

AN ANALYSIS OF THE PROCESS OF TEACHING PRONUNCIATION THROUGH SONG

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Penelitian ini bertujuan menganalisa proses pengajaran *pronunciation* menggunakan lagu dan menentukan pengucapan *fricatives consonants* yang sulit bagi siswa. Penelitian ini merupakan penelitian deskriptif kualitatif dengan desain triangulasi menggunakan instrument; observasi dan tes. Sampel dipilih dengan menggunakan probabiliti sampling acak sederhana. Pengajaran dan uji coba dilakukan di kelas. Data dianalisis dengan melihat hasil dari observasi dan tes. Hasil pengujian menunjukkan bahwa proses pengajaran menggunakan lagu diterima dengan baik oleh siswa dan juga mereka memperbaiki *pronunciation* mereka dan siswa tetap menemukan kesulitan dalam mengucapkan kata-kata yang berisi *fricatives consonants*.

This research aims to analyze the process of teaching pronunciation through song and determine mispronounced friction/fricatives sounds that is done by the students. This qualitative descriptive employed triangulation with two kinds of Instruments; observation sheets and pronunciation test. One class is randomly taken as sample of the research by using lottery. Teaching and learning conducted in the sample class. The data were analyzed based on the result of observation and pronunciation test. The result of the research showed that the process of teaching pronunciation through song is well accepted by the students well and it can improve students' pronunciation and the students still find difficulties in pronouncing the words containing fricatives consonants.

Keywords: *fricatives consonants, observation, pronunciation test*

INTRODUCTION

Pronunciation is an important element in teaching English. The importance of teaching pronunciation remained one of the most widely debated subjects in the field of language teaching. Celce-Murcia, Brinton, & Goodwin, (1996:23) says that the most important part of learning a second language *rests on pronunciation*. There is no doubt that we set about pronunciation to learn the foreign language, then we learn speaking, reading, writing and we finally reaped the benefits and have access to the second language.

Pronunciation involves more aspects than individual sounds. Word stress, sentence stress, intonation, and word linking influenced the sounds of spoken English such as plosive, fricative, affricative, nasal, lateral and glottal. “The pronunciation class ... was one that gave primary attention to phonemes and their meaningful contrasts, environmental allophonic variations, and combinatory phonotactic rules, along with ... attention to stress, rhythm, sounds and intonation.” (Morley, 1991: 484). For example, “What are you going to do?” Indonesian students still uses Indonesian pronunciation with their mother tongue. O’Connor (1989) also defines pronunciation as the organized sound that is very different from written language. English pronunciation involved too many complexities for learners to strive for a complete elimination of accent.

Teacher’s creativity was also needed in order to make the learning situation run appropriately. But it did not happen in the school where the researcher conducted the research. Students felt bored in learning because the teacher was not able to make it interesting the teaching learning process. Especially in pronunciation

activities where the students were required for having personal focus attention totally to achieve this proficiency.

In this research, the researcher proposes that song can encourage the students' enthusiasm in teaching learning process. Weikart (1988:12) states that song is short poem or verses set to music and intended to be sung. Song also allows the students to build their confidence. Here, song as an alternative media to teach pronunciation because the researcher considers that it will create an enjoyable teaching learning activity for the students. Noteboom (1983:170) emphasizes that it was necessary for adults or preschool teachers to motivate student to interact with song in enjoyable ways because passive listening may not encourage language development. Another consideration why the researcher use song in teaching English pronunciation to the students is because its tone that could interest them when they were studying pronunciation.

Based on the explanations above, the researcher conducted the research in SMA Negeri 15 Bandar Lampung. The researcher assumes that teaching pronunciation through song may help the teachers to solve the problems faced by the students when they are teaching pronunciation in the class. Besides, the researcher has also found that this technique has never been implemented there yet.

RESEARCH METHOD

This research aims to describe the process of teaching pronunciation through song students at Senior High School. Considering the objective of the research, a descriptive qualitative method is employed to conduct the research. It is not designed to have some treatments or manipulations upon the subjects being investigated. The role of the researcher is limited on making some interpretations.

This approach can be seen from the data collecting technique. Through the method, the research can concentrate on a specific analyzing of teaching pronunciation by using song at senior High School and determining on the mispronounced sounds that is done by students in teaching learning process.

Based on the nature of descriptive research, this research will not use hypothesis. Tentative answers to the research using to build up hypothesis that were verified based on empirical data. They apply as foundation used by the writer to analyze the teaching of pronunciation by using song at Senior High School. They are also used to explain the result of the analysis.

The way of interpreting the data characterizes the research as to get the meaning of the phenomena and eventually reach conclusion. This is done inductively, meaning that the conclusions are drawn based on the facts given or obtained from the subjects.

The subject of this research is the students at the first grade of SMAN 15 Bandar Lampung odd semester in academic year of 2012/2013. They are grouped in the class. There are 7 classes in that school. The number of students in each class was 36 students in average. And the researcher goes to that school, observes, and chooses one class that is randomly taken as the sample of the research by using lottery.

To collect the data, the researcher needs two kinds of Instruments; 1) observation sheets and 2) pronunciation test. Observation sheet is used to collect data on process of teaching learning in classroom. Pronunciation test is used to collect the data on identifying the mispronounced words.

RESULT AND DISCUSSION

Teaching Learning Process of Observation Sheet 1 of “More Than Words” Song

At first, to warm up the students, the researcher started the meeting by greeting the students. The researcher gave the students the observation sheets, that was, the lyrics of the ‘More Than Words’ song. The students sat on their own chairs and the researcher asked them to read the lyrics first before he played the song. Afterward, the researcher asked the students whether or not they find the difficult words. After that, the researcher started to play the song. It seemed that most of the students enjoyed listening and responding to the song. Furthermore, it was not only good for developing their self-confidence but also effective to check their own pronunciation.

During the last stage in post-activities, the researcher did the pronunciation test. He asked the students to pronounce the 20 words that had been prepared containing friction fricative consonants. One by one the researcher recorded their voices as the references to find the students’ mistakes.

After doing the observation, the researcher found that 52% of students following the teacher to pronounce words containing Fricatives/fricative consonants that containing /f/ and /v/, /s/ and /z/, /ð/ and /θ/, /ʃ/ and /ʒ/, /h/. All of the students following the teacher to sing the song. And 69% of students following the instruction to pronounce other Fricatives/fricative consonants that containing /f/ and /v/, /s/ and /z/, /ð/ and /θ/, /ʃ/ and /ʒ/, /h/.

Teaching Learning Process of The Observation Sheet 2 of “Diamond” Song

In this stage of the teaching learning process for the song “Diamond”, the researcher started the meeting as what they did in the first song. The researcher had prepared

a new song. The researcher gave the observation sheet, the lyrics of the song to the students. Afterward the researcher asked some question related to the song that might open their mind. They are:

During the research, the students always tried to study seriously and enthusiastically. From the observation sheets it could be seen that all the students were interested in following the class. All students responded to the researcher's greeting, they say nicely and paid attention to the researcher. In pre activity 88.9% of the students responded to the topic enthusiastically. 83% of the students seemed to be curious when the researcher asked question related to the material. In while activities 52% of the students paid attention to the researcher's explanation. 17 students did not care to the researcher's instruction. They didn't like the activity. They looked not really paid attention to the activities. in the next step 100% of the students paid attention to the researcher's instruction to listen to the song and sing it together.

From this second song, the researcher found that 75% of students following the teacher to pronounce words contain with Fricatives/friction consonants that containing /f/ and /v/, /s/and /z/, /ð/ and /θ/, /ʃ/and /ʒ/, /h/. All of students following the teacher sing the song. And 77% of students following the instruction pronounce other Fricatives/friction consonants that containing /f/ and /v/, /s/and /z/, /ð/ and /θ/, /ʃ/and /ʒ/, /h/.

Mispronounced sound in Pronouncing Fricatives Consonants

Table 1. Mispronounced Words in Initial Position

No.	Number of students	Position in Words Mispronounced (middle)	Percentage
1.	18 students	“offer” [ˈɑːfər]	51.4%
2.	9 students	“over” [ˈoʊvər]	25.7%
3.	6 students	“gossip” [ˈɡɑːsɪp]	17.1%
4.	1 students	“reason” [ˈriːzn]	3.5%
5.	17 students	“raising” [reɪzn]	48.5%
6.	4 students	“anything” [ˈeniθɪŋ]	11.4%
7.	22 students	“although” [ðəˈlðoʊ]	65.7%
8.	4 students	“station” [ˈsteɪʃn]	11.4%
9.	8 students	“nation” [ˈneɪʃn]	22.8%

Table 2. Mispronounced Words in Middle Position

No.	Number of Students	Position in Words Mispronounced (initial)	Percentage
1.	3 students	“fly” [flaɪ]	8.5%
2.	1 students	“forget” [fərˈɡet]	3.5%
3.	12 students	“vintage” [ˈvɪntɪdʒ]	34.2%
4.	8 students	“vowel” [vaʊl]	22.8%
5.	2 students	“sing” [sɪŋ]	5.7%
6.	1 students	“zinc” [zɪŋk]	3.5%
7.	8 students	“think” [θɪŋk]	22.8%
8.	6 students	“thank” [θæŋk]	17.1%
9.	9 students	“there” [ðer]	25.7%
10.	12 students	“those” [ðoʊz]	34.2%

Table 3. Mispronounced Words in Final Position

No	Number of Students	Position in Words mispronounced (Final)	Percentage
1.	3 students	“gift” [ɡɪft]	8.5%
2.	4 students	“forgive” [fərˈɡɪv]	11.4%
3.	14 students	“buses” [bʌs]	40%
4.	2 students	“process” [ˈprɑːses]	5.7%

5.	19 students	“analyze” [ænə'laɪz]	54.2%
6.	10 students	“beneath” [bɪ'ni:θ]	28.5%
7.	11 students	“earth” [ɜ:rθ]	31.4%
8.	17 students	“worth” [wɜ:rθ]	48.5%
9.	6 students	“with” [wɪð]	17.1%
10.	7 students	“cash” [kæʃ]	20%
11.	18 students	“garage” [gə'rɑ:ʒ]	51.4%
12.	12 students	“vintage” ['vɪntɪdʒ]	34.2%

Discussion of Process of Teaching Pronunciation through Song

Analyzing the observation notes, the researcher concluded that song can make a different situation in the classroom, therefore this technique can be considered as a good way to teach pronunciation to the students of senior high school. This is also due to their pleasing tone, and the most important thing song can be their mood booster. It is also applicable to teach pronunciation since it invited all students to be active participant during the process. In this case, song can enrich the students' lives by giving them new insight and fresh view on life experiences and by bringing forth-strong emotional responses. Song is easy to be used as it just needed simple stages in applying this technique. Though the researcher fully involved in the process, they did not need complex preparation.

Song is just a media, but if it was combined with appropriate material and interesting learning strategy, it was successful. Through the song, students can escape from routine way teaching learning process, which always have contact with work book and text book. They can enjoy the teaching learning process, without making them feel under pressure. They also involved in teaching learning process much better than their regular teaching learning activity.

Discussion of Mispronounced Sounds in Pronouncing Fricatives Consonants

Actually the students were so active in doing the activity but some of them were still difficult in pronouncing the words well. The analysis of mispronunciation limits on friction consonants: /f/, /v/, /s/, /z/, /ð/, /θ/, /ʃ/, /ʒ/, /h/. Based on pronunciation test given, they are discussed in details below:

- 3 students (8,5%) mispronounced the word “fly” [flaɪ] . They pronounced it as (vleɪ) . It possible because of their lack of confidence.
- 1 students (3,5%) mispronounced the word “forget” [fər'get]. They pronounced it as [for'get]. It possible because of their mother tongue.
- 18 students (51,4%) mispronounced the word “offer” ['ɑ:fər]. They pronounced it as ['oʊvər]. It possible because of their mother tongue.
- 3 students (8,5%) mispronounced the word “gift” [gɪft]. They pronounced it as give [gɪv]. It possible because of their mother tongue.
- 12 students (34,2%) mispronounced the word “vintage” ['vɪntɪdʒ]. They pronounced it as ['fɪntɪk]. It possible caused by the word is not familiar for the students.
- 8 students (22,8%) mispronounced the word “vowel” [vaʊl]. They pronounced it as [fowel]. It caused by the word is not familiar for the students.
- 9 students (25,7%) mispronounced the word “over” ['oʊvər]. They pronounced it as ['ofer]. It possible because of their mother tongue.
- 4 students (11,4%) mispronounced the word “forgive” [fər'gɪv]. They pronounced it as [fər'gɪf]. It possible because of their mother tongue.
- 2 students (3,5%) mispronounced the word “sing” [sɪŋ]. They pronounced it [zɪŋk]. It possible because of their lack of confidence.
- 6 students (17,1%) mispronounced the word “gossip” ['gɑ:sɪp]. They pronounced it as ['gɑ:zɪp]. It possible because of their lack of confidence.

- 14 students (40%) mispronounced the word “buses” [bʌsɪs]. They pronounced it as [beɪsɪs]. It possible caused by the word is not familiar for the students.
- 2 students (5,7%) misspronounced the word “process” [ˈprɑːses]. They pronounced it as [ˈproːses]. It possible because of their mother tongue.
- 1 students (3,5%) mispronounced the word “zinc” [zɪŋk]. They pronounced it as [sɪŋ]. It possible because of their lack of confidence.
- 1 students (3,5%) mispronounced the word “reason” [ˈriːzn]. They pronounced it as [ˈriːsn]. It possible because of their mother tongue.
- 17 students (48,5%) mispronounced the word “raising” [reɪzn]. They pronounced it as [raɪŋ]. It possible because of their mother tongue.
- 19 students mispronounced the word “analyze” [ænəˈlaɪz]. They pronounced it as [anəˈlaɪz]. It possible because of their lack of confidence.
- 8 students (22,8%) mispronounced the word “think” [θɪŋk]. They pronounced it as [tɪŋ]. It possible because of their mother tongue.
- 4 students (11,4%) mispronounced the word “anything” [ˈeniθɪŋ]. They pronounced it as [ˈenɪtɪŋk]. It possible because of their mother tongue.
- 10 students (28,5%) mispronounced the word “beneath” [bɪˈniːθ]. They pronounced it as [beˈniːθ]. It possible because of their mother tongue.
- 6 students (17,1%) mispronounced the word “thank” [θæŋk]. They pronounced it as [teŋk]. It possible because of their mother tongue.
- 11 students (31,4%) mispronounced the word “earth” [ɜːrθ]. They pronounced it as [ɜːrt]. It possible because of their mother tongue.
- 17 students (48,5%) mispronounced the word “worth” [wɜːrθ]. They pronounced it as [woːrt]. It possible caused by the word is not familiar for the students.
- 9 students (25,7%) mispronounced the word “there” [ðer]. They pronounced it as [dɪr]. It possible because of their lack of confidence.
- 23 students (65,7%) mispronounced the word “although” [ɔːlˈðoʊ]. They pronounced it as [vːlˈɔk]. It possible because of their lack of confidence.

- 6 students (17,1%) mispronounced the word “with” [wɪð]. They pronounced it as [wɪt]. It possible because of their mother tongue.
- 12 students (34,2%) mispronounced the word “those” [ðoʊz]. They pronounced it as [doʊz]. It possible because of their mother tongue.
- 1 students (3,5%) mispronounced the word “rude” [ru:d]. They pronounced it as [rud]. It possible because of their mother tongue.
- 4 students (11,4%) mispronounced the word “station” ['steɪʃn]. They pronounced it as ['staɪʃn]. It possible because of their mother tongue.
- 5 students (14,8%) mispronounced the word “push” [pʊʃ]. They pronounced it as [paʃ]. It possible because of their mother tongue.
- 8 students (22,8%) mispronounced the word “nation” ['neɪʃn]. They pronounced it as ['naɪʃn]. It possible because of their mother tongue.
- 7 students (20%) mispronounced the word “cash” [kæʃ]. They pronounced it as [kaʃ]. It possible because of their mother tongue.
- 5 students (14,8%) mispronounced the word “vision” ['vɪʒn]. They pronounced it as ['vɪʃn]. It possible caused by the word is not familiar for the students.
- 18 students (51,4%) mispronounced the word “garage” [gə'reɪʒ]. They pronounce it as [gə're:ʒ]. It possible caused by the word is not familiar for the students.

CONCLUSION AND SUGGESTIONS

Process of Teaching Pronunciation through Song

The process of teaching pronunciation through song is well accepted by the students as well as can improve students' pronunciation. The applications of this technique invite the students to be active and directly involved. The actions in this activity enable the students to enjoy their lesson and their experiences of pronouncing English words.

- a. The average of students' involvement percentages in teaching learning process of observation sheet 1 of "More Than Words" song are 73,6%.
- b. The average of students' involvement percentages teaching learning process of the observation sheet 2 of "Diamond" song are 84%.

Mispronounced Sounds in Pronouncing Fricatives Consonants

The students still find difficulties in pronouncing the words containing fricatives/friction consonants. Having done the pronunciation test, the researcher found out the mispronounced sounds that is done by students. In pronouncing the words /θ/, /ð/, /v/ sound. There were 34,2% students mispronounced /v/ sound. While in pronouncing /θ/ sound, there were 22,8% students mispronouncing the sound. There were 34,2% students mispronouncing /ð/ sound.

In pronouncing the sound in middle position, the students still found difficulties in the words containing /f/ and /v/ sound. There were 51,2% students mispronounced /f/ and /v/ sound. They found the difficulties to differentiate between /f/ and /v/ sound. Besides that, there were 67% students also mispronounced in pronouncing /ð/ sound.

In pronouncing the words in final position, the students mispronounced mostly in /z/ and /ʒ/ sound. There were 54,2% students mispronounced /z/ sound and 51,4% students mispronounced /ʒ/ sound, moreover the students also mispronounced /s/ and /θ/ sound.

From all the words pronounced by students, it can be seen that they still found difficulties in pronouncing the words containing fricatives/friction consonants. The

highest mispronouncing done by students found in the words containing /θ/, /ð/, and /ʒ/ sound.

The data from in discussion showed that the root cause of the students did the mistakes in pronouncing the words are their own mother tongue and also influenced by their lack of confidence. Therefore they found difficulties to differentiate several words, for example “offer” [ˈɑːfər] and “over” [ˈoʊvər].

Having analyzed all the problems and the findings, the researcher would like to give some suggestions toward the process of teaching pronunciation through song as follows:

1. It is suggested that the teachers pay attention to the students' mood in teaching English to the students by giving them familiar songs.
2. It will be better if the teacher teaches the friction consonants isolatedly, so that the students will be able to pronounce the consonant well.
3. There are still so many song that appropriate for the students, so the teacher can use the other songs to motivate the students in pronouncing English word and at the same time learn the meaning of the words. It will force the students to interact with the song and relate the words in enjoyable ways, so that active learning may lead the students to find the meaning of words without being translated by the teacher.
4. As the researcher only focused on his research on the process of teaching pronunciation through song and limited his supportive finding only in friction consonants, he recommends further research on students pronouncing other sounds.

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