

PRONUNCIATION ABILITY BY USING ENGLISH SONG IN INDONESIAN STUDENT OF UNSWAGATI CIREBON

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Abstract

Pronunciation is the production of speech sounds for communication. The differences between English and Indonesian pronunciation in so many students pronounce English words incorrectly. This research aims to find out the minimal pair technique using English song to improve the students' ability in pronunciation. This research use true experimental method and the data was taken from the test of the student of Unswagati Cirebon. The writer was given two spoken tests which given before and after treatment. To analyze the data, the writer use t-test formula. The result of the research shows significant progress in students' pronunciation. It can be seen that the value of test which represented $t\text{-observed} > t\text{-table}$. $T\text{-observed}$ is 6.2 and $t\text{-table}$ is 0.995 (5%) is 2.023. So, $6.2 > 2.023$ that can be said $t\text{-observed}$ is higher than $t\text{-table}$.

Keywords: *pronunciation, minimal pairs, phonetic, and song lyrics*

INTRODUCTION

Pronunciation is one part of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with others, we should not only have a good vocabulary but also have good pronunciation. Therefore, pronunciation is the subject to be learnt. As Harmer (2000:183) said that "for the people, pronunciation will be benefit not only to their own production but also to their own understanding of spoken English"

Pronunciation teaching is a prominent factor in foreign language teaching. Teaching pronunciation involves a variety of challenges. Since, pronunciation is important role in communication. To begin, teachers often find the difficulty to have enough time in class to give attention to this English instruction. When the teacher finds the time to learn pronunciation, the instructions often to the presentation and practice of a series of

tedious and seemingly unrelated topics. Drilling sounds over and over again (e.g., minimal pair work) often leads to discouraging results, so students and teachers end up to avoid pronunciation together.

According to Gilakjani (2012) stated that pronunciation is the integral part of foreign language learning since it directly affects learners' communication competence as well as its performance. Limited pronunciation skill can decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities. One of the key requirements for language proficiency is to secure understandable pronunciation for the language learners.

It is difficult for Indonesian students pronounce English words correctly, for example when they are asked to pronounce the word "diamond" /'daɪəmənd/ they will pronounce /dɪamɒn/. It is because of the

difference between their mother tongue and the English. Fraser (2000) stated that teachers have to be provided with courses and materials to help them to improve their effectiveness in teaching pronunciation. There is a need for high quality, effective materials, especially computer-based materials with audio demonstrations, for learners of pronunciation, both for self-access and for the use in the classes where the teacher needs support of this kind. So, the research in second language education should not be concerned with the importance of teaching pronunciation but with the methodology of teaching pronunciation. Both teacher and learner must change the role and the objective of teaching methodology. Teacher should act as pronunciation coaches and learner should be a pro-active learner taking the initiative to learn. The methodologies of teaching must change from emphasizing segmental elements of pronunciation to supra-segmental elements of pronunciation and from linguistic competence to communicative competence.

The student often finds problem with pronunciation when they speak, read, or listen to the English words. It might be caused some factors. There are internal and external factors. The internal factors came from the learner themselves, such as: motivation, interest, attitude, and intelligence. While, the external factors came from the outside of learner, such as: the situation and the condition of the environment, and learning materials. Learning English pronunciation through the song can be very enjoyable. It may be easy not only to see the benefit of good pronunciation instruction for increasing intelligibility but also as useful for increasing listening comprehension. Most English learners who low inadequate training in listening comprehension complain that is "native speakers talk too fast". It means that learners are unable to process important grammatical signals, (e.g., past tense markers) or effectively process constructed speech.

In fact, it is neglected by many foreign language teacher. It is evident that communication is a mutual relationship between the speaker and hearer. This means that one must comprehend what she/he hears in the target language and must produce the sounds of the language they are trying to learn accurately. For example, some student find the difficulties to distinguish between long and short English vowels in words *seat* /si:t/, *sit* /sit/, *feel* /fi:l/, *fill* /fil/. This problem was generally happened with the English student in some classes. So, the writer have the opinion that English is seen very difficult because the English pronunciation subject has difference spelling on its pronunciation.

To solve these problems, the writer uses minimal pairs technique using English song to improve the students' pronunciation skill. A minimal pair consists of two words pronounced alike except for a single phonemic difference. According to Baker Goldstein (1996) that minimal pairs is two or more words that sounds alike but differ in meaning make some differences of two or more words that have same sound but different in meaning. We should know carefully of them when we want to use for speaking and writing, because it can make misunderstanding. Besides, minimal pairs is designed to teach the student to recognize and to produce English sound by using English songs. It also help the student to learn and differentiate sounds that they might often confused.

Some songs can be quite complex syntactically, lexically, and poetically, and can be analyzed in the same way as any other literary sample. Furthermore, songs can be appropriated by listener for their own purpose. In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and group. For English pronunciation, song are very helpful. The lyric's repetition, catchy music and nice rhymes make people sing without realizing

and they try to do or to make the same sound as the song did. Hornby (1995:928) states 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 a language”.

Based on the explanation, the writer wants to find out the minimal pair technique using English song to improve the students’ ability in pronunciation to the students of Unswagati Cirebon.

LITERATURE REVIEWS

Pronunciation Concept

Pronunciation is the act of giving the true sounds of letters in words, and the true accents and quantity of syllables. Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. Besides, pronunciation is the act or result of producing the sounds of speech, such as: articulation stress and intonation, often with reference to some standard of correctness or acceptability. According to Stenberg (2001) that pronunciation is the act of manner pronouncing words with reference to the production of sounds, the placing of stress, intonation, etc. In conclusion pronunciation is an important basic skill of English which must be established by all student in early if they want to master English, however the word which is spoken in difference way by various individuals or groups depending on many factors, such as: the area in which they grew up and the area in which they now live. Many people face a lot of difficulty trying to learn English pronunciation word. The biggest reason for this is that words of its language should not have to pronounce. According to Harmer (2001:187) state that the areas of pronunciation which we need to draw our students’ attention to include individual sounds they are having difficulty with, word and phrase/sentence, stress and intonation. Students needs help with connected speech for fluency and the correspondence between

sounds and spelling and if there is no creativity from the teacher, it will be hard for students who especially a foreign language student to pronounce the word correctly.

Nowadays, the English language is being used as a second language by many non native speakers around the globe. The reason why pronunciation is important for improve pronunciation, it show that students have become more native-like in their categorical perception of sounds. It means that they are more likely not only to sound like native when they speak, but also to understand which sounds that in words that native to them. According to Kelly (2002:22) states that At some stage, when a text is read aloud either by the teacher or the students’, pronunciation work can be integrated. Such text as poems, rhymes, extracts from plays, song lyrics, etc, can be used creatively in the classroom and offer plenty of scopes for pronunciation work.

Minimal Pairs in Teaching Pronunciation

Minimal pair is a word which pronounced the same as another word but differ in meaning. The technique helps the student to distinguish between similar sounds in the target language through listening. Minimal pairs are the backbone of the teaching of vowel and consonant sounds in ESL. Both features are listening and exercise production. In listening, learners hear one or both members of minimal pairs that are particularly hard for them to distinguish. Minimal pair can be used for teaching pronunciation to the student, because it lead how to manage word’s sound. To use minimal pair technique in teaching and learning process, the teacher can follow some steps as stated by Grundy (2008:5) as follows: a) write example of minimal pairs on the board. It is employ the phonetic transcriptions of the words on the board; b) demonstrates the correct pronunciation of the minimal pair written on the board; c) elicit student to give example of other words which use the same changing phonemes, e.g. *bat – bet, cat – kept;*

d) distribute minimal pair sheet; e) for lower levels, reproduce the minimal pair in chorus by first giving the example and then having student repeat together; f) for upper level, have the student work in pairs taking turns reproducing the minimal pairs; g) repeats as many times as you feel necessary; h) have student use the minimal pairs sheet as a model to produce another, similar, minimal pair sheet; i) extend activity into a game by having students distribute their minimal pair sheets to other pairs.

Teaching Pronunciation using English Song

Pronunciation is the way a word or language is usually spoken the manner in which someone utters a word. According to Hornby (1995:928) said 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 a language. In line with Harmer (2001:187) said that the areas of pronunciation which we need to draw our students' attention to include individual sounds they are having difficulty with, word and phrase/sentence, stress and intonation. The students need help with connected speech for fluency and the correspondence between sounds and spelling. These areas of pronunciation are touched according to the statement above. They are:

a. Working with sounds

We often ask students to focus on one particular sound. This allows us to demonstrate how it is made and show it can be spelt a major concern with English since there is far less one-to-one correspondence between sounds and spellings than there is in some other languages.

b. Working with stresses

Stress is important in individual words, in phrase and in sentences, by shifting it around in a phrase or a sentence we can change emphasis or meaning.

c. Working with intonations

We need to draw our students' attention to the way we use changes in pitch to convey

meaning, to reflect the thematic structure of what we are saying and to convey mood.

d. Sounds and spellings

Although, there are many regularities in English spelling (such as word roots and grammatically endings) the fact there is no complete one-to-one correspondence between letters and phonemes causes many problems for learners. Good pronunciation does not just mean saying individual words or even individual sounds correctly. The sounds of words change when they come into contact with each other. This is something we need to draw students' attention to in our pronunciation teaching.

Songs

In music, song is a composition for voice or voices, performed by singing. According to Peake (1980:510-523) "A song is a piece of music for accompanied or unaccompanied voice or voices or, the act of art of singing, but the term is generally not used for large vocal forms including opera and oratorio". One advantage of using songs in the young learner classroom is their flexibility. Songs can help the learners improve their listening skills and pronunciations, therefore potentially helping them to improve their speaking skills (Murphey, 1992).

METHODOLOGY

a. Research Method

This research use experimental method. According to Macmillan and Schumacer (2001:590) "Experimental design is research in which the independent variable is manipulated to investigate cause and effect relationships between independent and dependent variable".

b. Research Design

The process of research takes with tests; pre-test and post-test. According to Arikunto (2006:85) as follow:

O ₁ X O ₂

O₁ : pre-test is taken before treatment

X : treatment

O₂ : post-test is taken after treatment

c. *Population and Sample*

The population has been taken from the students of Unswagati Cirebon. The sample for the research was took 39 students.

d. *Technique Collecting Data*

Data was took by tests; pre-test and post-test. It is an examination or trial of something to find its quality, value, etc.

e. *Method of Data Analysis*

The data analyzed by the following formula taken from Arikunto (2006:86):

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

t : test score

Md : Mean of differentiate (d) between pre-test and post-test

xd : deviation f subject (d-Md)

$\sum x^2 d$: total quadrate deviation

N : total number of student

db : determine by N-1

RESULTS AND DISCUSSION

The result of students' test from 39 students of Unswagati; pre-test $\sum X_1 = 259$ and post-test $\sum X_2 = 333$ and Gain (d); $\sum d = 75$.

Finding of X₁ and X₂ (mean X₁ and X₂)

$$\begin{aligned} X_1 &= \frac{\sum X_1}{N} & X_2 &= \frac{\sum X_2}{N} \\ &= \frac{259}{39} & &= \frac{333}{39} \\ &= 6.64 & &= 8.53 \end{aligned}$$

Find $\sum d$ (gain of pre-test and post-test)

$$\sum d = 75$$

Find Md (mean of differentiate between pre-test and post-test)

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{75}{39} \\ &= 1.92 \end{aligned}$$

$$\sum x^2 d$$

$$Xd = d - Md$$

$$x^2 = (d - Md)^2$$

Apply of t-test to to find t_{account}

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$t = \frac{1.92}{\sqrt{\frac{40.2696}{39(39-1)}}}$$

$$t = \frac{1.92}{\sqrt{0.0271}}$$

$$t = 11.6631691$$

$$T_{\text{account}} = 11.66$$

Determining degree of freedom (d.b)

$$d.b = N - 1$$

$$= 39 - 1$$

$$= 38$$

Comparing t_{table} and t_{account}

The finding of t_{table} and t_{account}

With t_{0.05} → t_(1-1/2α)

α = 5% = 0.05 → standard of signification

$$t_{(1-1/2(0.05))} = t_{0.975}$$

With $t_{0.05}$ and the degree of freedom in the level of signification is 38 the valuable of t_{table} is 2.02

From the analysis, it shows that: $t_{account} = 11.66$ and $t_{table} = 2.02$. It concludes that $t_{account} > t_{table}$

It means that the hypothesis alternative (H_a) is accepted. The use of English song is able to increase the pronunciation of student of Unswagati. The students were more interested in learning pronunciation using English song. Because of they got something new and enjoyable during their study. They did not feel nervous and bored.

CONCLUSION

Based on the analysis above, the writer finds the significant differences between students' pre-test and post-test score. Based on the result of computation, it is found that $t_{account}$ is bigger than t_{table} ($11.66 > 2.02$). It means that the alternative hypothesis (H_a) is accepted.

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