

## THE INFLUENCE OF USING ENGLISH SONGS ON THE STUDENTS' ACHIEVEMENT IN PRONOUNCING ENGLISH WORDS

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### ABSTRACT

This research aimed at identifying the influence of using English songs on students' achievement in pronouncing English words at SMP Islam Cendekia Aceh Besar Academic Year 2018/2019. The population of this research was all VII Grade students. The sample of the research was divided into 31 students of the experimental group and 32 students of the control group. The experimental group was taught by using English songs technique while the control group was not taught by using English songs. This research was experimental research, under quasi experimental research. The data were taken from an oral test method or sound of production and questionnaire which were given in the learning process. The result of the research shows that the English songs technique can influence the students' achievement in pronouncing English words. It is concluded from the post-test that there was a statistical difference in the mean score between the experimental and control group. The mean score of the experimental group was 81.51 and the mean score of the control group was 60.37. It means that the mean score of the experimental group is higher than the control group. Moreover, the result of z-test indicated that the students taught by using an English song had a better improvement in English word pronunciation in which z-score (9.05) was higher than the critical value (1.96). It could be concluded that English song strategy effectively improved students' achievement in pronouncing English words.

**Keywords:** *influence, students, English songs, pronunciation*

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## **INTRODUCTION**

In order to increase students' ability of using English correctly, students need to learn four skills in English language. They are listening, reading, speaking and writing. Aside from that, they also need to know and try to master sub skills such as pronunciation.

English curriculum in Indonesia based on 2013 curriculum, students are expected to be able to pronounce English words properly. Pronunciation is one of the most important parts of English to communicate with others. However, in reality there are many students in Junior High School could not pronounce words and read sentences in English appropriately. Curriculum 2013 (Kementerian Pendidikan dan Kebudayaan (2013) expects students to understand the elements of English language well, including pronunciation, vocabulary, grammar, spelling, etc. Nevertheless, in a real condition, most students still produced wrong pronunciation. Therefore, it is important to solve this problem by teaching students how to pronounce English words correctly.

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. For instance, at times, there are some words which are not difficult to pronounce, yet Indonesian learners are misled by the spelling. For example, the words "up" [ʌp], "tea" [ti:]. "duck" [dʌk], "cup" [kʌp], "see" [si:] are not pronounced as they are written. In other cases, the difficulties are due to interference from the first language to the target language. For example "sleep" ('sli:p), "tree"(tri:), "true" ('tru:) in which these do not exist in Bahasa Indonesia. Consequently, most students got speaking score under 50, especially in the pronunciation and intonation part.

Another problem is caused by particular English teachers who usually tend to use drilling or repetition of words. Firstly, teachers say a word or a sentence, and after that they ask their students to repeat it together. Some students do the instruction but others do not follow it. This way makes students feel bored and the class atmosphere is not alive. It happens because there was no interaction among students or students to teacher. The result is that most students could not pronounce English words properly and get low score in learning English. Therefore, it is better for a teacher to teach students with something interesting and valuable in pronunciation subject. Teachers should have several special strategies to make their students motivated to learn English.

There are two fundamental principles in a 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.

Learners need a way of teaching that is enjoyable and practical so that finally they can integrate themselves into English, for example using English songs may get students integrated to English. Songs have become an integral part of the language experience, and thus it is a very useful tool in a foreign language grouproom. They provide an excellent way to improve pronunciation as well as learn more about the target culture.

Songs are not only powerful to young people but also affect their feelings and energy levels. Without even thinking about songs, people use songs and other musical sounds to create desired moods to make themselves happy. Songs often referred to music are something to enjoy in movement and dance, to energize, to bring back powerful memories, to help people relax and even to focus. Throughout history, people have used sounds for different purposes, and this has certainly enhanced their learning and living in many different ways. Many people consider songs to be a very important part of their lives. However, it is not used as often as at work and in school (Millington, 2011).

Therefore, this present study aims at investigating the effect of songs on the students' vocabulary achievement. In other words, we would like to figure out whether the students taught by using songs achieved a better performance in terms of pronunciation than those who were taught pronunciation by using songs.

## **LITERATURE REVIEW**

### **Definition of Song**

Simms (1993) defines a song as one short piece of movement that has lyrics, rhythm, melody, harmony and expression. Song is a musical composition for the voice of several voices, and short poem whether intended to be sung or not; a lyric or ballad. In other words, it shows that song is a group of beautiful words in which there is a message in it to be conveyed to other people and presented with beautiful music. It deals with some themes. It deals with story, advice, study, religion, environment, universe, love, happy and sad feeling.

Utami (2002) stated that song is a short piece of music with words that everyone sings. Most people like songs. It is believed that songs are like magic. People can cry, laugh, be sad or be angry only by listening to songs. From songs, they can also learn a lot of things such as culture and new words. Based on the reasons above, we believed that songs can be used as an alternative way in language learning.

### **Criteria of the Songs**

According to Milek (1993), there are some criteria for choosing songs in teaching English, that are, the ideal song, the lyric of song, clear pronunciation and being rich in vocabulary and containing a message. He explained that an ideal song for teaching is the one written primarily for the lyrics to be listened clearly, as opposed to songs featuring a lot of drum and loud guitars, intended primarily to be danced to. Usually 'dance' songs focus mainly on music. There is little lyrics there, so the teaching goal in this kind of songs is almost none.

The lyrics of a song should be easily discernible. Each word must be clearly pronounced; otherwise, students are unable to catch the meaning and would be tensed while listening. Usually solo artists are easier to understand than most bands, so that it is better to choose a song sung by soloists. Bands often use a chorus next to the lead singer's voice. Sometimes, it happens that mixing many voices may result in creating two or more parallel songs that complement each other. The effect is often rich and interesting, but it may create confusion in students' minds when they try to separate one of the lyrics from the other.

Not all songs are suitable for a grouproom setting. A teacher choosing a song should avoid the ones which are too fast-paced, or those in which the music buries the singer's voice or in which there is no substance to the lyrics. Finally, songs that verge on the obscene or ones including discriminatory lyrics, for example songs that mock religious beliefs should be avoided.

We have chosen three songs related to the curriculum 2013, *Mother How Are You Today?* By Maywood, *Bismillah (I am Muslim)* by Yusuf Islam, Friends & Children, and *Sing Children of The World* by Dawud Wharnsby. Those songs are not too childish and not too complex. We implemented the songs in building knowledge of pronunciation through song listening activities.

### **Teaching of Pronunciation Using Song as Media**

Language teacher can use songs as part of their grouproom teaching repertoire. Songs containing authentic language are easily obtainable and fun and provide vocabulary, grammar, and cultural aspect of English native speakers as it is better for a teacher to use songs that can describe about the culture of people who speak English as their native language.

Songs can provide valuable speaking, listening and language practice in and out of the grouproom. According to Arsyad (2006), teaching of songs as media is used to convey educational messages. Another definition of teaching songs as media are performs of communication either printed or audio visual and the tools.

From the two definitions above, it can be said that teaching pronunciation by using songs as pedagogical media is to convey teaching materials to students. It can be printed or audio visual and the tools. Media are needed in teaching and learning process because of several factors.

### **Pronunciation**

Pronunciation is the way a word or a language is usually spoken, and the manner in which someone utters a word. In line with the definitions above, Hornby (1995) 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. From the definitions above, it shows conclusion that pronunciation is the way person utters a word or a language.

### **The Significance of Pronunciation**

Pronunciation includes one of the most important language skills. When people are just good in grammar and vocabulary, but they do not pronounce and stress words correctly, their interlocutors will not understand clearly what they say. In spite of this, when their accent is pleasant, they will enjoy talking to each other. Learning how to pronounce a foreign language like a native speaker is difficult but not impossible. The better our pronunciation is, the better people will understand the meaning of our messages. Jones (2011, p. 4) said, "Good speech may be defined as a way of speaking which is clearly intelligible to all ordinary people. Bad speech is a way of talking which is difficult for most people to understand. It is caused by mumbling or lack of definition of utterance."

That is why pronunciation is always important, not only for beginning students, but also for anyone at all times. It is very important that learners begin and develop their pronunciation of English from the beginning levels correctly. Because when they have bad pronunciations habits, they will be hard to acquire a communication successfully.

### **Teaching Pronunciation**

Most of nonnative speakers of English have learnt English as a part of their formal education, and as a result, all of them are literates. They are able to write and read. This is different from the condition found in English speaking countries. They learn the pronunciation, intonation, and other suprasegmental features first, and finally they learn the spelling of the words.

Although nonnative speakers of English are literate enough in their first language, it does not mean that they are literate enough in English language. Therefore, EFL learners should also need to learn about how to pronounce target language words. Harmer (2000, p. 183) stated "Pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably." Concentrating on sounds and showing where they are made in the mouth make students aware of where words should be stressed. In other words, all these things give them extra information about spoken English and help them.

However, Dalton (1998 as cited in Ratnasari, 2017) also stated the importance of students to be aware of the pronunciation elements. When it comes to a language teaching, it is important to note that there is a difference between what is effective as a point of reference or set of bearings for learning (let us call this a model) and what is presented as an attainable behavioral target (let us call this a norm). The task of pronunciation teaching, as in the teaching of any other aspect of language, is (in these term) to establish models for guidance, not norms for imitation.

### **Elements of Pronunciation**

When learning English we will find two kinds of speech features (Ramelan, 1985):

- (1) Segmental features, which refer to sound units, arranged in a sequential order; or it is about consonant and vowel.

- (2) Supra segmental features, which refer to stress, pitch, length intonation another features that always accompany the production of segmental.

### **Factors Affecting Pronunciation**

In studying a foreign language we will find some problems and obstacles, especially in pronunciation. Therefore, helping students to improve their pronunciation is very important. In teaching pronunciation, here are factors that affect pronunciation learning. Kenworthy (1987) proposes some factors that affect student's pronunciation, for example, hearing, native language, age of learners, and motivation and concern for good pronunciation.

#### **a. Hearing**

Some students have great difficulty to hear feature of pronunciation. When they can hear correctly, they are able to understand and can produce sounds correctly. Therefore the key to successful pronunciation teaching is not so much getting student to produce correct sound or intonation tones, but rather to have them listen and notice how English is spoken. The more aware they are the greater the chance that their own intelligence levels will rise.

According to Harmer (2000), there are two ways to train student hearing. The first way is the teacher can give explanation about how the sound are made through diagram in order for students to understand easily. The second way is the teacher can also draw and give some example to their attention every time in our own conversation. So with these ways, we gradually improve the student ears.

#### **b. The native language**

The native language will be the most influential factor affecting a students' pronunciation. If the students are familiar with the sound system of their native language, they will be able to diagnose their own difficulties.

#### **c. The age factor**

Someone who has learned English since they are young tends to have better English pronunciation than others who have learned when they are old.

d. Motivation and concern for good pronunciation

The motivation and concern for good pronunciation also influence the pronunciation. If the motivation and concern are high, the necessary effort will be expended in pursuit of goals. Therefore, we should develop student's motivation in learning pronunciation, to make the student enjoy in learning and also easy to understand.

Based on four factors above, a teacher can assist and plan the teaching learning process, a teacher can influence students in teaching pronunciation. Kenworthy as cited in Nunan (1999) stated that there are three ways which a teacher can influence learners. Firstly, it is important to persuade learners that good pronunciation can greatly facilitate comprehension. Secondly, a teacher should stress that intelligibility and communicative effectiveness, not native-speaking mastery, will be the goal. Lastly, a teacher can demonstrate ongoing concern for the learners' progress in developing intelligible and acceptable pronunciation.

Thus, motivation is a significant factor which affects students' success in learning a foreign language. If we can motivate students in learning, they will put forth the effort needed to develop clear comprehensive pronunciation. Moreover, a teacher's goal of English pronunciation should be more focused on clear, comprehensible pronunciation.

### **Using English Songs as One Way to Teach Pronunciation**

A Song is an attractive way in teaching students. Many songs have been written especially to help children to practice pronunciation and vocabulary. A song can provide an enjoyable and change of habit in the grouproom. A teacher has a useful part to play an important role in language teaching.

A song can be a powerful stimulus to improve students' motivation precisely because it speaks directly to our emotion while still allowing us to use our brain to analyze it. Harmer (2000, p. 28) stated "A piece of music can change the atmosphere in a grouproom or prepare students for new activity. It can amuse and entertain, and it can make a satisfactory connection between the world of leisure and the world of learning."

An enjoyable way to learn English like pronunciation, stress and intonation is by listening and singing songs. For most students, singing is much easier than talking. This makes song useful for practicing difficult sound and also helping students to learn English. Repetition is part of an activity. Moreover, songs can drive students away from



boredom in learning. Therefore, singing a song can be a solution to motivate students.

From the explanation above, we conclude that using songs is an interesting technique in learning a foreign language, we can say that songs are relaxing. They provide variety and fun, and can encourage students to learn by themselves and unconsciously.

### **Procedure in Applying the Songs**

To apply songs in the grouproom, a teacher should plan application sequence of songs. In applying songs, we offer two procedures suggested by Ur and Wright (1993) as follows:

- (a) Preparation: select a tape recording of a song so that you can sing it. Prepare overhead transparency (or a poster/ hand out) of the words of the song
- (b) Procedure: first, play the song on a tape or sing it to yourself; second, show the words of the song; third, ask the students to follow the words; fourth, sing while you play it again.

Moreover, Haycraft (1983) suggested some variations using songs recorded on tape in teaching pronunciation as follows:

- (a) Play the tape as many times as necessary and ask questions.
- (b) Get the group to use line by following the tape.
- (c) Divide up the group and have a group, each singing a line. Reply the tape as often as necessary. Find out who has a good voice and try to get solos. Bring out a student to conduct different combination until the song is familiar.
- (d) Play and sing whenever you want to revise. It is good to play songs at the beginning of group, while everyone is setting down.

For this present study, we will use both procedures suggested by Ur and Wright and Haycraft.

## **RESEARCH METHODOLOGY**

### **Research Design**

This research used the quantitative method with pre-test and posttest design. This research is a type of experimental study under the Quasi-Experimental Design which has both pretest and posttest as well as experimental and control groups with no random assignment of subjects (Edmonds & Kennedy, 2017). A thorough picture of our research design is shown in the following table:

**Table 1. Experimental Design**

Sample	Subjects	Pre-test	Treatment	Post-test
Experimental Group	$G_1$	$T_1$	X	$T_2$
Control Group	$G_2$	$T_1$	-	$T_2$

Source: Hatch & Farhady (1982, p. 22)

Notes:

$G_1$  : Group 1 (the experimental group)

$G_2$  : Group 2 (the control group)

$T_1$  : Pre-test

X : Treatment

$T_2$  : Post-test (Hatch & Farhady, 1982, p. 22)

### **Population and Sample**

In this present study, the research population was all the first-grade students at SMP Islam Cendekia Aceh Besar who took the English subject in the second semester, consisting of 63 students divided into 2 groups in the academic year of 2018/2019. A good sample is one that represents the population to which generalization can be made. If the subject is less than 100, it is better to take all of the subjects. Therefore, the writer took all of the population as sample by means of purposive sampling. According to Arikunto (2006), "Purposive sampling is a 'non-probability' sampling technique which is also known as judgemental, selective or subjective sampling. This type of sampling is used when the sample size is small". Thus, we took one group as an experimental group and another group as a control group.

### **Research Instrument**

To collect the data, we used a subjective test in the form of an oral test or sound production test to know the students' ability in pronouncing English words. We chose 25 words from the three-song lyrics used in this study. Then, the students were asked to pronounce those words one by one. We also recorded the students' voices in pronouncing English words to get empirical data. The test consists of pre-test and post-test.

### **Validity and Reliability of the Test**

Fraenkel, Wallen and Hyun (2012) explain that validity is the truth, suitability, diversity and usefulness of the data gathered in achieving the purpose of research. In other words, validity can be interpreted as a tool

to assess the extent of the instrument used to achieve the objective of research.

According to Fraenkel, Wallen and Hyun (2012), reliability is the consistency or stability of the values, tests score, or weight measurement. Reliability is a measurement to assess the extent of tests, questionnaire, and observation conducted many times and producing the equal results. In short, a test is reliable to the extent that it yields a consistent result.

### **Procedure**

Here are 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 asked the students to pronounce the underlined words of the lyric.
- 2) The writer played the song and the students 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 lyrics.
- 6) The students sang the song together with the music accompaniment. The students worked in-group and then tried to retell the song. Before the group ended, the writer asked them to pronounce the underlined words once again.

At the end, the writer and the students discussed the material and announced the best achievement and the highest score. The teacher concluded the material and asked the students' difficulties in comprehending the material. He also gave the chance to the students who wanted to ask the questions related to the material. Finally, he closed the group and asked the students to learn at home.

### **Data Collection**

The data was taken from the result of the research process as follows: (1) pre-test score, (2) experimental teaching, (3) post-test score.

### **Test of Normality**

Normality test is used to determine if the subject comes from a normally distributed population or not. Sudjana (2002) illustrates the formula as follows:

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where:

$X^2$  = chi-square

$O_i$  = observed frequency

$E_i$  = expected frequency

The statistical calculation of normality test used in this study is the Kolmogorov-Smirnov one which is done by the following four steps:

1. Setting the hypotheses:  
Ho = the score between the experimental and the control group is normally distributed.  
Ha = the score between the experimental and the control group is not normally distributed.
2. Setting the level of significance ( $\alpha$ )= 0.05
3. Analyzing the normality distribution by using Kolmogorov-Smirnov test
4. Comparing the scores between the result and the level of significance value.

The criteria for examining these hypotheses are Ho is rejected if  $x_{count}^2 > x_{table}^2$  on the other hand, Ho is accepted if  $x_{count}^2 < x_{table}^2$ .

### **Data Analysis for Homogeneous Sample**

Homogeneity test is used to determine if the subject comes from a population that has a homogeneous variance or not, and in this case a test of homogeneity variance or not, and in this case, a test of homogeneity of variance is used (Sudjana, 2002):

$$F = \frac{S_1^2}{S_2^2}$$

Where:

F = distribution

$S_1^2$  = variance of experimental group

$S_2^2$  = variance of control group

### **Hypotheses**

There are two hypotheses formulated here, they are the null hypothesis (Ho) and the alternative hypothesis (Ha).

Ho = all the groups have the same mean.

Ha = all the group have the different mean.

The criterion of examining these hypotheses is that if  $F_{count} < F_{table [df(n1),df(n2)]}$ , the null hypothesis is accepted.

### Data Analysis from Tests

Some statistical formulas were used to analyze the data. They were mean, standard deviation and z-test percentage. The mean was used to investigate the average scores of the students. Sudjana (2002) describes the formula as follows:

$$M = \bar{x} = \frac{\sum f_i x_i}{n}$$

Where:

- $\bar{x}$  = Mean
- $\sum f_i x_i$  = The amount of frequency multiple by mid-point of the interval group
- $n$  = The number of samples

Standard deviation was used in order to investigate the variability most often reported in the research and to investigate the significance between different scores of two variables. The formula is as follows (Sudjana, 2002):

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

Where:

- $S^2$  = Variance
- $S$  = Standard deviation
- $(f_i x_i)^2$  = Distribution frequency
- $\bar{x}$  = Mean of the value
- $n$  = Number of samples

Furthermore, z-score was used in order to investigate significant differences in the students' scores. It was specially designed to measure and examine the significant change of the sample after teaching pronunciation by using English songs was applied. The following formula was used since the member of students ( $n$ ) is more than 30 students (Sudjana, 2002).

$$z - score = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:

- $\bar{x}$  = Mean score of the groups
- $s$  = Standard deviation
- $n$  = Number of sample

## RESULTS AND DISCUSSION

### The Normality Test

Table 2 shows the normal distribution of the pre-test results from the experimental group.

**Table 2. The Normality Data of the Pre-Test in the Experimental Group**

Score	Mid Score ( $x_i$ )	Z-score ( $Z_i$ )	Normal Distribution	Area	Expected Frequency ( $E_i$ )	Observed ( $O_i$ )
	24.5	-2.06	0.0197			
25 – 29				- 0.0611	-1.8941	1
	29.5	-1.4	0.0808			
30 – 34				- 0.1253	-3.8843	6
	34.5	-0.82	0.2061			
35 – 39				- 0.2146	-6.6526	10
	39.5	-0.20	0.4207			
40 – 44				1.0761	33.3591	5
	44.5	0.40	0.6554			
45 – 49				0.1907	5.9117	4
	49.5	1.02	0.8461			
50 – 54				0.1034	3.2054	2
	54.5	1.64	0.9495			
55 – 59				0.0383	1.1873	3
	59.5	2.25	0.9878			$\sum O_i = 31$

$$\begin{aligned}
 X^2 &= \sum \frac{(O_i - E_i)^2}{E_i} \\
 &= \frac{[(1 - (-1.8941))]^2}{-1.8941} + \frac{[(6 - (-3.8843))]^2}{-3.8843} + \frac{[(10 - (-6.6526))]^2}{-6.6526} + \\
 &\frac{(5 - 33.3591)^2}{33.3591} + \frac{(4 - 5.9117)^2}{5.9117} + \frac{(2 - 3.2054)^2}{3.2054} + \frac{(3 - 1.1873)^2}{1.1873} \\
 &= (-4.42) + (-25.15) + (-41.68) + 24.10 + 0.61 + \\
 &0.45 + 2.76 \\
 &= -43.33
 \end{aligned}$$

The result of normal distribution above shows that the  $x_{obtain}^2$  is (-43.33). Based on the level of significance  $\alpha = 0.05$  and  $df = k - 1 = 7 - 1 = 6$ . The distribution label of chi-quadrat is  $x_{0.05}^2 = 12.59$ . The criteria of comparing the distribution are:

- if  $x_{count}^2 < x_{table}^2$ , the distribution is normally distributed.
- if  $x_{count}^2 > x_{table}^2$ , the distribution is not normally distributed.

Therefore,  $(-43.33) < 12.59$  or  $x_{count}^2 < x_{table}^2$ . It means that the data of pre-test in the experimental group are normally distributed.

We also tabulated the data of the pre-test in the control group as follows:

**Table 3. The Normality Data of the Pre-Test in the Control Group**

Score	Mid Score ( $x_i$ )	Z-score ( $Z_i$ )	Normal Distribution	Area	Expected Frequency ( $E_i$ )	Observed ( $O_i$ )
	24.5	-1.74	0.0409			
25 - 30				-0.1276	-4.0832	5
	30.5	-0.96	0.1685			
31 - 36				-0.2562	-8.1984	10
	36.5	-0.19	0.4247			
37 - 42				-0.1437	-4.5984	10
	42.5	-0.58	0.2810			
43 - 48				0.6305	20.176	3
	48.5	1.35	0.9115			

49 - 54				0.1755	5.616	3
	54.5	2.13	0.9834			
55 - 60				0.0147	0.4704	1
	60.5	2.90	0.9981			$\sum O_i =$ 32

$$\begin{aligned}
 X^2 &= \sum \frac{(O_i - E_i)^2}{E_i} \\
 &= \frac{[(5 - (-4.0832))]^2}{-4.0832} + \frac{[(10 - (-8.1984))]^2}{-8.1984} + \frac{[(10 - (-4.5984))]^2}{-4.5984} + \\
 &\quad \frac{(3 - 20.176)^2}{20.176} + \frac{(3 - 5.616)^2}{5.616} + \frac{(1 - 0.4704)^2}{0.4704} \\
 &= (-20.20) + (-40.39) + (-46.34) + 14.62 + 1.21 + 0.59 \\
 &= -90.51
 \end{aligned}$$

The result of normal distribution above shows that the  $x_{obtain}^2$  is (-90.51). Based on the level of significance  $\alpha = 0.05$  and  $df = k - 1 = 6 - 1 = 5$ . The distribution label of chi-quadrant is  $x_{0.05}^2 = 11.07$ . The criteria of comparing the distribution are:

- if  $x_{count}^2 < x_{table}^2$ , the distribution is normally distributed.
- if  $x_{count}^2 > x_{table}^2$ , the distribution is not normally distributed.

Therefore,  $(-90.51) < 11.07$  or  $x_{count}^2 < x_{table}^2$ . It means that the data of pre-test in the control group are normally distributed.

### The Homogeneity of Variance Test for the Pre-test of Experimental Group and Control Group

Previously, in finding the normality of the test, the results showed that the data were normally distributed. Further, the homogeneity of variance test for the pre-test data of both the experimental and control group should be conducted. The hypotheses are as follows:

$H_0$  = the pre-test scores of both groups are homogeneous

$H_a$  = the pre-test scores of both groups are not homogeneous

The hypotheses have been proven by using the level of significance 5% ( $\alpha = 0.05$ ) with the criteria:

If  $F_{obtain} < F_{table}$ ,  $H_0$  is accepted

If  $F_{obtain} > F_{table}$ ,  $H_0$  is rejected



According to the pre-test data, the variance of the experimental group is 66.6, while the variance of the control group is 60. Therefore, the homogeneity score is:

$$F = \frac{\text{the experimental score}}{\text{the control score}} \\ = \frac{66.6}{60} \\ = 1.11$$

According to the significance level at 5% (0.05), the  $F_{table (k-1, n-k)}$  or  $F_{table (2-1, 32-2)} = F_{(1, 30)} = 4.17$ . From the calculation, it was found that  $F_{obtain} < F_{table}$  in which  $F_{obtain}$  is 1.11 while  $F_{table}$  is 4.17, and thus  $1.11 < 4.13$ . The data finding indicates that  $H_0$  is accepted. It means that the variance of both the experimental and control group is homogeneous.

The statistical summary of the pre-test is described in the table below. The range, mean, z-score and standard deviation of both the experimental group and control group are presented in the following table:

**Table 4. Statistical Summary of the Pre-Test of Experimental group and Control Group**

	Experimental Group	z-score	Control Group
<b>N (number of students)</b>	31	1.6	32
<b>R (Range)</b>	30		35
<b>X (Mean Score)</b>	41.20		38
<b>S (Standard Deviation)</b>	8.16		7.74

The difference of the pre-test of the experimental group and the control group are on mean score and standard deviation. For the experimental group, the mean score was 41.20 and for the control group was 38. While the standard deviation in the experimental group was 8.16 and the control group was 7.74. It means that there was no significant difference on the ability of the students in pronouncing English words between experimental group and control group before the writer gave the treatment.

To see whether there is a significant difference between the experimental group and control group in their performance, Table 5 is constructed.

**Table 5. Statistical Summary of Post-Test of Experimental Group and Control Group**

	<b>Experimental Group</b>	<b>z-score</b>	<b>Control Group</b>
<b>N (number of students)</b>	31	9.05	32
<b>R (Range)</b>	40		55
<b>X (Mean Score)</b>	81.51		60.37
<b>S(Standard Deviation)</b>	8.30		7.98

There are different results between the post-test of the experimental group and that of the control group. The differences are on standard deviation and mean scores. The standard deviation score of post-test of the experimental group was 8.30, while that of the control group was 7.98. Then mean score of the experimental group was 81.51, while the mean score of the control group was 60.37. Thus, there was significant difference on the ability of the students in pronouncing English words in the experimental and control group.

In other words, the results from the two groups were significantly different, with the experimental group getting significantly higher results. This means that the results proved that English song strategy gave positive effect on the students' achievement in pronouncing English words

## **Discussion**

Based on the results of this study, the use of English songs in learning English pronunciation was found to make the students achieve a better performance in pronouncing English words. It was successfully conducted to the experimental group. From the two mean scores, the mean score of the experimental group was 81.51 and that of the control group was 60.37. Furthermore, the z-score between the experimental group and control group in the post-test was 9.05. The critical value of z-score for the degree of freedom of  $Z_{0.025}$  was 1.96 at the level of significance of 5% (0.05). Therefore, the calculation of z-score (9.05) was higher than the critical value (1.96). Hence the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In other words, it implies that the students who were taught pronunciation by using English songs gained a better result than those who were not taught by using English songs. The finding of this research is similar to Shahrokhi (2014) who conducted an experimental research entitled The Effect of

Listening to Song on Iranian Children's Segmental and Suprasegmental Pronunciation. He found that by using English songs strategy, the students could increase their pronunciation by always listening to English songs.

Furthermore, the result of this research is also in line with Jessica, Basri and Ohoiwutun (2015) who stated that there was a significant difference of their students' ability in pronouncing English words after they were taught by using English songs. Based on their research, English songs can improve the pronunciation of the eighth grade students of SMP Katolik St. Paulus Palu. In short, the application of English songs is effective to be used to improve the students' ability in learning pronunciation. Fitri (2016) also asserted that implementing English song technique gives a great contribution in teaching and learning process on the improvement because English songs technique has a good effect and give a better result on the students' pronunciation.

In conclusion, the use of English songs helps students to be more adaptable to pronounce English words. Most of the students agreed that leaning English pronunciation through songs helped them to learn more easily. The student also had fun and enjoyed the group. The activities in group clearly increased their motivation to learn English pronunciation. Moreover, they could apply this knowledge to improve their basic English skills, as well as use their skills in the real situations in their daily lives.

## CONCLUSION AND SUGGESTION

After analyzing the data in the previous chapter, there are two main conclusions which are made concerning the result of the study. First, it is clear that the students who were taught English pronunciation by using English songs achieved a better performance in pronouncing English words. It can be seen from the mean score of the experimental group (81.51) and that of the control group (60.37). The z-score between the experimental group and control group in the post-test is 9.05. The critical value of z-score for the degree of freedom of  $Z_{0.025}$  is 1.96 at the level of significance 5% (0.05). Therefore, the calculation of z-score (9.05) is higher than the critical value (1.96). Hence the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In other words, it indicates that the students' achievement in pronouncing English words by using English songs had better results than those who were not taught by using English songs.

Based on the conclusion above, we suggest that it is better for English teachers to use songs on their teaching-learning process since songs have a very big benefit for the students. Songs can be implemented when a teacher wants to teach vocabulary, grammar, pronunciation, or kind of text. English teachers use the English songs in teaching English pronunciation to EFL learners. The difficulties faced by the students in learning English could be handled well. Teachers should motivate the students to learn English and provide them more grouproom activity by using English songs. English songs should also solve the students' problem in learning pronunciation.

We realize that there are some limitations and weaknesses in this study. It employed only one group from one school to conduct the experiment. Hence, the result of this study cannot be interpreted to other levels of school and educational institution. To cover these limitations, further research with larger samples and more schools in different educational levels are recommended.

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