Improving Students’ Pronunciation Mastery by Using English Songs

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Abstract

The objective of this study is to find out whether English songs can improve students’ pronunciation mastery. This study was conducted by using Classroom Action Research. The subject of this study was the eight semester students of English Department of FKIP HKBP Nommensen University. The writer used Arsyad’s theory in using songs as media. The research was conducted in two cycles. The first cycle and the second cycles.

The instruments for collecting data used oral test for quantitative data and test used diary notes, questionnaires sheet, and observation sheet for qualitative data. The writer concludes that songs can improve students’ pronunciation mastery. The improvement can be shown from the result of the research, from the mean of the students’ score from pre-test up to post-test II. The mean students’ score in pre-test is 43.83 the mean of post-test cycle I is 69.13, and the mean of the post-test cycle II is 88.33. It was found that English songs can improve students’ pronunciation mastery.

Keywords: Songs, Pronunciation, teaching media, teaching process

1. The Background of Study

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

English pronunciation is quite difficult for Indonesian learners. In some cases the difficulties are due to the fact that the irregular spelling of the language offers poor guidance to its pronunciation. In other cases, the difficulties are due to interference from the first language to the target language. There are two fundamental principles in the general strategy of pronunciation teaching. On the one hand pronunciation teaching has been integrated with other skills (listening, speaking, reading and writing), and with other aspects of language (grammar, lexis, style, function and discourse). On the other hand, pronunciation has to be isolated for practice of specific items and problem.

The objective of the study is to find out whether the English songs improve the students’ pronunciation mastery. Yates (2002: 1) states pronunciation refers to the production of sounds that someone uses to make meaning.

Based on Arsyad’s theory, there are some media which can be used to improve students’ pronunciation mastery such as photo, picture, song, etc. This study will focused on improving students’ mastery in pronunciation by using songs at the. 8th semester of English Department of FKIP – UHN. They promote mimics, gestures to associate the meaning. Songs are good to introduce supra segmental phonetics. Students practiced and participated in this listening comprehension class. Songs can be applied to comprehension stages (listening) or production (singing). There are songs for all levels and ages. So the scope of the research is using Songs as the teaching media.

The results of the study have some significances

1. Theoretically
this research would give some perspective about teaching media in teaching English listening comprehension subject. Songs as media is also as an alternative media for teaching pronunciation.

2. Practically
For readers

The results of the research would enrich their alternative in teaching pronunciation for the learners. To give some choices for students of English Department for their teaching practice preparation.

Phonology

Phonology is the study of the sound system of languages. It is concerned with anatomy and physiology – the organs of speech and how someone learns to use them. It shades into sociolinguistics as consider social attitudes to features of sound such as accent and intonation (Moore: 2001).

Marlett (2001: 8) says that, Phonology is the study of the organization of sound in language. Our study of phonology looks at two major aspects that we consider is the inventory of sounds that a language has. For example, English has sounds which do not occur in French, and vice versa. If one is studying a language that has never been analyzed or written down before, this is an important area of study. A second aspect in consider is the set of rules which specify exactly how each sound is pronounced and how sound affect and affected by the sound around them.

Hayes (2009: 1) says that, Phonology is also, sometimes, an experimental science, though it also involves a fair degree of formal analysis and abstract theorizing. The primary data which phonological theory rests are phonetic data, that is, observations of the phonetic form of utterances. The goal of phonology is to understand the tacit system of rules that speaker uses in apprehending and manipulating the sounds of her language.

Based on the definition above, the writer concludes that the definition phonology is the study of the organization of sound in language that is concerned with anatomy and physiology – the organs of speech and how someone learns to use them and the goal of it is to understand the tacit system of rules that speaker uses in apprehending and manipulating the sounds of language.

The Production of Sounds

English speech sounds are all produced by air which comes from the lung into the throat and then passes through the mouth and/or the nose. The other organs of speech modify the stream of air in some way in order to produce the sound. In this case, the vibration and the characteristic of the sound waves are determined by human vocal organs.

The Organs of Speech

Syafei (1988: 5) says that the organs of speech can be classified into the moveable speech organs. The moveable speech organs include: the lips, the tongue, the soft palate, the vocal cords, the lower teeth and jaw. The immovable speech organs include: the upper teeth, the upper teeth ridge, and the hard palate.

Lips form different shapes, such as an oval, and movements in order to make different sounds. Sounds can be formed by using the teeth to shape the lips, in combination with the tongue, or to block air from escaping the mouth. The tongue moves throughout the mouth and with many of the other organs, as well as making shapes like the lips, in order to formulate speech. The upper teeth ridge helps us to make different sounds, known as alveolar sounds, the tongue touches the ridges found on this organ. Hard palate, like the alveolar ridge, is the organ of speech where the tongue
contacts and taps the palate when articulating speech. The movable velum can retract and elevate in order to separate the mouth from the nasal cavity, helping to make speech less nasally. When the tongue hits the velum, it also makes a special sound called the velar consonant.

**Figure 1 Organs of Speech**

**Manner of Articulation**

The manner of articulation refers to the way in which a sound is made. It depends on the degree of closure of the articulation – how close together or how far part they are. With manner of articulation, people make a broad distinction between sounds that are produced without any
obstruction in the mouth, and those that are made with obstruction. The former we call vowels and the latter consonants.

**Place of Articulation**

The place of articulation refers to the place in the mouth where the sound made or where the closure occurs. From the standpoint of the place of articulation, the consonants are easier to describe than the vowels since it is possible to feel where the obstruction is taking place in the mouth. The following areas are contrastive:

1. **Bilabials (p, b, m)**
   Sounds produced by bringing the lips together.

2. **Labiodentals (f, v)**
   Sounds produced with bottom lip against upper teeth.

3. **Interdentals (Th, thin)**
   Sounds produced with tip of tongue between the upper and lower teeth (also called Dentals).

4. **Alveolars (t, d, n, s, z, l, r)**
   Sounds produced with the front part of the tongue against the alveolar ridge - the part of the roof of the mouth that is right behind the teeth.

5. **Palatals (sh, zh, ch, j)**
   Sounds produced with the front part of the tongue against the hard palate just behind the alveolar ridge.

6. **Velars (k, g, ng)**
   Sounds produced with the back of the tongue against the soft palate (velum).

7. **Uvulars**
   Sounds produced with the back of the tongue to the uvula. Not found in English.

8. **Glottal (h)**
   Sounds produced with the glottis (vocal cords) - the h sound is produced with open glottis; if the glottis is closed to stop the air momentarily, a glottal stop is produced.

1) **Voiced and Voiceless Sound**

When the vocal cords vibrate, they cause voicing. Any sound produced with the local cords vibrating is called a voiced sound; when the vocal cords do not vibrate, the sound is called a voiceless sound.
2) Oral and Nasal Sounds

A different criterion that can be used to distinguish among sounds is the position of the velum or soft palate. If the velum is lowered, thus allowing the air to escape through the nasal cavity, it is called nasal sound. If it is raised, blocking the nasal cavity and letting the air out through the oral cavity (the mouth) the sound is called oral. English nasal consonants are stops as the airstream is completely blocked when these consonants are uttered, but they are not considered plosive sounds as their release stage differs from that of oral stops. Nasal sounds are sonorants and of all the members of this class they display the lowest degree of sonority.

3) Pronunciation

Hornby (1995: 928) says that pronunciation is the way in which a language is spoken; the way in which a word is pronounced; the way a person speaks the words of a language. Yates (2002: 1) states pronunciation refers to the production of sounds that someone uses to make meaning. Syafei (1988: 1) says that pronunciation is two folds process. It involves the recognition of sound as well as the production of sounds. Practice and aural perception should be given before the practice on oral production.

Based on the definition above, the writer concludes that pronunciation is the way in which a language is spoken. It refers to the production of sounds that someone uses to make meaning. It is two folds process; the recognition of sound and practice.

4) The Elements of Pronunciation

A broad definition of pronunciation includes both suprasegmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language.

Ramelan (1985: 22) says that when learning English, someone will find two kinds of speech features.
1. Segmental features, which refer to sound units, arranged in a sequential order; or it is about consonant and vowel.
2. Supra segmental features refer to stress, pitch, length intonation and other features that always accompany the production of segmental.

(1) Segmental Features

English segmental system includes vowels and consonants. The classification is based on the differences in their functions in an utterance and their ways of production.

The English Vowels

Vowels are sounds which are made without any kind of closure to the escape of air through the mouth (Syafei, 1988: 11). English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of /i:/ /i:/ /iː:/ /a:/ /u:/ /o:/, while short vowels consist of /i/ /i:/ /e/ /æ/ /ə/ /ʌ/ /a/ /o/ /ə/.
Beside the two kinds of vowels above, there are also diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable. There are nine English diphthongs, /ei/, /ai/, /oɪ/, /au/, /øː/, /ʌʊ/, /ɔː/, /ɔɪ/, /æʊ/.

1. A vowel sound shapes the flow of air in the mouth.
2. In spoken English there are 19 vowel sounds (shown below):
3. Sounds 1 - 12 are monothongs; they require one mouth position.
4. Sounds 13 - 19 are diphthongs; they require two mouth positions.
5. Sounds /ɒʊ/ and /æʊ/ are common regional variations.
6. Sounds with /ː/ are long.

2. The English Consonants

The English consonants consist of twenty-four. Those are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /r/, /w/, /y/. It is quite different with the condition in Indonesian. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if the students find difficulties when they learn English.
3. **Supra Segmental Features**

Supra segmental features are like the style used in words or sentences. There are four kinds of supra segmental features, namely stress, pitch, pause and rhythm.

Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence (Ramelan, 1985: 25). Stress can be classified into a word stress and sentence stress. A word stress within a word and a sentence stress is the stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate meaning and intention.

Second is pitch and intonation. Speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what someone say. For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone.

The third is pause. English is spoken in groups of words, which are separated by pause. There are two kinds of pauses, a short one and a final one.

Fourth is rhythm. It means the beat of language. In English, rhythm is stress-timed. This means that the time between two primary stresses is the same. If there are many words between the two primary stresses, then these syllables will be pronounced fast; if, on the other hand, there is only small number of syllables between the primary stresses, then these syllables will be pronounced slowly and more clearly.

The following is the English phonetic transcription:

- **p** – pip, pot
- **b** – bat, bug
- **t** – tell, table
- **d** – dog, dig
- **k** – cat, key

![Figure 2 The Consonant Chart](image)
$g$ – get, gum
$f$ – fish, phone
$\nu$ – van, vat
$\theta$ – thick, thump, faith
$\delta$ – these, there, smooth
$s$ – sat, sit
$z$ – zebra, zap
$f$ – ship
$\mathfrak{z}$ – treasure, leisure
$h$ – hop, hut
$tf$ – chip
$d\mathfrak{z}$ – lodge, judge
$m$ – man, mummy
$n$ – man, pan
$\eta$ – sing, wrong
$l$ – let, lips
$r$ – rub, ran
$w$ – wait, worm
$j$ – yet, yacht

**Short vowels**
$I$ – bit, silly
$\varepsilon$ – bet, head
$\alpha$ – cat, dad
$\rho$ – dog, rotten
$\lambda$ – cut, nut
$\upsilon$ – put, soot
$\partial$ – about, clever

**Long vowels**
$i$: – cream, seen
$\mathfrak{z}:$ – burn, firm (also shown as $\alpha$):
$a$: – hard, far
$\mathfrak{a}:$ – corn, faun
$u$: – boob, glue

**Diphthongs**
The following is a list of triphthongs with their corresponding phonetic symbols and examples:

- **ɑɪ** - spice, pie
- **ɛɪ** - wait, fate
- **ɔɪ** - toy, joy
- **əʊ** - oats, note
- **ɑʊ** - clown, vow
- **ɔə** - bored, poured
- **ɪə** - deer, pier
- **ɛə** - hair, bear
- **ʊə** - cure, fuel

**Tripthong**: A phonological unit consisting of three successive vocalic sounds in one syllable.

- [ɑʊ̯ɪ̯ə̯] as in *hour* (compare with disyllabic "shower" [ɑʊ̯.ə])
- [ɑɪ̯ɪ̯ə̯] as in *fire* (compare with disyllabic "higher" [ɑɪ̯.ə])
- [ɔɪ̯ɪ̯ə̯] as in "loir" (compare with final disyllabic sequence in "employer" [ɔɪ̯.ə])

As [ɛɪ] and [ɔ⁠ʊ] become [ɛɪ] and [ɔ⁠ɪ] respectively before /r/, all instances of [ɛɪ.ə] and [ɔ⁠ʊ.ə] are words with the suffix "-er".

From the three categories, it can be said that error is the most important thing for the teacher to be concerned because the students cannot correct themselves instead of the teacher’s help. There are two kinds of mistakes that might cause the students to make mistake: L1 interference and developmental error. Ramelan (1985: 6) states some reasons about why students make mistake in their pronunciation are because they face such problems as follows:

1. The existence of a given sound in the latter, which is not found in the former.
2. Sounds which have the same phonetic features in both languages but differ in their distribution.
3. Similar sounds in two languages which differ only slightly in their phonetic features.
4. Sounds that have the same qualities in both languages may constitute some learning problems if they occur in a cluster or sequence of sounds.

**Teaching Pronunciation**

In teaching Pronunciation, teacher should decide what technique or alternative way he chooses. By deciding the alternatives he uses in teaching English pronunciation, he can make an appropriate strategy based on the alternative to get a maximum result. It is needed an enthusiasm in teaching English pronunciation so that both teacher and students get a good result in it. It can be done by encouraging the students that they can do the best. Besides that, it also can be done by asking the students to present their ability in pronouncing English words so that other students know that they can do it well. By doing this, students have a great spirit to learn how to pronounce English words well.
Correct pronunciation is needed for a speaker to communicate. If our pronunciation is incorrect, we will not be understood. The result will be that people will think you are speaking in a foreign language and English people will think you are speaking another language.

The goal of teaching Pronunciation are to pronounce correctly all the speech sounds of the language and all the combinations in their proper order not only isolated words, but also in sentences and to pronounce sentences fluently at the speed required by the situation with correct stresses, linking of sounds, rhythm, pauses and intonation.

Media

According to Arsyad (2007: 4), media is the tool of teaching which makes messages of information contained in the intended teaching meet purpose of media instructional. Then, Hamalik in Arsyad (2007: 15) said that the using of media can motivate the students and give some psychologies effect in learning process. From the two statements, it can be concluded that media is everything which can be used as tool and facilitate to get the goal in teaching learning process.

Kind of Media

There are so many media which can be used by the teacher in learning process, for examples photo, picture, song, etc. According to Arsyad (2007: 11) the kind of media can be divided into three parts, they are visual media, audio media and audio visual media.

1. Visual Media is the media which can be seen and touch. They involve picture, photo, regalia, map, miniature and flash card.
2. Audio Media is the media which used to practice listening skill or the media which its content can be heard and recorded. They are cassette, tape, radio and compact disk (CD)
3. Audio Visual Media is the media which can be heard and seen. They are television and film.

In doing this study the writer uses songs which kind of audio media as the media in improving the students’ achievement in pronunciation. And here the writer discusses more about songs first.

A song is like a magic that can hypnotize everyone, therefore, when someone hear the songs they could be brought into the songs. For example, when someone is listening to a song, they can be brought into the story of the lyrics and the melody will play his emotion or feelings.

Sometimes students do not realize that they could sing the songs without learning technically. From the songs students can learn many things, for example they can get some more new words, and they also could learn how the words are pronounced. As songs are having magical effects, teachers can use songs in the learning process. Harmer (2000: 242) states that music is a powerful stimulus for student engagement precisely because it speaks directly to their emotions while still allowing them to use their brains to analyze it and its effects if we so wish. Songs are a good resource 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. 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.

Song as Media in Teaching English Pronunciation

There are many reasons why song is good for English pronunciation. It has many contributions in pronunciation teaching. For example:

1. Kramer (2001: 3) stated that songs are good for teaching because songs are fun. They promote mimics, gestures, etc, and associated to the meaning. They are good to introduce supra segmental phonetics. Students play a participative role. They can be applied to comprehension stages (listening) or production (singing). There are songs for all ages and level. Students can learn English very easily through echoic memory.
2. Paul (2003: 58) said songs can add feeling and rhythm to language practice that might otherwise be flat. They also help remembering things more easily and draw more deeply into a lesson.

3. Philips (1993: 37) stated music and rhythm are much easier to imitate and remember language than words which are just spoken.

**Conceptual Framework**

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. When someone communicates with other people, they should not only have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation.

Encouraging students to pronounce good English is not easy, a good and suitable media should be applied. Using English song is believed be able to suit this needs since song as material in learning English can make learners much easier to imitate and remember language than words which are just spoken. Learners will get bored if they hear a lecture from the teacher of how to pronounce English well. Teacher can make the learners know how to pronounce English well by using songs to remember and imitate the song, because they like and interested in it.

In this study the writer uses Classroom Action Research principle to collect the data. There are two cycle of this principle, cycle I and cycle II. Both of them contain of four phases; planning, action, observation, and reflection.

The planning activities are the step where the writer plans all of the things before doing actions. It contains of preparing lesson plan, conducting test, preparing teaching facilities, designing the application model of teaching-learning scenario, etc.

The action activities are teaching learning process by using songs. The teaching learning activities is did on three meetings. On each meeting, the writer will use different songs. The writer will implement the songs in teaching description text through spoken cycle. Here were the activities during the teaching learning process:

1. The writer distributed the lyrics of the song to the students. Before the students listen to the song the writer ask the students to read the underlined words of the lyric.
2. The writer played the song and the students will listen to the song.
3. The writer asked some questions about the song played.
4. The writer and the students discussed about the content of the song.
5. The writer played the song once again while the students listened attentively to the song and to the word pronunciation of the lyric.
6. The students sang the song together with the music accompaniment.
7. The students worked in-group and then try to retell the song.

The observation activities are the step of the study where the writer observes all the situation or conditions that happen during the action activities. The result of the observation will show the differences of cycle I and cycle II, whether there improvement of students’ pronunciation.

The last activity is reflection. To know the students reflection toward the program, the writer will give a post test and questionnaire. The material and the way of taking the test is same as those on pretest. The objective of the posttest is used to know whether the students made improvement on their pronunciation or not after listening to the songs. The questionnaire is used to know the students reflection toward learning English by using songs.
2. Research Design

In doing this study, the writer used Classroom Action Research. Classroom Action Research is one of methods used in doing a study by having activities in the classroom. This study is usually
used to revise a method or a curriculum in order to make it better. Harmer (2003) says, “Action research is the name given to series of procedure. Teacher can engage in either because wish to improve aspects of their teaching, or because they want to evaluate the success of certain activities and procedure”

According to Denise Dabisch in Gall (2003: 588) there are six stages in doing action research. Here is the chart.

![Figure 3.1 The Six Stages in Doing Action Research](image-url)

Select a focus is selecting what or who will be the subject of the study, those are the problems and the subject of the study. For example, the teacher conducts a classroom action research about the methodology used on the teaching-learning process, so s/he might selects the students as the focus of the study. Collect data could be done before the researcher does an action. The data collection could be done through an observation or recording. Analyze and interpret data mean that before taking the action, the researcher takes a certain pretest to know the students’ competence before they and the researcher do the action. Take action means that the researcher implements the plan that s/he has made before. Reflect means that the reflection of the action toward the subject of the study that is students. How the action influences the students. Continue / Modify, after taking the action and analyzing the result then the researcher, if the researcher is not satisfied, will modify or revise the plan that will be used in the next cycle.

All the research designs have their own purpose and advantage. The purpose of action research is to combine the research function with the teacher growth in such qualities as objectivity, skill in research processes, habits of thinking, ability to work harmoniously with others, and professional spirit. It means that the researchers could use their own thinking or their own way in conducting the research.

In summary, action research is a study that needs practical concerns to solve the problems. It is simply a form self-reflection of the subject of the research toward the action given.

1. Population

Arikunto (2010: 173) says that population is all subject of research. It is a set (or collection of all elements processing one or more attributes of interest. The population of this research is the eight semester of English Department students of FKIP - UHN.
2 Sample

Arikunto (2010: 173) says that sample is some or the representative of population which is going to observed. A sample is a small group proportion of a population selected for observation and analysis. In selecting sample, the writer takes one class consists of 32 students.

Instrument of the Research

To get the empirical data of the students’ achievement in pronouncing English words, the writer uses a test of sound production. The data are collected by using quantitative and qualitative data.

1. Quantitative Data

In quantitative data, the writer used oral test as the instruments to measure students’ mastery in English pronunciation. The objective of the test is used to identify the students’ achievement in pronunciation related to intelligible pronunciation through spoken words. Based on the statements above, the writer made the analysis on three important pronunciation features; vowels, consonants and word stress. The standard pronunciation used in this study was the standard pronunciation of Oxford Learner’s Dictionary.

In quantitative data, the writer used oral test as the instruments to measure students’ mastery in English pronunciation. The objective of the test is used to identify the students’ achievement in pronunciation related to intelligible pronunciation through spoken words. Harmer (2000: 184) states that if intelligible is the goal then it suggests that some pronunciation features are more important than others. Harris (1969: 81) also asserts that pronunciation analysis includes the segmental features (vowels and consonants) and the supra segmental features (stress and intonation pattern).

2. Qualitative Data

In qualitative data, there are some instruments that used by the writer. They are:

1. Questionnaire

Questionnaire is a number of written questions used to get information from respondents (Arikunto, 2010: 268). In constructing the questionnaire, the writer uses closed questionnaire. It means that the respondents answer the questions by choosing one of answered given by the researcher. In this study, the writer used questionnaire to get additional information about the students’ reflection toward the learning activities by using songs. There were five information questions about five things. They are:

1) the students’ interest in some songs that are given by the teacher during the learning process.
2) the advantages that the students’ gain after the teacher presented the songs to improve their pronunciation.
3) the students’ motivations in taking part the learning activities.
4) the relevance between vocabularies that are presented in the songs used in this action research and the vocabulary that the students ever get but they still get difficulties in their pronunciation.
5) The sustainability the program in the action.

2. Observation Sheet

Observation sheet used to identify all condition that happened during the teaching learning process including teacher, students, and the context of situation that did by the collaborator. Observation sheet is useful to know students’ reaction and to find out exciting development due to the application of this media.

3. Diary notes
The field notes in this study is used to know the activities during the teaching learning process, such as how the teacher carries out the material and the students’ response. It contains the researcher’s personal evaluation about the class and the progress of the project. In using field notes, the writer systematically kept notes of the classroom, for example:

1. Students’ participation.
   In this study, the writer analyzed the students’ participation in the teaching learning activities by using songs, whether they follow all the activities or perhaps they only follow some of the activities.

2. Students’ interest and motivation
   In doing this study, the writer took notes of the students’ interest and motivation in learning English by using songs. If the students enjoyed the activities and like to the songs given, the writer concluded that the students were interested and motivated in learning English by using songs.

3. Students’ improvement in pronouncing English words.
   Before and after the writer presented the songs, she took some notes about the students’ ability in pronouncing the words of the song.

**Procedure of the Research**

In this Classroom Action Research (CAR), the writer used the CAR principle to collect the data. The research divides into two cycles.

**Cycle I**

The procedure of cycle I consist of the four phases, as follows:

1. Planning
   Planning is the first step the researcher has to do before doing something. By the planning, the researcher can improve the teaching to handle the troubles early. Through a good planning, the researcher can arrange the teaching learning process and it will be more effective in doing research. Below are the things that should be prepared by the researcher.
   1) Preparing lesson plan
   2) Conducting the test before doing cycles the instrument to know students’ basic skill pronunciation mastery before giving the treatments
   3) Preparing the teaching facilities
   4) Preparing the assessment in this cycle
   5) Planning and designing the application model of the teaching-learning scenario of English pronunciation by using songs.

2. Action
   Action is the process of doing things. It is the implementation of planning. The researcher makes the teaching program, the lesson plan and also songs as the media of teaching that use for teaching pronunciation to the students

3. Observation
   By doing observation, the writer wants to observe all the situations or conditions that happen during the teaching-learning process. The result of the observation sheet is used as reflection in doing the next cycle.

4. Reflection
   Reflection is the feedback process from the action that has been done. It is necessary to help the writer to make decision for what to do or to revise.

**Cycle II**
This cycle consists of four phases like cycle I. In this cycle, the next planning depends on the reflection of the cycle I. The weakness or problem will be found in the cycle I, it's to be solved in this cycle in order to get the improvement in the process and the result.

1. Planning
   Planning in this cycle is arranged based on the reflection of the cycle I. Below are the things that should be prepared by the researcher:
   1) Preparing the lesson plan
   2) Prepare and make media that are needed when doing the scenario of teaching-learning process
   3) Preparing assessment in this cycle
   4) Preparing the observation sheet that will be used to know students’ reaction and condition of class as a whole to see the development that exist by using song
   5) Planning and designing the application model of teaching-learning scenario of the English pronunciation by using English songs

2. Action
   In action, the scenario in teaching-learning process that has been arranged will be implemented in the classroom. This action contains pre-test and post-test to the students.

3. Observation
   By doing observation, the writer observes all the situations or conditions that happen during the teaching-learning process. In this activity, the writer will find out the differences between cycle I and cycle 2.

4. Reflection
   In this step, the teacher and the researcher can reflect the data whether the action that has been given improves the students’ pronunciation mastery.

**Technique of Analyzing Data**

This study applies with quantitative and qualitative data. The qualitative data taken from questionnaire, observation, and diary notes are to describe the situation during the teaching-learning process, while quantitative data taken from the students’ oral test score are to analyze the improvement of students’ pronunciation mastery each cycle.

To find out the mean of the students’ score for each cycle, the writer will apply the following formula:

\[ M = \frac{\sum X}{N} \]

Where:
- \( M \) = the mean of the score
- \( \sum X \) = the total score
- \( N \) = the number of the students

To organize the number of master students, the following formula is applied:

\[ P = \frac{R}{T} \times 100\% \]

Where:
- \( P \) = the percentage of students who get the point 75
- \( R \) = the number of the student who gets the point 75
- \( T \) = the total number of students who do the test
Procedure of Analyzing Data

Procedures of analyzing data are applied:

1. Classifying the students’ pronunciation using Media Song
2. Codifying the error of the students’ pronunciation
3. Scoring the students’ pronunciation
4. Counting the students’ score
5. Tabulating the students’ score
6. Comparing the students’ score between the pre-test and post-test
7. Interpreting the data findings

3 The Data

The data in this research were obtained by giving test to the students of the eight semester of English Department students of FKIP - UHN. There are 24 students (21 girls and 3 boys). The quantitative data were taken from the result of pre-test, post-test I, and post-test II. The qualitative data were taken from observation, questionnaire, and diary notes. The pre-test was conducted in the first meeting. The cycle I was conducted in the second, third, and fourth meeting and the cycle II in the fifth, sixth and seventh meeting. So, there are seven meetings altogether.

The Analysis of Quantitative Data

The quantitative data were taken from the result of the pre-test, post-test cycle I, and post-test cycle II. In two cycles, the writer was conducting in six meetings. Before conducting the first cycle, the pre-test was given in the first meeting to measure how far students’ pronunciation mastery. The pre-test was oral test.

Table 4.1
Students’ Pre-Test Scores

<table>
<thead>
<tr>
<th>NO.</th>
<th>Students’ Initial Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>R H</td>
<td>75</td>
</tr>
<tr>
<td>2.</td>
<td>I D B</td>
<td>50</td>
</tr>
<tr>
<td>3.</td>
<td>RS</td>
<td>45</td>
</tr>
<tr>
<td>4.</td>
<td>DM S</td>
<td>60</td>
</tr>
<tr>
<td>5.</td>
<td>JPS</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>RFS</td>
<td>70</td>
</tr>
<tr>
<td>7.</td>
<td>EGHS</td>
<td>45</td>
</tr>
<tr>
<td>8.</td>
<td>RS</td>
<td>55</td>
</tr>
<tr>
<td>9.</td>
<td>FAS</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10.</td>
<td>NS</td>
<td>75</td>
</tr>
<tr>
<td>11.</td>
<td>DMS</td>
<td>50</td>
</tr>
<tr>
<td>12.</td>
<td>NM</td>
<td>55</td>
</tr>
<tr>
<td>13.</td>
<td>DSS</td>
<td>77</td>
</tr>
<tr>
<td>14.</td>
<td>DAS.</td>
<td>60</td>
</tr>
<tr>
<td>15.</td>
<td>NWS</td>
<td>45</td>
</tr>
<tr>
<td>16.</td>
<td>WSP</td>
<td>55</td>
</tr>
<tr>
<td>17.</td>
<td>PL</td>
<td>75</td>
</tr>
<tr>
<td>18.</td>
<td>LGMN</td>
<td>45</td>
</tr>
<tr>
<td>19.</td>
<td>TYYS</td>
<td>55</td>
</tr>
<tr>
<td>20.</td>
<td>IM</td>
<td>50</td>
</tr>
<tr>
<td>21.</td>
<td>MS</td>
<td>45</td>
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<tr>
<td>22.</td>
<td>DOP</td>
<td>75</td>
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<tr>
<td>23.</td>
<td>IS</td>
<td>40</td>
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<tr>
<td>24.</td>
<td>ERH</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1052</td>
</tr>
</tbody>
</table>

**Explanation:**
- Criterion minimum completeness is 75
The mean of those pre-test was:

\[
M = \frac{\sum x}{N} = \frac{1052}{24} = 43.83
\]

Based on the results of pretest, the writer concludes that there many students made poor pronunciation. The students made poor pronunciation on the words Here, the writer attempts to discuss about the preparation of the device for the action research in which included the four phases of cycle I and cycle II.

**Cycle I**
1. Planning
Planning is the first step to do the research. Here, the writer who acts as the teacher made a lesson plan and selected the material. Along with this, songs as the media would be implemented within the teaching and learning process. Through the songs, the teacher was motivating the students to be active and to be better in pronunciation mastery.

2. Action

Here, the writer observed the lecturer who done the action by teaching students at the sm 8th Students of English Department of FKIP UHN – Medan using songs. In teaching the lesson, the writer used pre activities, whilst activities, and post activities. In this action, the writer tried to integrate the students to participate actively in the classroom activities. In detail, the writer present in the following action:

First Meeting

<table>
<thead>
<tr>
<th>Topic</th>
<th>Happiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>2 X 40 minutes (1 meeting)</td>
</tr>
<tr>
<td>Day/date</td>
<td>Tuesday/ 6th May 2014</td>
</tr>
</tbody>
</table>

1) Pre-Listening Activities
   (1) Greeting the students;
   (2) Checking attendance of the students;
   (3) Teacher elicits the topic by playing the song;
   (4) Teacher asks the students whether they ever listen to the song;
   (5) Students answer the question;

2) Whilst-Listening Activities
   (1) Teacher plays the song again;
   (2) Students listen to the song carefully;
   (3) Teacher reads the underlined words of the song given;
   (4) Students read after the teacher;
   (5) Teacher asks some of the students to come in front of the class;
   (6) Students reads the underline words in front of the class;
   (7) Teacher records the students’ voices.

3) Post-Listening Activities
   (1) Teacher asks the students’ difficulties in comprehend the expression of happiness;
   (2) Teacher guides the students to conclude the materials.

Second Meeting

<table>
<thead>
<tr>
<th>Topic</th>
<th>Giving Compliment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>2 X 40 minutes (1 meeting)</td>
</tr>
<tr>
<td>Day/date</td>
<td>Saturday/10th May 2014</td>
</tr>
</tbody>
</table>

1) Pre-Listening Activities
   (1) Greeting the students;
   (2) Checking attendance of the students;
   (3) Teacher elicits the topic by asking about their filling if someone gives compliment to them;
   (4) Students answer the questions;
   (5) Teacher shares the paper listening shit to the students;
   (6) Students listen to the audio carefully;

2) Whilst-Listening Activities
   (1) Teacher plays the song;
   (2) Students listen to the song carefully;
   (3) Teacher reads the underlined words of the song given;
(4) Students read after the teacher;
(5) Teacher asks some of the students to come in front of the class;
(6) Students reads the underline words in front of the class;
(7) Teacher records the students’ voices.

3) Post-Listening Activities
   (1) Teacher asks the students’ difficulties in comprehend giving compliment;
   (2) Teacher guides the students to conclude the materials.

**Third Meeting**

**Topic** : Champions  
**Time** : 2 X 40 minutes (1 meeting)  
**Date/day** : Tuesday/13th May 2014

1) Pre-Listening Activities
   (1) Greeting the students;
   (2) Checking attendance of the students;
   (3) Teacher elicits the topic by asking whether the students even win the a competition;
   (4) Students answer the questions;
   (5) Teacher shares the paper listening shit to the students;
   (6) Students listen to the audio carefully;
   (7) Teacher asks the students whether they ever listen to the song;

2) Whilst-Listening Activities
   (1) Teacher plays the song again;
   (2) Students listen to the song carefully;
   (3) Teacher reads the underlined words of the song given;
   (4) Students read after the teacher;
   (5) Teacher asks some of the students to come in front of the class;
   (6) Students reads the underline words in front of the class;
   (7) Teacher records the students’ voices.

3) Post-Listening Activities
   (1) Teacher asks the students’ difficulties in comprehend the song given;
   (2) Teacher guides the students to conclude the materials.

3. Observation
   Based on the observation data, the writer has applied the songs in teaching pronunciation and practicing was still did not work well because some students did not pay attention to the instruction given by the writer. The class condition still uncontrolled yet. The writer also could not manage the time well. There were some problems in the teaching and learning process.
   The English teacher as the observer suggested the writer to modify the song and gave punishment to the students who did not pay attention so the classroom condition will be controlled.

4. Reflection
   After finishing planning, action, and observation, the writer reflected the all activities whether the implementation of the songs developed students’ pronunciation mastery or did not. Based on the data have been collected by the writer, it shown that there was an improvement of students’ pronunciation mastery by using songs. Although it had not achieved the target yet, there was something to be prepared to gain the target.
Listening Comprehension Activity

**Instruction: Fill in the spaces with the correct words**

"If I Were A Boy"

If I were boy

Even just for a __________
I’d roll outta bed in the morning
And throw on what I wanted and go

Drink beer with the guys
And chase after girls

I’d kick it with who I __________
And I’d never get confronted for it.

’Cause they’d stick up for me.

[Chorus] If I were a boy
I think I could understand
How it feels to love a girl
I swear I’d be a better man.

I’d listen to her

’Cause I know how it hurts
When you lose the one you wanted

’Cause he’s taken you for granted
And everything you had got destroyed

If I were a boy

I would turn off my __________
Tell everyone it’s broken

So they’d think that I was sleepin’ alone

I’d put myself first
And make the rules as I go

’Cause I know that she’d be __________

Waitin’ for me to come home (to come home)

If I were a boy

I think I could understand
How it feels to love a girl

I swear I’d be a better man.

I’d listen to her

’Cause I know how it hurts

When you lose the one you wanted (wanted)

’Cause he’s taken you for granted (granted)

And everything you had got __________

It’s a little too late for you to come back
"Someone Like You"

By: Adele

I heard that you're settled down
That you found a girl and you're (1) _______ nows /mærld/
I heard that your dreams came true
Guess she (2) _______ you things I didn't give to you /geiv/

Old friend, why are you so shy?
Ain't like you to hold back or hide from the light

I (3) _______ to turn up out of the blue, uninvited /helt/
But I couldn't stay away, I couldn't fight it
I had (4) _______ you'd see my face and that you'd be reminded /haup/
That for me, it isn't over

Never mind, I'll find someone like you
I wish nothing but the best for you too
Don't forget me, I beg, I (5) _______ you said /rI’membə(r)/
Sometimes it lasts in love, but sometimes it hurts instead
Sometimes it lasts in love, but sometimes it hurts instead

You know how the time flies
Only yesterday was the time of our lives
We were born and (6) _______ in a summer haze /reiz/
Bound by the surprise of our glory days
I (7)______ to turn up out of the blue, uninvited /helt/
But I couldn't stay away, I couldn't fight it
I had (8)______ you'd see my face and that you'd be reminded /haup/
That for me, it isn't over

Never mind, I'll find someone like you
I wish nothing but the best for you, too
Don't forget me, I beg, I remember you said
Sometimes it lasts in love, but sometimes it hurts instead, yeah

Nothing (9)______, no worries or cares /kəm’pe(r)/
Regrets and mistakes, they're memories made
Who would have (10)______ how bittersweet this would taste? /nəun/

Never mind, I'll find someone like you
I wish nothing but the best for you, too
Don't forget me, I beg, I remember you said
Sometimes it lasts in love, but sometimes it hurts instead

Sometimes it lasts in love, but sometimes it hurts instead

"Make You Feel My Love"

When the rain is blowing in your face,
And the whole world is on your (1)______,
I could offer you a warm embrace
To make you feel my (2)______.

When the evening shadows and the stars appear,
And there is no (3)______ there to dry your tears,
I could hold you for a million years
To make you (4)______ my love.

I know you haven't made your mind up yet,
But I will (5)______ do you wrong.
I've known it from the moment that we met,
No doubt in my (6)______ where you belong.

I'd go hungry; I'd go black and blue,
And I'd go crawling (7)______ the avenue.
No, there's nothing that I wouldn't do
To make you feel my love.
The storms are raging on the rolling ______
And on the highway of regret.
The winds of change are blowing wild and ______,
You ain't seen nothing like me yet.

I could make you happy, make your dreams come true.
Nothing that I wouldn’t do.
Go to the ends of the ______ for you,
To make you feel my love
To make you feel my love

**Missing Lyrics (3 points)**

I Wanna Be With You – Mandy Moore

I try but I can't seem to get myself to ______ anything but you
Your breath on my face your ______, gentle kiss I taste the truth, I taste the truth
We ______ what I came here for
So I won’t ______ for more

[CHORUS]

I wanna be with you
If only for a night
To be the one who's in your arms to hold you tight
I wanna be with you
There's nothing more to say
There's nothing else I want more than to feel this way
I wanna be with you

So I'll ______ you tonight like I would if you were mine to hold forevermore
And I'll ______ each touch that I've wanted so much to feel before, to feel before
How ______ it is
Just to be like this

[CHORUS]

Oh, baby
I can't ______ this feeling anymore (anymore)
Drives me ______ when I try to
So call my name and take my hand
Can you make my ______, baby, your command(command)?

Table 4.2
## Students’ Speaking Score Pre-Test, Post-Test I, and Post-Test II

<table>
<thead>
<tr>
<th>No</th>
<th>NAME</th>
<th>NPM</th>
<th>Pre Test</th>
<th>Post Test I</th>
<th>Post Test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R H</td>
<td>12120375</td>
<td>75</td>
<td>70</td>
<td>70</td>
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<tr>
<td>2</td>
<td>I D B</td>
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<td>50</td>
<td>55</td>
<td>65</td>
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<tr>
<td>3</td>
<td>RS</td>
<td>12120380</td>
<td>45</td>
<td>60</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>DM S</td>
<td>12120383</td>
<td>60</td>
<td>80</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>JPS</td>
<td>12120384</td>
<td>60</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>RFS</td>
<td>12120385</td>
<td>70</td>
<td>85</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>EGHS</td>
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<td>45</td>
<td>50</td>
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<tr>
<td>8</td>
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<td>55</td>
<td>85</td>
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</tr>
<tr>
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<td>FAS</td>
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<td>85</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
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<td>75</td>
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</tr>
<tr>
<td>18</td>
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<td>ERH</td>
<td>12120612</td>
<td>55</td>
<td>60</td>
<td>75</td>
</tr>
</tbody>
</table>
Based on the data above, 1 student was absent so in post Test I there were 23 students. It can be interpreted that the mean of the students’ post test I score was:

\[ M = \frac{\sum X}{N} \]

\[ = \frac{1590}{23} \]

\[ = 69.13 \]

It was better than the score of Pre test after using Media English Song.

Based on the data above, 3 students were absent so in post Test II, 21 students joined the test. From the result of post Test II, it can be interpreted that the mean of the students’ post test II score was:

\[ M = \frac{\sum X}{N} \]

\[ = \frac{1855}{21} \]

\[ = 88.33 \]

From those interpretations, the writer obtained that there are improvement of students those score shows the successful of the Classroom Action Research toward students of the eight semester of English Department students of FKIP - UHN.
The graph shows that there are improvements of students’ pronunciation mastery. The improvement of the students mean the score of the test keeps increasing from the pre-test up to post-test II.

The quantitative data were obtained from observation sheets, questionnaire sheets, and diary notes. The analysis of qualitative data as follows:

The Research Finding and Discussion

The finding of this research shows that English song can improve students’ pronunciation mastery. The improvement can be proved from the mean of the students’ score from pre-test up to post-test II. The mean students’ score in pre-test is 43.83 the mean of post-test cycle I is 69.13, and the mean of the post-test cycle II is 88.33

This improvement does not only happen in the mean of the students’ scores, the data indicates that songs is the effectively media because it improve students’ pronunciation mastery and helps the lecture to teach pronunciation.

The qualitative data shows that the students become more eager to receive the pronunciation material during teaching and learning process. From diary notes, it could be seen that students was very interested and enjoyable in learning pronunciation and more active in practicing their pronunciation by using English songs.

5. Conclusion

After conducted this study the writer concludes that songs can improve students’ pronunciation mastery, especially for the eight semester of English Department students of FKIP - UHN. The improvement can be proved from the mean of the students’ score from pre-test up to post-test II. The mean students’ score in pre-test is 43.83 the mean of post-test cycle I is 69.13, and the mean of the post-test cycle II is 88.33

Suggestion

Teaching Pronunciation is not easy, since English is a Foreign Language in Indonesia, some phoneme is not pronounce in Bahasa Indonesia
Writer suggest English tutor may use English songs as media on their teaching-learning pronunciation process. Songs can be implemented when the teacher wants to teach vocabulary, grammar, and pronunciation.

For the further research, English song as media can be applied in other level of students.

REFERENCES


