pronounced as if they were spelled *fift* (Fromkin, 2011:248).

**c. Segment Deletion**

Phonological rules may delete entire phonemic segments. In phonological process, units which occur in same context are lost in others (Fromkin, 2011:250).

**d. Insertion**

Phonological rule may also insert consonants or vowels, which are called epenthesis. It occurs less frequently than segment deletion (Fromkin, 2011:250).

### 2.3 The Components of Pronunciation

1. Intonation: Intonation refers to the way the voice goes up and down in pitch when we are speaking and the rise and fall of our voice as we speak. In the Random House Unabridged English Dictionary, intonation is defined as “ the pattern or melody of pitch changes in connected speech, especially the pitch pattern of sentence”. According to Scarcella and Oxford (1994) and Wong (1993), it conveys and performs grammatical function in sentences. Brazil, Coulthard and Johns (1980) pointed out that intonation in English also conveys involvement in a conversation, as well as the desire to take part or not take part in conversation. Firth (1992) suggested that teachers should check the following questions: Are the students pitch to indicate the major stress in a sentence? Wh-questions? Are the students changing pitch to indicate the major stress in a sentence?

2. Stress and rhythm: Stress means that speakers of English make certain syllables and words. Stress is the amount of energy or effort that we use to pronounce words that are more important in a sentence. In English, you need to use word and sentence stress correctly if you want your listeners to accurately understand the meaning of your words. The rhythm of a language is created by the strong stresses or syllables in a sentence.

3. Vowels: A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no build-up or air pressure above the glottis. Vowel sounds are produced by air from the lungs which vibrate when the air in the mouth is not blocked. There are five vowels in English (a, i,u,e,o) which compose the different vowel sounds and are made by lowering the

jaw and by changing the position of the tongue. One definition of a diphthong would be a combination of vowel sound. The first sound in each phoneme is longer and louder.

4. Consonants: A consonant is a part of speech and a sound that is articulated with complete or partial closure of the upper vocal tract. The upper vocal tract is the section of the vocal tract above the larynx. There are 25 sounds in English language which consist of 21 letters b, c, d, f, g, k, l, m, n, p, q, r, s, t, v, w, x, y, z and the 4 consonant clusters ch, sh, th and ng. Scarcella and Oxford (1994) defined consonants as noises produced with some sort of blockage in the air passage. A consonant may appear in both the initial sound final sound. Some consonant sounds are voiced, while others are voiceless.

5. Initial and final sounds: There are several kinds of final sounds. For example, which are the /s/ in sings, the /z/ in tells and the /is/ in watches. The are rules for using the final /s/ sound, such as the voiceless ending /s/ is used when the last sound in a word ends in a voiceless sound, and the voiced ending /z/ is used when the last sound in the base word ends in voiced sound.

6. voiced and voiceless: All the sound produced in the English language are either voiced or unvoiced. All vowels in English are voiced, whereas only some of the consonant sounds are voiced. One problem faced by many students with pronunciation is whether or not a consonant is voiced and unvoiced. When they pronounce consonant sounds, they will feel no vibration in their throats, just a short explosion of air. Students could pronounce each of these consonants sounds and feel no vibration in their throats. Some of these sounds, such as final



sounds and voiced sounds, do not exist in Indonesian language. As a result, many Indonesia students find English pronunciation difficult.

#### **2.4 Song in Teaching Pronunciation**

A song is a musical composition and contains vocal parts that are performed with the human voice and generally feature words or lyrics, commonly accompanied by other musical instruments. There are many kinds of song such as pop songs, acoustic song, rap songs, folk songs etc. Griffie (1992) stated that a song expresses the feelings or reflects the experience of the composer through the use of words and rhythm. The elements of music can help to creating a pleasant, cooperative atmosphere that is significant in language learning. Hancock (2002) claimed that songs are ideal for practicing songs for teaching pronunciation are those that focus on intonation, word stress and linking sounds. Hadbamroe (1987) also defined a song as consisting of rhythm, lyrics and the rhythm of music.

The songs used in this study refer to ten songs from text books that are related to teaching pronunciation. The songs are designed to create a feeling of enjoyment and relaxation among the students. Songs may also be instrumental in helping students to develop a positive emotional attitude towards learning English. There is a wide selection of songs that have suitable themes, are level-appropriate and use simple vocabulary. Teaching English through songs can also help students to learn the use of vocabulary in context, as well as English pronunciation. For example, in this study, students were able to correctly identify classroom objects and differentiate between the /s/ and /z/ sound from the song *How many ...are there?* The students listened to the song a couple of times and practiced singing

along. The students then worked in pairs, taking turns to ask and to answer questions about various objects. Then they practiced pronouncing specific words, pens, rulers, pencils, scissors, school bags, books etc. Finally, the students identified the differences between the sounds.

In summary, a song is a musical composition and contains vocal parts that are performed with the human voice and generally feature words. A song expresses the feelings or reflects the experience of the composer through the use of words and rhythm. Songs are valuable to many people around the world.

### **2.5 The Criteria of Song Selection**

The important thing about choosing a song to do with a class is to make sure that the lyrics are clear. It can be very frustrating for the students not to do understand a word. The recording should also be a good one.

Furthermore, M. Lynch (2008:23), provides three principal song selection criteria, they are :

- a. Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.
- b. Songs must have clear and understandable lyrics. Nothing is worse than song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
- c. Song should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of

negative theme should avoided. There are plenty of positive, upbeat, even humorous songs available.

In order hand “Orlova (2003:4) says that while encouraging students to choose the songs for discussion, needs to ask them to following criteria below”

- a. The song must be an axample of a particular musical trend.
- b. There shouldn't be any form of violence in it.
- c. The song should contain a certain artistic image.

It is realized when teaching the students; we should choose the son that suitable level of difficulty. The suitable of the song is a particularly important issue. It should be known whether the students are going to like the song or not.

## **2.6 Song as a Teaching Media**

Media is derived from the Latin word ‘medium’ that means ‘between’. The term refers to anything that carries information between a source and receiver. In general, it is a means of comunication. Media is also considered as instructional system of teaching learning process. So instructional medium is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal teaching learning process. The teacher can select the media from the traditional ones up to modern ones. In doing this study the research uses songs as the media to mastery pronunciation the students’. And here the writer discusses more about songs first.

Miller and Coen (1994:1995) states many educational researches promote as a way to enhance vocabulary acquisition and comprehension, and emphasize music's ability to engage children in instruction".

In order daily life, we are surrounded by songs. A song is like magic that can hypnotize us, therefore, when we hear the songs we could be brought into the songs. For example, when someone is listening to a song, he can be brought into the story of lyrics and the melody will play his emotional or feeling.

Something we did not realize that we could sing the songs without learning how to sing the songs in a certain way. From the songs we can learn many things. As songs are having magical effects, we can use songs in the learning process.

Songs are good resources for English teaching. First, they are funny. Second, they promote mimics, gestures, etc. Associated to the meaning. Third, they are good to introduce supra segmental phonetics (stress, rhythm, and intonation). Fourth, students play a participative role. Fifth, they can be applied to comprehension stages (listening) or production (singing). Sixth, there are songs for all levels and ages. Seventh, students learn English very easily, through echoic memory.

## **2.7 Past Study**

The previous researches that used by the researcher are:

A thesis by Agus Riyanto, students number 220 140 1092, Language And Art Faculty State University of Semarang, 2006. The title is Teaching Pronunciation English Through song at Elementary School at Case of Study on



the Fifth Grade of SDN 1 Surodadi Kedung Jepara in Academic year 2005/2006. He used song to teach pronunciation. The objectives of his study are, finds out the effectiveness using song to teach pronunciation. The population of his study was the fifth grade of SD. He choose one class and divided into two groups. And the result was significant. The differences between this research and my research will be in spesification of the pronunciation. The population of his study was the fifth grade of SD Basically, this study is almost the same to teach pronunciation. But it has different media and focus. The writer will do another reserch to teach vocabulary through song lyrics. In those two studies, my reserch will be those studies in order to improve student pronunciation.

Second, Lisni Ulfah Agsa (2011), has done the research entitled “Using Song to Increase Pronunciation.” The puprpose of the research is to know whether Song lyric increase pronunciation of the Fourth Year Student of SDN 006 Bangsal Aceh Dumai. This research is action that has conducted at Fourth Year Students of SDN 006 Bangsal Aceh Damai. The student are about 15 students; they are 8 male 7 female. Based on the result of the research, it can be found that here is a significant improvement of students scores after being taught by using song particularly word association. Ic can be seen from the means of pre test and post test. The average of students score in pretest was 58.67 where the average score of post test was 73.33. its higher than the requirements needed: 60. It is means that the score was increased 14.66. a thesis by Kustina Dewi, students number 05420142, English.

The third Education of IKIP PGRI Semarang 2009. The title is effect Students Pronunciation Through Listening English Song of the Eighth Year Students of SMPN 25 Semarang 2009/2010. Listening English song to improve students pronunciation. The population of her study was the eighth year students of SMPN 25 Semarang 2009/2010. She choose two classes to be result. One class as a control class and one class as experimental class.

For the experimental class, she used listening English song for students and other class she did not use game. And the result was significant. There is significance difference in score of pronunciation test achieved by students after they have been taught using Listening English Song. Song could give contribution in teaching pronunciation. song that used in this study can motivate the student to learn more about pronunciation. The differences between thisb research and my research will be in spesification of the pronunciation, she did the research to know the pronunciation of students and to find out whether listening to English song can improve their pronounce whereas the writer will do the research to know whether or not song is effective to improve students pronunciation. Besides that, this research was conducted with eighth grade of MTS. Usuwaatun Hasanah Mangkang Semarang in the academic year of 2009/2010.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

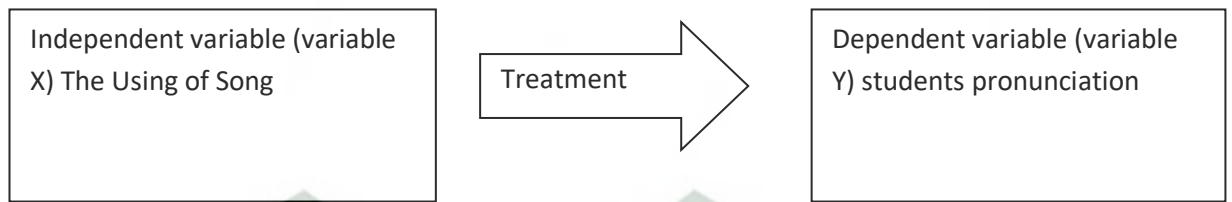
This research was experimental research. They are two variables, independent variable symbolize “X” and dependent variable symbolize “Y”. The independent variable is a variable that identifying as a casual variable was taught to cause the dependent variable. Meanwhile, the dependent variable is variable that is identified as effect, the result variable is song dependent variable is pronunciation. In this research the reseacher used experiment, the semple is two group, experimental group and control group.

**Table 3.1**

**The Research Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experiment	XI IPA 3	X	Y1
Control	XI IPA 2	-	Y2

In order to show the effect of variable in this study, both of variables can be display in following figure :



Variable X : to find out the ability of students' pronunciation by using Song.

Treatment : teaching pronunciation using Song as a media.

Variable Y : in order to know the effect of using Song towards students' pronunciation.

### **3.2 Location and Time of the Research**

This research conducted at the senior high school, particularly to the second year students at SMAN 2 Siak, location on Siak regency. In addition, the time will conducted on Juny to July 2018.

### **3.3 The Population and Sample of the Research**

#### **3.3.1 Population**

The population of this research were all of the second year student at SMAN 2 Siak. They consist of fourth classes. The sample of ppopulation consist of 45 students.

The specification of the population can be seen on the table below :



**Table 3.2**

**The Population of the Second Year Student at SMAN 2 Siak**

No	Classes	Population
1.	XI MIPA 1	25
2.	XI MIPA 2	28
3.	XI MIPA 3	26
4.	XI IIS 2	25
	<b>TOTAL</b>	<b>104</b>

**3.3.2. Sample**

According to Gay (1987) stated that sampling is the process of selecting a number of individual for a study in such a way that individual represent the larger group will reffer to as population.

In SMAN 2 Siak at the second grade the research choose the class of XI MIPA 2 and XI MIPA 3. The reason for choosing these classes because of they have the same capability. The XI MIPA 3 as experimentanl class and XI MIPA 2 as control class.

**Table 3.3**

**The Sample Distribution of the Research**

No	Class	Number of students	Sample
1	XI MIPA 3	26	Experimental Group
2	XI MIPA 2	28	Control Group
	<b>Total Number</b>	<b>54</b>	

**3.4 Research Material**

The material for pre-test where the same materials, after pre-test the writer did treatment by using Song. The materials base on lesson plan of curriculum 2013 for second grade students at SMAN 2 Siak.

**Table 3.4**

**Blue Print of Research Material**

No	Activities	Material	Indikator
1.	Pre-test	Students Favorite Song	6 Components of Pronunciation

2.	Treatment	<ul style="list-style-type: none"> <li>• Stand by Me</li> <li>• Hero</li> <li>• We Shall Overcome</li> <li>• I believe I Can Fly</li> </ul>	
3.	Post-test	I believe I Can Fly	6 Components of Pronunciation

### 3.5 Instrument of the Research

Instrument that is used in this research is test. Based on pre-test and post-test, the research might be know how is the effect of the using of Song towards second year students pronunciation.

In this research, the procedure of collecting data is divided into two phases. First, the procedure of collecting data for experiment group and the second procedure for control group.

### 3.6. Research Procedure for Experimental and Control Group

#### 1. Pre- Test

Before treatment, the students in experimental and control group give pre-test. The purpose of pre- test in order to know how is the students pronunciation

before the treatment. Pre-test was conducted for the first meeting. The number of students who follow the pre- test are 54 students.

## **2. Treatment**

After gave the pre-test, the treatment is given to the students by using Song towards students pronunciation. The treatment is taken in order to know the significant effect on students pronunciation by using Song. Treatment was done for fifth meetings. The treatment given to experimental group only.

## **3. Post- test**

After doing treatment, the writer give post- test to the students. It aims to know is there any effect on the students pronunciation by applying the song. It was done in order to know wheter there is any significant effect between experiment and control group.

### **3.7 Data Collection Techniques**

The data collection techniques will be used by the writer can following as :

#### **1. Pre- test**

The test which is applied to collecting data in this research will be pronunciation test. The pre- test will be carried out the determine the early beckground ability of the students select of the sample. The test item will be used for pre- test would be same with the test items that would be used in post- test.



## 2. Treatment

### 1. The First Meeting

The first meeting was conducted on Monday, June 10 2019. The teacher gave pre-test is reading test in form sing a students favorite song and teacher record the voice of the student and collecting lyric of the song. One student get 5 minutes to write the lyric and 5 , minutus to sing the song.

### 2. The Second Meeting (2x45 minutes)

The second meeting was conducted on Wednesday, June 12 2019. The collaborator and researcher came into the class. The research showed the lesson plan, and gave the observation sheet and field note to her in order filled that paper. In pre-activity, the reseacher greeted the students, she checked the students attandance list. After that the reseacher done brainstroming about vocabulary and asked them so that before the researcher begin the lesson, the students understood about it.

In whilst-activity, the researcher tried to create a good atmosphere by telling to the studentd about their material and what the are going to do. After that the reseacher explain about pronunciation, researcher introduce the media with a song lyrics, how to use song lyrics media. Then, researcher give some lyric of the song and listen to the song. Then, students share about what they have learned.

In post-activity, the researcher and student conclude the lesson together and ended the lesson by praying.

### 3. The Third Meeting (2x45 minutes)

The third meeting was conducted to Monday, Juni 17 2019. The collaborator and reseacher came into the class. The researcher showed thr lesson plan, and gave the observation sheet and field note to her in order filled that paper. In pre-activity, the researcher greeted the student, she checked the students attendance list. After that the researcher done brainstorming and asked them some question about the topic.

In whilst-activity, the researcher divided into group, one group consist two people. The researcher give students some lyric of song and the students search in they dictionary how to pronounce the lyric of the song and write down in students book. Then, after they done the task the researcher asked one group to discusses and shere am argue in front of the class.

In post-activity, the researcher and student coclude the lesson together and ended the lesson by praying.

### 4. The Fourth Meeting (2x45 minutes)

The third meeting was conducted to Wednesday , Juni 19 2019. The collaborator and reseacher came into the class. The researcher showed thr lesson plan, and gave the observation sheet and field note to her in order

filled that paper. In pre-activity, the researcher greeted the student, she checked the students attendance list. After that the researcher done brainstorming and asked them some question about the topic.

In whilst-activity, the researcher give the student the lyric of song and after that the students write done in the blackboard the difficul words to pronounce and the students discust it together and paractice the pronunciation.

In post-activity, the researcher and student coclude the lesson together and ended the lesson by praying.

#### 5. The Fifth Meeting (2x45 minutes)

The third meeting was conducted to Wednesday , Juni 19 2019. The collaborator and reseacher came into the class. The researcher showed thr lesson plan, and gave the observation sheet and field note to her in order filled that paper. In pre-activity, the researcher greeted the student, she checked the students attendance list. After that the researcher done brainstorming and asked them some question about the topic.

In whilst-activity, the researcher explained the lesson with the students about thier material and what are going to do. Afther that the researcher gave an example, of pronunciation by song to the students. Then gave the student lyric of the student search in dictionary how to pronunciation the song and after that the student listen to the song to know how to pronounce it.

In post-activity, the researcher and student conclude the lesson together and ended the lesson by praying.

#### 6. Sixth Meeting

The sixth meeting was conducted on Monday, 24 july 2019. The teacher gave the post-test, the post test is sing one of 4 song that have done they learn. One student have 5 minutes to sing a song. And the researcher recording the voice of the students.

#### 3. Post- test

After teach for fifth meeting for experimental class, the writes gives post test to experimental group. Post test was conducted after giving treatment (song media) to the experimental group in teaching pronunciation to know the effect of song lyrics on students vocabulary mastery of the second year of SMAN 2 SIAK.

#### 3.8. Data Analysis Techniques

In this study, data analysis technique used SPSS program assistance 22 for windows by IBM statistics. Data analysis techniques in this research follows :

In scoring the students pronunciation, the researcher used the scoring that explained above follows :



### 3.8.1 Validity of the Test

In validating the data, the researcher tried it out to another class which did not include to both class (experimental and control class). After that, the researcher used *Bivariate Pearson* in order to seek the validation of the pronunciation test.

### 3.8.2 Reability of the Test

In purpose check the reliability of the students pronunciation test, the reseacher used Cronbach Alpha. The cetergorized follow :

0.800 - 1.000 = Very high
0.600 - 0.799 = Medium
0.500 – 0.599 = Satisfactory
0.400 – 0.399 = low

*Arikunto (2008:74)*

### 3.8.3 Normality Sample

Test of normality experimental and control class. The researcher analyzed normality testing of both classes by using SPSS 22 with Shapiro Wilk Test with significance level 0.05. The data of control class are distributed normally.

**Table 3.5**

**Rubric Score of Students Pronunciation**

<b>Criteria</b>	<b>Description</b>	<b>Score</b>
Intonation	The way the voice goes up and down in pitch when we are speaking and the rise and fall of our voice as we speak.	1-4
Stress	The amount of energy or effort that we use to pronounce words that are more important in a sentence.	1-4
Vowels	A sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no build-up or air pressure above the glottis.	1-4
Consonant	A part of speech and a sound that is articulated with complete or partial closure of the upper vocal tract.	1-4
Sound	Several kinds of final or initial sound.	1-4

### 3.8.4 Formula $t_o$ Test the Hypothesis

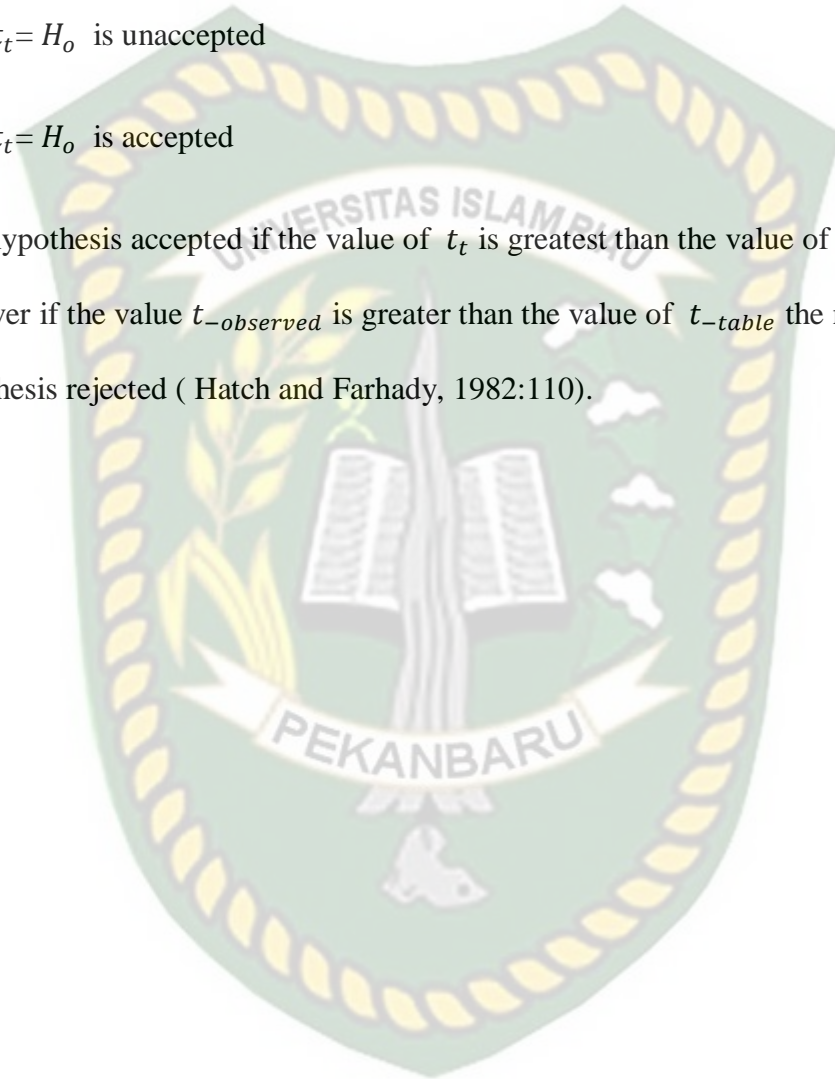
To know whether the hypothesis was rejected or accepted the following as :

$t_o < t_t = H_o$  is unaccepted

$t_o > t_t = H_o$  is accepted

Null hypothesis accepted if the value of  $t_t$  is greater than the value of  $t_o$ ,

however if the value  $t_{-observed}$  is greater than the value of  $t_{-table}$  the null hypothesis rejected ( Hatch and Farhady, 1982:110).



## CHAPTER IV

### RESEARCH FINDINGS

#### 4. 1. Data Presentation

Data of this research were obtained based on students' pre-test and post-test scores of an experimental and control group. Afterwards, the students' scores were analyzed by using both descriptive and inferential statistics. Mean score and standard deviation were presented in the descriptive statistical analyses. Finally, the hypothesis of this research was tested using independent-sample t-test.

To obtain the data, the following procedures were passed through:

1. A pre-test was conducted to the experimental and control class to know their pronunciation.
2. A treatment was given to the experimental class by using song.
3. A post-test was administered to the experimental and control class to see whether using song gave effect to the students' pronunciation.

#### 4.1.1 Finding of the Students' Pronunciation in Pre-Test and Post-Test

The first analysis was the students score of pre-test in control group which has done at the first meeting of this research. The data was presented by this following table.

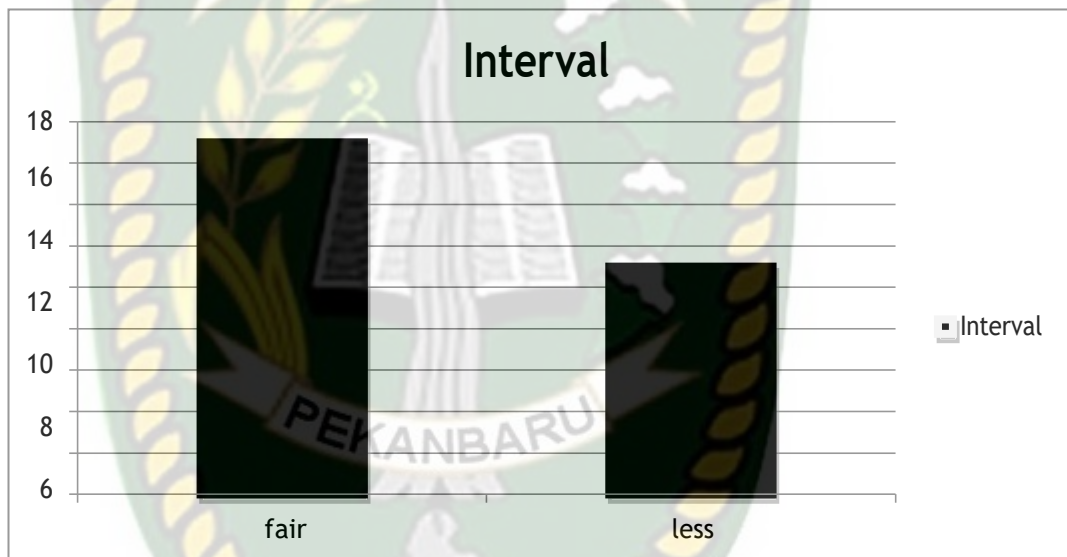


**Table 4.1 The total of students Pronunciation in Pre-Test in Control Class**

<b>Sample</b>	<b>Score</b>
1	11
2	9
3	9
4	9
5	12
6	12
7	9
8	11
9	11
10	10
11	10
12	9
13	10
14	13
15	10
16	9
17	11
18	8
19	8
20	11
21	10
22	10
23	9
24	12
25	9
26	7
27	11
28	11
<b>TOTAL</b>	<b>281</b>
<b>AVERAGE</b>	<b>10,03571</b>

Table 4.1 shows the students result pronunciation skill, particularly in pronounce a song in pre-test of control class. From the data in table 4.1, it can be seen the result as follow ; the highest average score was 13 and the lowest average score was 7. Moreover, in control class, the total score that 26 students was 281 and the average score they was 66,00 point.

**Histogram 4.1** Frequencies of Students' Pre-Test in Control Class



However, from the graphical frequency above, it can be concluded that the mean score of students' in pre-test experimental class was 2,01. It means that the average every students is control class is low. It means that the pre-test in control class have category low before doing treatment.

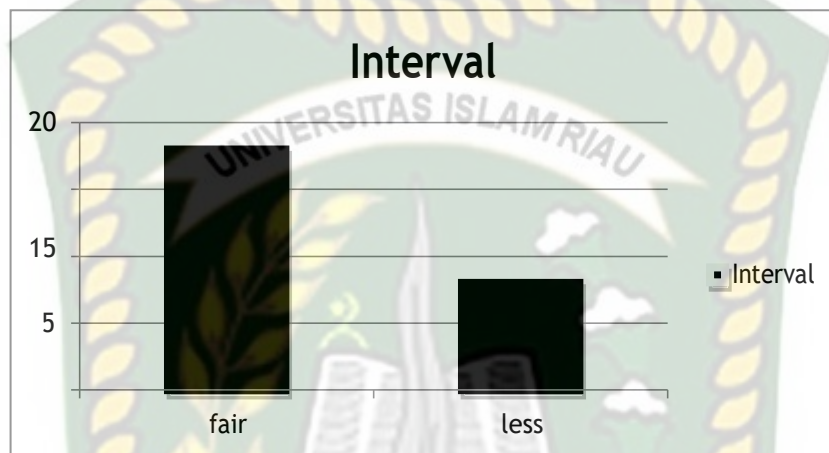
**Table 4.2 The Total of Students Pronunciation Skill in Pre-test in Experimental Class**

<b>Sample</b>	<b>Score</b>
1	13
2	12
3	11
4	10
5	8
6	11
7	11
8	11
9	11
10	11
11	10
12	8
13	10
14	10
15	10
16	9
17	9
18	9
19	7
20	9
21	10
22	11
23	10
24	9
25	10
26	12
<b>TOTAL</b>	<b>262</b>
<b>AVERAGE</b>	<b>10,07692</b>

Table 4.2 shows the students' result pronunciation skill, particularly in pronounce song in pre- test of control class. From the data above, it can be seen the result as follow; the highest average score was 13 and lowest average score was 7. Moreover,

in control class, the total score that 26 students was 262 and the average score they was 10,07692 point.

**Histogram 4.2** Frequencies of Students' Pre-Test Scores in Experimental Class



However, from the graphical frequency above, it can be concluded that the mean score of students' in pre-test experimental class was 2,02. The results show that the majority of students have low in pronunciation, even the students' pronunciation are not excellent, very good, good, but some are classified as fair and bad.



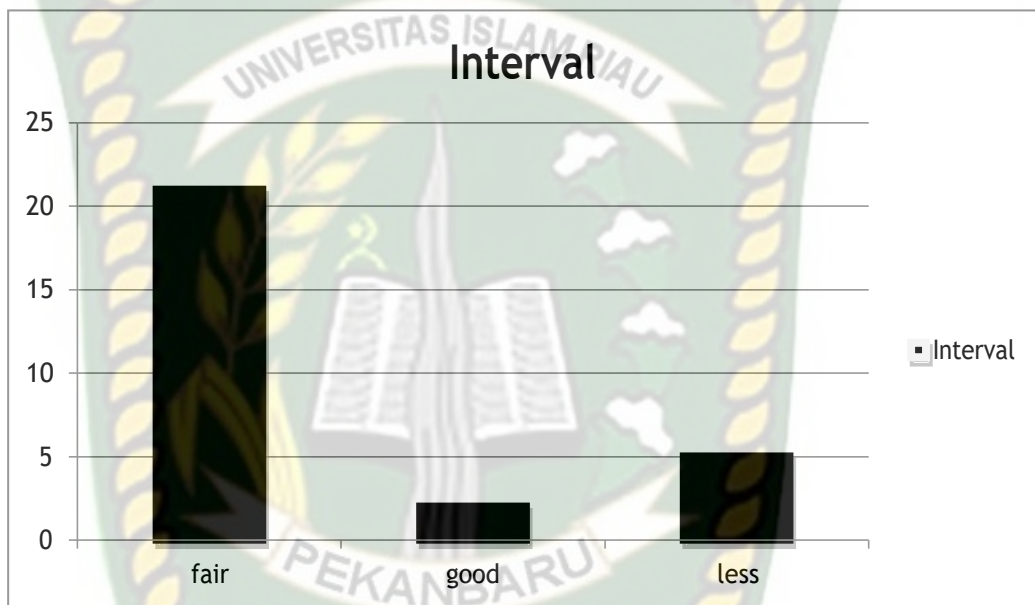
**Table 4.3 The Total of Students Pronunciation Skill in Post-Test in Control Class**

<b>Sample</b>	<b>Score</b>
1	13
2	13
3	12
4	10
5	12
6	12
7	10
8	13
9	11
10	10
11	9
12	9
13	10
14	14
15	11
16	11
17	9
18	8
19	9
20	11
21	12
22	12
23	11
24	14
25	10
26	11
27	12
28	13
<b>TOTAL</b>	<b>311</b>
<b>AVERAGE</b>	<b>11,10714</b>

Table 4.3 shows the students result pronunciation skill, particularly in post-

test of control class. From the data above, it can be seen the result as follow ; the highest average score was 14 and the lowest average score was 8. Moreover, in control class, the total score that 29 students was 311 and the average score they was 11,10714 point.

**Histogram 4.3 Frequencies of Students' Post-Test Score in Control Class**



However, from the graphical frequency above, it can be concluded that the mean score of students' in post-test control class was 2,22. It means that the average every students is control class is fair. So, it could be seen that students score of pre-test and post-test in control class was not different. It means that there was no significant different on the students' pronunciation of pre-test and post-test in control class. In conclusion, the students' pronunciation without giving treatment was no difference.

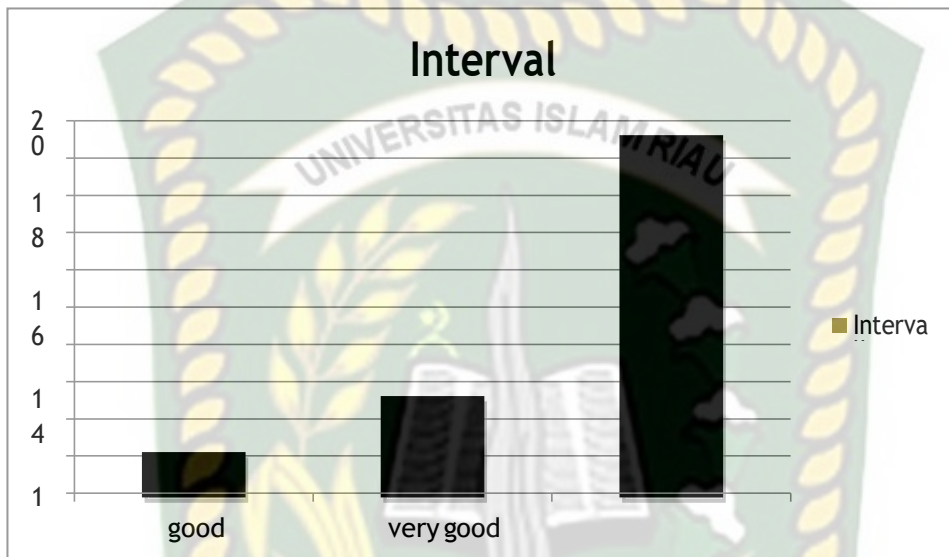
**Table 4.4 The Total of Students Pronunciatin Skill in Post-Test in Experimental Class**

Sample	Score
1	19
2	17
3	18
4	17
5	18
6	17
7	15
8	15
9	16
10	18
11	17
12	14
13	14
14	16
15	14
16	15
17	13
18	16
19	13
20	14
21	16
22	16
23	18
24	16
25	16
26	17
<b>TOTAL</b>	<b>415</b>
<b>AVERAGE</b>	<b>15,96154</b>

Table 4,4 shows the students result of pronunciation skill, particularly in post-test of experimental class. From the data above, it can be seen the result as follow : the highest score was 19 and the lowest score was 13. Moreover, in control class, the

total that students was 415 and the average score they was 15,96154 point.

**Histogram 4.4 Frequencies of Students' Post-Test Scores in Experimental Class**



However, from the graphical frequency above, it can be concluded that the mean score of students' in post-test experimental class was 3,19. It means that the average every students is experimental class is high. So, it could be seen that students score of pre-test and post-test in experimental class was different. The result showed that there is significant effect of using song to the students' pronunciation.



#### 4.1.2 Normality of Pre-Test

The normality data of pre-test was conducted to find whether the data of the scores show the normal distribution. The data was described by this following table by using SPSS 24 version:

**Table 4.5 Tests of Normality**

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pronunciation Skill (Pre-test)	XI MIPA 3 (Experiment)	,170	26	,052	,956	26	,316
	XI MIPA 2 (Control)	,163	28	,055	,954	28	,254

Table 4.7 showed that the distribution is considered normal if the probability value (p vale) is greater than 0.05. In contrast, if it is lower than 0.05, the data are considered to deviate from normal. From the Table 1.7 it can be concluded that the distribution of the data is normal where sig :  $p > 0,05$ . Thus, hypothesis testing can be done with parametric test using t test.

#### 4.1.3 Data Homogeneity of Pre-test

The homogeneity test of pre-test was conducted to show that two or more groups of sample data come from populations having the same variance. Interpretation is done by choosing one of the statistics, namely the statistic that is based on the average. The hypotheses tested were:

Ho: Variance in each group is the same (homogeneous).

Ha: Variance in each group is not the same (not homogeneous).

**Table 4.6 Test of Homogeneity of Variance**

Levene Statistic		df1	df 2	Sig.
Pronunciation Skill (Pre- test)	Based on Mean	,178	1 52	,675
	Based on Median	,208	1 52	,650
	Based on Median and with adjusted df	,208	1 51,727	,650
	Based on trimmed Mean	,175	1 52	,678

Based on the table 1.8 showed that the Pronunciation skill of the pre-test, the data has the same visible variant of levene statistic value of 0.178 with probability 0.675 greater than 0.05 it can be concluded that both of the data variance pronunciation skill of the pre-test is identical or homogeneous. Data Analysis Post-Test.

#### 4.1.4 Normality of Post-Test

The post-test normality test is also used to see the distribution of data whether it is normally distributed or not. Based on the results of normality test using SPSS 24 where obtained the significance level values are presented as follows:

**Table 4.7 Tests of Normality**

	Kolmogorov - Smirnov <sup>a</sup>				Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Pronunciation Skill (Post- test)	XI MIPA 3 (Exsperimen)	,163	26	,073	,949	26	,223
	XI MIPA 2 (control)	,144	28	,145	,957	28	,288

Based on the table above, it can be concluded that all of the data is normally with significance greater than 0.05.

#### 4.1.5 Data Homogeneity of Post-Test

The homogeneity test of post-test also was conducted to show that two or more groups of sample data come from populations having the same variance. The hypotheses tested were:

Ho: Variance in each group is the same (homogeneous).

Ha: Variance in each group is not the same (not homogeneous).

**Table 4.8 Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.	
Pronunciation Skill (Post- test)	Based on Mean	,004	1	52	,951
	Based on Median	,005	1	52	,942
	Based on Median and with adjusted df	,005	1	51,693	,942
	Based on trimmed Mean	,003	1	52	,958

Based on the table 1.8 above it can be known that pronunciation skill of the post- test has the same visible variant of levene statistic was 0.004 with probability 0.951 greater than 0.05 it can be concluded that both data variance pronunciation skill of the Pre- test is identical or homogeneous.

## 4.2 Descriptive Statistics

**Table 4.9 Paired Statistics Pronunciation of the Pre-Test Group Statistics**

Paired Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Pronunciation (Pre- test)	XI MIPA 3 (experiment)	26	2,0154	,27084	,05312
	XI MIPA 3 (control)	28	2,0071	,28012	,05294

From the table 1.5 indicates that in the pronunciation of the pre-test there are consist two classes where are twenty sixth and twenty eight students which are experimental class and control class that conducted of the mean score of experimental class 2,0154, standard deviation 0,27084 and standard error mean 0,5312 while in the control class, the mean score 2,0071, standard deviation 0,28012, and standard error mean 0,05294.

These results showed that the average pronunciation of students between experimental and control classes is same and do not have a significant difference. The standard deviation score of students pronunciation is also seen do not have significant difference which means that the distribution of students' pronunciation skill between experimental class and control class is same.

**Table 4.10 Paired Statistics Pronunciation Skill of the Post-Test Group Statistics**

Paired Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
Pronunciation Skill (Post-test)	XI MIPA 3 (Exsperimen)	26	3,1923	,32732	,06419
	XI MIPA 3 (control)	28	2,2214	,31430	,05940

From the table 1.6 indicates that in the pronunciation skill of the post-test there are consist two classes where are twenty sixth and twenty eight students which are experimental class and control



class that conducted of the mean score of experimental class 3,1923, standard deviation 0,32732 and standard error mean 006419 while in the control class, the mean score 2,2214, standard deviation 0,31430, and standard error mean 0,05940.

These results showed that the average pronunciation ability of students between experiment classes is higher when compared with control class. It is means that when experimental class get treatment using by song is higher than not using song. The students' pronunciation ability in the experimental class has the same of data shown by a standard deviation value that there is not have much different.

### 4.3 Hypothesis Testing

**Table 4.11**

**Table 4.7 Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-5.885	1.432	.279	-6.460	-5.310	-21,080	25	,000

Based on the table above, it can be seen  $t_0$  21,080 and df 25. To compare either at level 5 %.

Based on t-table, it can be analyzed that  $t_0$  is higher than t-table at 5%. In other words,  $21.080 > 0.388$ . it means that null hypothesis ( $H_0$ ) is accepted. It found that there is significant effect of song towards students' English pronunciation of second grade at SMA Negeri 2 Siak.

## CHAPTER V

### 5.1 Conclusion

This is experimental research design. It was done in a group; an experimental group without control group. The researcher song lyrics in teaching vocabulary in the experimental group.

The location of the research was at SMAN 2 Siak with the target population of this research was the second grade students of SMAN 2 Siak in Academic Year 2019/2020. Exactly, the researcher took class XI MIPA as the sample. They are consists 24 Students.

Having analyzed the data presented in the previous chapter, they are several points that can be forwarded for the conclusion of this research relate to second year students of SMAN 2 Siak increasing students pronunciation by using song. The conclusion could be drawn as follows :

1. All students who were taught by using song have a very enjoy and interesting to learn English especially speaking skill. The students more active, interested, motivated in the classroom and get involved in the learning process.
2. The hypothesis “There is significant effect of teaching pronunciation by using song to find out pronunciation mastery at SMAN 2 Siak.” Is accepted. It is supported by the result of t-test of post-test scores at experimental class. This test is obtained from the value of  $t_{hitung}$  11,118 at the significant  $p= 0,000$  ( $p < 0.05$ ). So that the  $t$  value of the table at a

significant level of  $5\%=1.675$ . the result shows that  $t \text{ value} > t \text{ table}$   
( $11,118 > 1,675$ )

## 5.2 Implication

Implication is described from research finding. The research wrote a finding that there is a significant effect of song toward pronunciation skill of the second grade students at SMAN 2 Siak. However, this research implies that media is need in teaching pronunciation skill.

The students are enjoyable and active in learning pronunciation process when they are teaching by using song. Therefore, it means that the use of song can be interaction between students and students also students and teacher.

The reseacher concludes that use of song can increase the students pronunciation skill. Therefore, the application of make-a-match technique need continuously in teaching pronunciation skill. It because the use of song can be more affective strategy to help the students practice pronunciation skill.

## 5.2 Suggestion

Based on the conclusion above, the writer would like to offer some suggestion as follows:

### 1. For English Teachers

- a. The teachers should be apply song as media in teaching to improve the students pronunciation.

- b. English teacher should use song in teaching as much as possible to motivated their pronunciation.
- c. English teacher should use many strategies and techniques as much as possible to motivated thier students in learning pronunciation.

## **2. For the Students**

- a. The students can use song to motivated in learning
- b. The students to be more active learning process by song
- c. The students should realize vocabulary is very important in their lives especially in educational level.

## **3. For Next Research**

The writer knows that this research is not perfect yet. For the next researcher, this research can be developed. This is because of the writer's have limited time and fund to enlarge this research so, the next reseacher is expected to devolop this title with the order problemsm, such as: different schools. Level, and text.



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