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## **The Effect of Using Rap Songs on Students' Pronunciation Achievement**

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### **ABSTRACT**

Rap songs could be challenging and interesting media and teaching materials for students to follow the English teaching and learning process, especially pronunciation. The design of this study was quasi-experimental research with posttest only. The two classes were chosen as the experimental group and control groups by considering the result of homogeneity test. The experimental group was given treatment of English pronunciation using rap songs, while the control group was given the conventional treatment using drilling. Posttest was given to both groups. The data was analyzed using non-parametric statistic that is, the Mann-Whitney U test. The sig value of Mann-Whitney U test by using SPSS software was 0.000 and that was less than 0.05 with 95% of significance level. It means that the null hypothesis was rejected, thus alternative hypothesis was accepted. It means that there is a significant effect of using rap songs on students' pronunciation achievement. These results are in line with statement of some researcher that songs are good factors that could be enjoyed and motivate learners. The learning process that uses rap songs provides a means for teachers to easily incorporate music into their teaching.

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### **INTRODUCTION**

People can support their future development to get a better job, to communicate in the workplace, and to communicate with people from other countries, by mastering English. Being able to speak English is important because speaking is used to seek or express opinions and persuade people. Speaking is also used in describing things, complaining, making a request, entertaining, etc. Most of language students study English to develop their speaking skill to get better mastery in studying English (Richards and Renandya, 2002:201) and use it in real life or daily activity (Ur, 1996).

Riggenbach and Lazaraton (1991) said that English students will be successful if their communicative skill is effective.

According to Harmer (2000), being aware of pronouncing words has a big impact in producing words and understanding what to say. In communicating with others, pronunciation should be mastered. In speaking mastery, the fluency in pronunciation is needed. To speak fluently, English students are recommended to improve their pronunciation because it is important to pronounce the words correctly to be understandable. Farmand and Pourgharib (2013) said that good pronunciation is when the words we pronounce can be understood by listeners. Pronunciation is important to be taught to early English students. Students' language skills develop faster when they practice and use the language in social interaction (Zimmerman, 2009). In the learning process, students might face some obstacles such as when pronouncing consonants that are related by points of articulation, manners of articulation, and aspirated or non-aspirated voicing (Pimwan, 2012:2).

Songs are regarded as popular and effective media in learning English, but they are not fully exploited and developed (Frierike Tegge, 2017). Songs are good media for the students to improve pronunciation. Some researchers have conducted researches dealing with how songs improve students' pronunciation. In the research conducted by Ratnasari (2007) entitled "Songs to Improve the Students' Achievement in Pronouncing English Words", reported that the seventh grade students often got difficulties in pronouncing words. It might happen as Indonesian has differences in pronouncing mother tongue and English. English has its own symbols and sounds in pronunciations which are not the same as the ones in Indonesian.

Singing English songs has direct impact on students' pronunciation skill. By using songs, a teacher can make learning process more fun and interesting. Students will be motivated in learning how to pronounce the words in the lyric. Songs also make students more relax in the teaching and learning process. Pimwan (2012:4) said that "Songs provide a great motivation and stimulate positive emotion to the students".

In this research, the songs chosen were rap songs. Specific discussion concerning rap songs was stated by Uhlig, et al (2017) that applying singing everyday and associating it in music therapy could increase deeper emotional expression. Less frequent rapping in a song could decrease aggressive behaviour. He also suggests special development study in using rap songs for quality improvement. Rap songs could be challenging and interesting media and materials for students to follow the English teaching and learning process.

Based on the result of interview with the English teacher at MTs. Unggulan Al-Qodiri I Jember, the students still face some obstacles in pronouncing English words. This is because they are not familiar with the words and how to produce the sound. Besides, the teacher at this school has never applied rap songs in teaching pronunciation. Appropriate, compatible, and easy rap songs could be media to drill the students' pronunciation in an interesting way. This research was conducted to present appropriate English rap songs for the eighth grade junior high school students entitled, **"The Effect of Using Rap Songs on Students' Pronunciation Achievement"**.

## METHODOLOGY

The design of this study was quasi-experimental research with post-test only. From six classes, the two classes were chosen as the experimental group and control

groups by considering the result of pre-test consisting of approximately 40 enclosed words. The experimental group was given treatment of English pronunciation using rap songs, while the control group was given the conventional treatment using drilling.

This research was conducted at MTs. Unggulan Al-Qodiri I Jember and the population of this study was all the eighth grade students of this school studying at the Academic Year of 2019/2020. There were 6 classes of the eighth grade (VIII A, VIII B, VIII C, VIII D, VIII E and VIII F). The researcher chose 2 classes by using cluster random sampling, one was the experimental group and the other one was the control group.

All of the students in 2 chosen classes were the participants of the research. The homogeneity test consisted of 20 enclosed words for the students to be pronounced. To determine whether the population is homogenous or not, is used Analysis of Variance (ANOVA) test. The result of the homogeneity test was homogenous, so the researcher chose two classes by using cluster random sampling. All students in class C is chosen as experimental group, and class B as control group by using lottery. Data collection method is used test, interview, and documentation.

After both groups got the treatment, the data obtained from the post-test were analyzed using Mann Whitney U formula to compare the mean scores and to find whether or not there was a significant effect of using rap songs on the students' pronunciation achievement. The researcher used SPSS program to analyze the data, and applied 5% of significant level (confidence interval 95%). If the result of sig. is lower than 0.05, it indicates that the null hypothesis is rejected, and the alternative hypothesis is accepted (Nasir, 2003).

## RESULT AND DISCUSSION

This chapter explains the description of the experimental treatment, the results of data collection, the hypothesis verification, and the discussion.

### **The Description of the Experimental Treatment**

There were two groups of Participants in this research. They were experimental group (Class VIII C) and control group (Class VIII B). As has been explained in Chapter III, the experimental group received the treatment that was teaching pronunciation by using Rap Songs; while the control group was taught by using drilling technique (conventional). Both groups received the same materials and the teaching learning process was conducted in three meetings for each group.

Both groups had the same activity but there was different treatment that was done to the experimental group. In the observing section, the teacher distributed the rap song lyric to the students and then they read the lyric sheet given silently. In questioning section, the teacher asked the students to ask some questions related to the rap song or the lyric sheet. For the experimenting section, the students of the control group were drilled the learning material (text) line by line and the students experimental group were asked to sing the rap song together after the teacher gave the examples on how to sing the rap song. In the associating section, both groups received the students' worksheet to be done. In the last section, that is; communicating, the students and the teacher discussed the answers from the students' worksheet together and the teacher also gave feedback to the students.

Post-activity for both the control and the experimental groups had the same activity. The teacher asked the students whether they had questions about the lesson.

After that, the teacher led the students to draw conclusion about the lesson they had and at last the teacher closed the lesson.

### **The Result of Data Collection**

The data analysis was used to analyze the primary data. Documentation in this research was used to get the supporting data about the total number of the classes of the eighth grade students of MTs. Unggulan Al-Qodiri I Jember and the initial names of the participants. The number of the classes consisted of 6 classes, they were, Class VIII A, Class VIII B, Class VIII C, Class VIII D, Class VIII E and VIII F. The students from all the classes were given pronunciation test. The pronunciation test consisted of pre-test and post-test. The pre-test was done to find out whether the population was homogeneous or not, then post-test was done to find out whether there was any significant effect or not of using rap songs on the students' pronunciation. After getting the results of the pre-test, the result was used to choose two classes; the experimental and the control groups.

The Levene's test shows the results of sig. is 0.987 and can be concluded that the assumption of homogeneity of variance is fulfilled, because the significant value obtained is more than 0.05, consequently the data of students' pronunciation test in all classes are relatively the same or we can say that the population is homogeneous.

### **Post-test Result**

Post-test was administered by the researcher by organizing a test which consisted of 40 isolated enclosed words read aloud by the students. The students were called one by one into the class while the other students were waiting for their turns outside the class. The scoring was done twice; in the class when the students did the test and it was rechecked using the recording of the students. Basically, the post-test was done to measure the students' pronunciation.

Score 2.5 was given when the students' were able to pronounce the words correctly, the students got score 1 for a word if the students' pronunciation was correct but the placement of the word stress was wrong, the students got 0 for a word if also pronunciation was wrong and the placement of the word stress was also wrong or both pronunciation and word stress placement were wrong.

The data were considered normal when the probabilities were larger than 0.05. The significant value of the experimental group is 0.000 and the control group sig is 0.023, thus both had probabilities value more than 0.005. Therefore it can be concluded that the result of the post-test was not distributed normally.

### **The Hypothesis Verification**

Based on the result of the post-test, the data were not normally distributed but had the same or homogeneous variance. Therefore the data was analyzed using non-parametric statistic that is, the Mann-Whitney U test. Mann-Whitney U test was used because there were only 2 research groups. The results of data analysis are shown in the following table.

**Table 1. Analysis Using Mann-Whitney U Test Statistics Test**

	Results
Mann-Whitney U	96.000
Wilcoxon W	396.000

Results	
Z	-3.550
Asymp. Sig. (2-tailed)	.000

According to Table 1, it could be reported there was a significant effect of the use of rap songs on students' pronunciation achievement. It can be seen on the significant value of the students' pronunciation achievement from the experimental group and the control group (sig. 0.0000,  $p < 0.05$ ). Based on the output of Mann-Whitney U test by using SPSS software, the value of sig was 0.000 and that was less than 0.05 with 95% of significance level. It means that the null hypothesis was rejected, thus alternative hypothesis was accepted.

The null hypothesis of this research is "there is no significant effect of using rap songs on students' pronunciation achievement", and the alternative hypothesis of this research is "there is a significant effect of using rap songs on students' pronunciation achievement". When the alternative hypothesis is accepted, it means that there is a significant effect of using rap songs on students' pronunciation achievement.

The mean score of post-test in the experimental group was 78.0000, and in the control group was 63,7292. In addition, there was a significant mean difference of the students' pronunciation achievement between the students who were taught by using rap songs and those who were not. The significance level of students' pronunciation achievement between the experimental group and the control group was .000 which was lower than .005. Thus, there was a significant effect of using rap songs on students' pronunciation achievement.

These results are in line with what Ghanbari and Hashemian (2014) stated that songs are good factor that could be enjoyed and motivate learners. Teacher still needs to be creative and innovative in their teaching practices. Arias (2013) in his study reported that songs are valuable pedagogical tools in learning English and have positive impact in teaching English for young learners. Burhayani, 2013; Apsari, 2012; Asih, 2011; El-Nahhal, 2011; found that songs played a significant role on vocabulary acquisition and learning. Alipour, Gorjian and Zafari (2012) in their study confirmed that learners could focus on the lyrics to catch the new vocabulary, realized them, learned the new words and memorized them easily. Shehadeh, et al (2016) showed that songs were effective tools for teaching pronunciation.

Talking about rap songs, there was also an empirical evidence that music could really aid in learning a language. Schon, et al. (2008) conducted studies on songs as aids for language acquisition showing that students who learned a new language with musical accompaniment could discern separate words better than students who listened to sentences (lyrics) unreinforced by music. The rhythm and intonation of songs can cause learners to hear prosody that is subtle in speaking. Furthermore, when learners sing or rap, they must connect words and stress certain syllables in order to follow the musical pattern. Thus music helps language learners in both listening to and producing prosody.

Another study conducted by Supeno (2018), reported that students were able to recall texts better when they learned language which was accompanied by music. In this study, the involuntary playback of a phrase that often occurred from listening to music aided students in memorizing a text. Likewise, students who learned language with rap would be aided in memory of vocabulary, grammar and scripted discourses. Finally, the fact that all cultures have music that people enjoy makes music a common

ground.

The learning process that uses rap songs provides a means for teachers to easily incorporate music into their teaching. It requires nothing more than the teacher in playing the audio or video rap and allowing students to listen, speak along, and learn. Teachers do not need any expertise in music or much preparation time to work with the raps. Other curriculums bring music into the class generally require teachers to be able to perform music on some level. However, the learning that uses rap songs does not require teachers to be musical because rap is actually spoken and not sung. Furthermore, teachers who are not confidence in singing have not need to perform because the recordings provide everything needed. In this way, the curriculum fills the gap of providing language teaching using music for teachers who are not musically inclined.

## CONCLUSION

Based on the results of the data analyses and interpretations in the previous chapter, it could be concluded that there was a significant effect of using rap songs on the students' pronunciation achievements.

Based on the conclusions of the study, some suggestions are : (1) to the English teachers are suggested to use songs, especially rap songs, in the teaching and learning process of English, are also suggested to have good pronunciation. The students are suggested to practice often by listening to the appropriate rap songs through internet (YouTube, Spotify, Joox, etc.), the radio or CD through the facilities of English songs. The Schools and the Education Department as policy makers are suggested to pay more attention to the development of school facilities, especially in relation to the completeness of the songs (rap song), both types of educational songs or equipment such as sound systems, microphones, and cassettes or CDs.

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