THE EFFECTIVENESS OF ENGLISH SONG IN TEACHING PRONUNCIATION OF FRICATIVE AND AFFRICATIVE SOUNDS AT MTS YADINU BANOK

ARTICLE

SITI SOLEHA
NPM.190202060

ZAHRATUL FIKNI, M.Pd
NIDN.0807068061

M. JUNAIDI MARZUKI
NIDN.0831128617

ENGLISH LANGUAGE STUDY PROGRAM

FACULTY OF LANGUAGE, ART AND HUMANITIES

HAMZANWADI UNIVERSITY

2023

THE EFFECTIVENESS OF ENGLISH SONG IN TEACHING PRONUNCIATION OF FRICATIVE AND AFFRICATIVE SOUNDS AT MTS YADINU BANOK

Siti Soleha,Zahratul Fikni, M. Junaidi Marzuki

English education Study Program of Hamzanwadi University

ABSTRACT

This research aim to know the effectiveness of English song in improving students' pronunciation skill. The subject of the research were 20 students of the eight grade at MTS Yadinu Banok. This research was conducted by using quantitative pre-experimental research which consists of three steps, they were pre-test, treatment, and post-test. Oral test were used as the instrument of collecting the data. The data were analyzed by using descriptive statistics and paired sample T-test. The result of paired sample T-test was significance was less than 0.05 (0.000<0.05), the pre-test (55.50), and the post-test (79.00). It means that the alternative hypothesis was accepted. Based on the result of this research, it can be conclude that English song was significantly effective on the students' ability in pronunciation especially for fricative and affricative sounds at MTS Yadinu Banok in the academic year 2023-2024.

Keywords: *pronunciation skill, English song, Fricative and Affricative*

1. Introction

Language is an important device and a very beneficial means for human being to communicate with other people. People may communicate and comprehend each other by using language. According to Fröhlich et al., (2019), "Language is a communication tool among people in the form of a sound symbol which is produced by human being".

English is becoming more and more important in our globalized world as it is widely used as a medium of communication in a variety of settings. According to Listyani & Kristie (2018) English as a second language has become one of the languages that you need to master, especially speaking skills. Besides, speaking also becomes one way to communicate and convey ideas so that either the speakers or the listeners can enrich their knowledge through sharing with one another.

Teaching English pronunciation is an important aspect both of teaching and learning the language (Cavus, 2016). Therefore, it is very crucial for students to start learning English pronunciation as early as possible. The teacher should give more attention to teaching pronunciation for students and clearly to teaching pronunciation. There are ten elements of pronunciation in English; they are: vowel sound, consonant sound, syllables, word stress, sentences stress, intonation, linking, connected speech, rhythm, and tone. In this research, the present researcher will focus on the consonant sounds which contain of fricative and affricative sounds.

Besides, it is not easy to make students learn how to pronounce English sounds correctly. We can find many students say /det/ for 'that' which must be pronounce as /ðæt/ because of the transfer of /ð/ into /d/, /wɪt/ for 'with' (/wɪð/), /tɪŋ/ for 'think' (/θɪŋk/), /meser/ for 'measure' /meʒe(r)/, and many others. There are many problems when students pronounce the sound of consonants that are related by points of articulation, manners of articulation, and aspirated or non-aspirated voicing (Pimwan, 2012, p. 2).

Using song is a traditional language teaching equipment that makes it simpler for learners to understand the target vocabulary, grammar structural, and cultural factors in the target language. More importantly, songs can assist learners

acquire the pronunciation of new words in a pressure-free environment which makes learners more receptive to new information (Lee & Lin, 2015).

The purpose of this study is to know the effectiveness of song in improving students' pronunciation of fricative and affricative sounds.

2. Method

The research design of the research was pre-experimental. According to Sugiyono (2014:109) pre-experimental design is a design that includes only one group or class that is given a pre-test and post-test. Based on those theories, we can conclude that pre-experimental design is research design with simple implementation that just has an experimental group without a control group and focus on an experimental group. The present researcher took one group only that is experimental group which using for this research.

Moreover, this research belongs to quantitative research. This research aimed to know the effectiveness of using English song in improving students' pronunciation skills. Furthermore, the research her investigates the differences between the pre-test and post-test results before and after giving treatment by using the quartet cards game.

2.1. Population and Sample

The population of this study is all of the eighth grade student at MTs Yadinu Banok in academic year 2023-2024 which consists of the clasess. Each class consist of 20 students. Thus, the number of this population in this study is 42 students.

The present researcher took one group class as the sample for the study. In this case, the present researcher used cluster random sampling. Random sampling is one of the simple forms of collecting data from the total population. The class consist of the eighth which had 20 students.

2.2. Data collection

In collecting data, the researcher took the data from the pre-test and post-test. Pre-test is administered to the subject before applying the four cards game

technique in teaching speaking skills. Meanwhile, a post-test will be administered after the treatment.

a. Pre-test

The pre-tes administered before the researcher applies the quartet card game technique to improve students speaking skills. A pre-test was used to know the previous mastery of student knowledge of speaking before giving treatment. The quartet cards game as media will be giving the students to described such as animals, humans, or jobs. For the picture that has been described, and students speaking in front of their friends.

b. Treatment

The researcher treats the students by having them apply the quartet card game technique to improve their speaking skills, and the treatment will be given after the pre-test.

c. Post-test

A post-test was administered after applying treatment. The purpose of this step is to determine the student's achievement after applying the quartet card game technique.

2.3. Data analysis

a. Descriptive statistic

To obtain the data, the present researcher uses descriptive statistics to analyze the data. Moedjito (2014, p. 59) says that the data analysis should begin with descriptive statistics, including frequency distribution, percentile value, central tendency (mean,median, mode, and sum), and distribution.

b. Statistic Required for Testing Hypothesis

In testing hypotheses, the collected data will be normal and homogeneous. There are two required statistics, namely normality testing and homogeneity testing, in which both of them will be analyzed using SPSS for Windows.

1. Normality testing

Normality testing is used to know whether the distribution of the data is normal or not. The researcher performs one-sample K-S using SPSS.

2. Homogeneity testing

Homogeneity testing is conducted to determine whether the obtained data from the sample is homogenous or not. Homogeneity testing is performed by one-way ANOVA using SPSS for Windows.

c. Statistic for Testing Hypothesis

Hypothesis is a temporal theory or answer where the truth remains to be proved; therefore, the hypothesis in this study remains to be proved. In testing the hypothesis of the current study, we will use the t-test formula to compare the student speaking skills. To learn how to improve English speaking skills using quartet card games, the present researcher uses SPSS for Windows.

3. Result and Discussion

3.1. Result

Referring to the data obtained in pre-test, the lowest and the highest score in the pre-test were 30 and 70, while in the post test, the lowest and the highest score were 60 and 100. In addition, the mean score of pre-test was 55.50 while in post-test was 79.00. The mean scores of post-test was higher than the pre-test, it indicated that the used of English song was effective in teaching pronunciation skills.

Before testing hypothesis, researchers have to know whether the data for the present researcher. Furthermore, the data was said to be normal if the values of significance level of pre-test and post-test was higher than the values of the significance(p)=0.05. Based on the result of one sample k-s, both values of pre-test and post-test were higher than values of the significance(p)=0.05. The value of kolmogorov-smirnov in pre-test was .011 while the value of significance in post test was .044. It indicated that the data was normal.

Homogeneity test aimed at determining whether the variance of the data was homogeneous or not. In addition, the data was said to be homogenous if the values of the significance level was greater than p=0.05. The formula used in this

researcher was one-way anova. Based on the calculation of one-way anova, the value of p= .398 at levene's test was .731. The value of p= .398 was more than 0.05, it meant that the data was homogeneous.

After conducting normality and homogeneity testing. Hypothesis testing was conducted to know whether the use quartet cards game technique effective in teaching speaking or not. After operating a paired-samples t-test, the present researcher found that there was a difference significant of the mean score between the pre-test and post-test and the value of t= -11.261 at p= 0.05. Since the value of significant (2–tailed) was less thn 0.05, it meant that the use English song technique is effective in teaching pronunciation skills in MTs Yadinu Banok in year 2023-2024.

3.2. Discussion

The goal of this study were to find out the effectiveness of using English song to improve students pronunciation skills of fricative and affricative sounds for the eighth grade at *MTs Yadinu Banok in the school year* 2023-2024 and how is the effectiveness of using English song for this method on students to improve pronunciation skills for the eighth grade at *MTs Yadinu Banok in the school year 2023-2024*. Based on result of this research, the mean score of pre-test was 55.50 and mean score of post-test was 79.00. While the result of the hypothesis showed that the value of t= -12.524 and the value of significant(2-tailed) was 000<0.05. From the result, it meant that the English song was effective in teaching. Yates & Zelinski in Hasan (2014:31) state that pronunciation refers to how we produce the sound that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of individual segments, such as stress, timing, rhythm, intonation, phrasing (suprasegmental aspects) and how the voice is projected (voice quality). Besides the teaching and learning process made the classroom enviorment more active, fun, and exciting then game could stimulate to learn more effectively.

4. Conclusion

This study aims to know the effectiveness of English song in improving students pronunciation skills. Based on the research analysis, this study found that English song can improve students pronunciation skills which can be seen from the scores of students in posttest was more than the scores of students in pretest. Where the pretest means score was 55.50 while the posttest score was 79.00. this finding supports the presents researcher's hypothesis that English song can improve the students' pronunciation skills at eight grade students in MTS Yadinu Banok based on the improvement in the posttest score.

In addition, the students have a positive perception of the using of song as a medium to improve pronunciation skills. The students are having fun when using song because they can listen to the song and sometimes they also sing together so they do not feel bored in the class. English song not only can improve students' pronunciation but it can also improve listening skills by hearing to the song. From the scientific explanation in this study, the conclusion is that English song can improve students' pronunciation skill.

5. Reference

Elviza, Y., & Ratmanida, R. (2019). The Use Of Quartet Cards Game To Develop Junior High School Students' Interest English Speaking. *Journal Of English Language Teaching*, *8*(1), 146–152.

Fröhlich, M., Sievers, C., Townsend, S. W., Gruber, T., & Van Schaik, C. P. (2019). Multimodal Communication And Language Origins: Integrating Gestures And Vocalizations. *Biological Reviews*, *94*(5), 1809–1829.

Hao, K.-C., & Lee, L.-C. (2021). The Development And Evaluation Of An Educational Game Integrating Augmented Reality, ARCS Model, And Types Of Games For English Experiment Learning: An Analysis Of Learning. *Interactive Learning Environments*, *29*(7), 1101–1114.

Hassan, E. M. I. (2014). Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology. *English Language and Literature Studies*, *4*(4), 31–44. https://doi.org/10.5539/ells.v4n4p31

Nikita, S. D. (2020). *The Use Of Quartet Cards Game In Teaching Vocabulary At The Seventh Grade Studnts Of Smpn 2 Empang In Academic Year 2019/2020*. Universitas Muhammadiyah Mataram.

Octavia, C., Rima, R., & Utomo, D. W. (2023). The Effect Of Using Chain Game Toward Students' Speaking Skill. *Journal Of English Language Teaching And Cultural Studies*, *6*(1), 1–10.