

THE EFFECT OF USING ENGLISH SONGS ON STUDENTS PRONUNCIATION

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Abstract

English speaking is an important language skill that in communication as the main goal of speaking is to deliver the oral communication in a comprehensive way. Pronunciation is important aspect of speaking to produce comprehensible oral message. In teaching proper and native-like pronunciation, it is necessary to use authentic material that produced from native speaker for natives, and English songs enable the students to get exposed to English language input in the form of lyric supported with rhythm and musical instrument which creates enjoyable experience. Thus, the researcher interested in studying the effectiveness of slow and fast tempo songs towards students' pronunciation skill. This research was conducted using quantitative experimental design to answer the research questions. The participants in this study consist of 33 eleventh grade students from one class at MAN 1 Pamekasan who followed pronunciation tests and treatment delivered by the teacher and the researcher in synchronous English class via zoom application. The data analyzed statistically using descriptive statistics and independent sample t test at SPSS 23. The result indicates that slow tempo songs have better influence towards students' pronunciation. This is shown by the increase of the mean score from pre-test to post-test with 17.37 points for slow tempo songs and 12.52 for fast tempo songs which shows that slow tempo songs are dominant in improving pronunciation skill. In terms of Effectiveness, it is indicated that both songs have the significance of 0.00 which is less than 0.05, indicating that both type of songs significantly influence students' pronunciation.

Keywords: Speaking, English Songs, Pronunciation

INTRODUCTION

Speaking is useful skill in many aspects of life and many situations related to communication and delivering messages. The ability to speak in English as lingua franca allows an individual to express and carry out communication with other people that did not speak specific language. Moreover, it is an indicator of individuals' mastery of English language. As stated by Richards (2002) the primary function of learners to study English is to develop speaking ability, because English is measured by the ability to carry out spoken communication.

Despite of its importance as practical skill, the ability to speak in English language is not easy, it requires effort and time to hone and perfect. Harmer (2007) stated that become skilled at speaking is not an easy task, it requires the good skills at every speaking components. Additionally, Richards (2002) explains that speaking involves elements like vocabulary, spelling, grammar, fluency and pronunciation. The main goal of speaking is to deliver the message through oral communication in a comprehensive way. According to Richards and Renandya (2002), the goal of speaking is to make the listener understands the meaning of the speech. Therefore, it is important for the English speaker to produce comprehensible speaking output.

In producing comprehensible speaking output, pronunciation is important speaking aspects that language learner needs to practice. According to Harmer (1998), pronunciation is an organized sound that reflect how the word is sounded. Agustinami (2006) defined pronunciation as the way or the output of the sounds of speech production such as vowel, vocal, articulation, inflection, accent, and intonation which determine the accuracy or appropriateness of the speech. Pronunciation is the important aspect of speaking skill for language learner to practice before they can practice to speak in real context. According to Kentworthy (1987), pronunciation, is about the way language is sounded during speaking. Moreover, Kelly (2000) stated that pronunciation is about how the

vocabulary is voiced. As one of language elements, pronunciation plays an important role in language in terms of creating comprehensive language output. Furthermore, Bowen (1980) explained that language learner that able to pronounces in clear and appropriate way as nearly native like is considered as successful second language learner. In this case, to speak in a clear and understandable way it is necessary for language learner to practice pronunciation to know how the word sounds (Agustinami, 2006). However, it is in contrast with the condition at many schools. A study conducted by Tennant (2007) found that most teacher focuses on the speed and speaking fluency and rarely teach about pronunciation. Moreover, Hismanglu (2006) indicated that pronunciation is one of the often-neglected skill in school teaching where teachers tend avoid to teach pronunciation, because they have little or no information about the subject. Szyszka (2017) also found that students' poor pronunciation is caused by lack of strategies and method to teach pronunciation. Thus, it is important to promote teaching method to develop students' pronunciation skill.

In teaching proper and native-like pronunciation, it is necessary to use authentic material that produced from native speaker for natives. English songs enable the students to get exposed to English language input in the form of lyric supported with rhythm and musical instrument which creates enjoyable experience (Maneshi, 2017). There are several studies on student reports and teacher experiences in Kerekes (2015) revealed many benefits of using songs as the material for second language (L2) input. Moreover, Farmand and Pourgharib (2013) revealed that the implementation of English songs in 8 sessions had impact on students' pronunciation, and enhance their speaking ability. In order to properly pronounce the word, it is necessary to understand aspects of pronunciation. According to Celce-Murcia and Goodwin (1991), pronunciation involves intonation, vowel, consonants, stress, tempo and voiced and silent voiced sounds. Intonation refers to the loudness level of the voice in pitch and involves the way how the voice up and down of as we speak (Richards, 2002). Additionally, Pourgharib and Tafreshi (2013) refers intonation as the pattern or pitch that changes as we speak especially in the pitch part of a sentence. Pronunciation is the sounds that produced during speaking as the speakers' own distinct language that are received by the listener (Nunan, 2003).

In mastering new language, one of the most effective way is through language acquisition. Language acquisition is the products of subliminal processing of comprehensible input of exposure to the target language (Krashen, 1987). According to Boyd and Goldberg (2009) the best method of learning language is through natural language input in a comfortable level of environmental situation. The implementation of English songs in the class might also benefit learning activity with fresh and positive atmosphere. According to Stanculea and Bran (2015) adult learners learning motivation or learning performance had improved through the use of English songs in learning situation. Moreover, Van Zeeland and Schmitt (2013) stated that students tend to listen their favorite songs in their playlist again and again, that expose learners to English vocabulary the same way of the word drill exercise but in more pleasant way. Songs have been practiced by people since the dawn of time in many forms and purposes (Brandt, Gebrian & Slevc, 2012). As communication tool, songs expose the listener with language which have potentially provides language input.

Learning from the result of previous study, the researcher understands that using English songs in learning situation might enhance learning motivation as well as performance in both speaking and pronunciation. However, the researcher found that most research did not include which kind of songs contribute the most in enhancing students' pronunciation. Therefore, the researcher aims to study the effect of using English songs to improve students' pronunciation using two different tempos of songs. This method of treatment aims to identify the effect of songs towards students' pronunciation and significant difference in the effectivity of slower and faster tempo of songs.

METHOD

This study is conducted in quantitative approach to explain phenomenon in a population through statistical means. The research was conducted using pre-experimental design with one group experimental pretest and posttest research design. The data was measured quantitatively to interpret generalized information about the improvement of pronunciation after treatment of English songs in the class. The data collection was carried out using pronunciation test to measure the score of pretest and posttest. The researcher then continues to proceed to data analysis using statistic package for social science (SPSS). The treatment is done in two weeks and three meetings. The data detailed procedure are as follows.

Table 1: The Process of Experimental Research

Process	Time allocation	Activities
Introduction	Meeting 1 (20 minutes)	The researcher introduce himself and the project
Pretest	Meeting 1 (60 minutes)	Students try to pronounce the words in the test
Treatment	3 days	
	Meeting 2 (80 minutes)	Students listen to English songs and pronounce the words together with the researcher.
	Meeting 3 (80 minutes)	Students listen to slow tempo songs and pronounce the words scored by the researcher.
	Meeting 4 (80 minutes)	Students listen to fast tempo songs and pronounce the words scored by the researcher.
Posttest	Meeting 5 (60 minutes)	Students try to pronounce the words in the test
Closing	Meeting 5 (20 minutes)	Giving appreciation and closing

In this research, the data were taken from the experimental study on using English songs to improve students' pronunciation. The study aims to get the information about how songs can be used for learning material that benefits pronunciation. Therefore, in order to get the most suited respondents for this research the researcher conduct this research on one class from 11th grade students of MAN 1 Pamekasan, Madura. In this study, the data was collected from the score of pretest and posttest about pronunciation test where the students tried to pronounce the word contained in the test based on the lyric of the songs prepared by researcher. The whole research is administered online due to the protocol of social distancing. At first, the researcher provide the students with vocabulary sheet that contains vocabulary to pronounce, the students then pronounce the words guided by the researcher and the teacher. The researcher and the teacher then conduct the pretest at the end of the first day. In the second day, the researcher conducted the treatment using slow tempo songs, and followed by fast tempo songs in the next day. In the fourth day, the researcher conducted posttest for the students to pronounce words from slow and fast tempo songs.

To collect the data, the researcher used online pronunciation test through WhatsApp voice note. For the treatment, the researcher used two songs which is slow and faster tempo songs and worksheet to give the students exercise on pronunciation. There are 6 songs used in this research that is categorized as slow and fast tempo songs. All songs are derived from the same singer, Alec Benjamin to prevent the bias of language use between the songs. From the songs used in this study, the researcher selected 60 vocabularies that the students need to pronounce and learn.

In measuring quantitative data required from the research question, the researcher analyzed the data using Statistical Package for the Social Science (SPSS) version 21, with English songs including slow and fast tempo songs as independent variables, and students' pronunciation as dependent variable. The collected data are from students score at pretest and post-test to be processed into SPSS using independent sample t test to measure the significant difference between pronunciation test score before and after the treatment. The data was divided based on two songs to

measure difference between slow and faster tempo of song in enhancing students' pronunciation ability.

FINDINGS

The findings aimed to answer two research problems such as research question about what kinds of songs that has better effect on students' skill in pronunciation and, the effect of English songs on students' pronunciation ability. To answer the first research question about what kinds of songs that has better effect on students' pronunciation. The researcher used descriptive statistics to determine which kind of songs that better influence pronunciation skills. The data is presented as follows.

Descriptive Statistics ^a						
Songs		N	Minimum	Maximum	Mean	Std. Deviation
Pretest	Slow_Tempo	33	40.00	66.67	50.8082	6.56342
	Fast_Tempo	33	33.33	66.67	53.1312	7.99072
	Valid N (listwise)	33				
Posttest	Slow_Tempo	33	53.33	83.33	68.1815	6.46020
	Fast_Tempo	33	53.33	76.67	65.6564	6.42733
	Valid N (listwise)	33				

a. No statistics are computed for one or more split files because there are no valid cases.

The descriptive data above shows that there are 33 students participating in this study with the pretest score for slow tempo songs word pronunciation ranging from 40 at minimum to 66.67 at maximum, and the mean score of pretest is 50.8 with the standard deviation of 6.56. Furthermore, the posttest score for slow tempo songs word pronunciation ranging from 53.33 at minimum to 83.33 at maximum, the mean score of posttest is 68.18 with the standard deviation of 6.46. Meanwhile, for fast tempo songs, the pretest score ranging from 33.33 at minimum to 66.67 at maximum, and the mean score of pretest is 53.13 with the standard deviation of 7.99. Moreover, the posttest score for fast tempo songs word pronunciation ranging from 53.33 at minimum to 76.67 at maximum, the mean score of posttest is 65.45 with the standard deviation of 6.42. The data above shows that standard deviation from pretest and posttest is lower than its mean score, this indicated that the data is homogenous, and the more homogenous the data, the better it represents the result. Based on the group statistics, the students have lower score in pretest for slow tempo songs at 50.8 compared to pretest for fast tempo songs with 53.13. However, in posttest, the students have higher mean score in slow tempo songs with 68.18 compared to fast tempo songs at 65.65. This indicated that slow tempo songs have better influence on students' pronunciation compared to fast tempo songs. However, another analysis to identify the significance of both slow and fast tempo songs is necessary, so the mean difference is presented in the independent sample test as follows.

In answering the second research question, the researcher analyzed the data using independent sample t test to measure the mean difference between slow tempo songs and fast tempo songs in influencing pronunciation. The data is presented as follows.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Slow_Tempo	Equal variances assumed	.000	.995	-10.83	64	.000	-17.373	1.60315		-20.575	-14.170
	Equal variances not assumed			-10.83	63.984	.000	-17.373	1.60315		-20.576	-14.170
Fast_Tempo	Equal variances assumed	.434	.512	-7.016	64	.000	-12.525	1.78514		-16.091	-8.958
	Equal variances not assumed			-7.016	61.189	.000	-12.525	1.78514		-16.094	-8.955

The data shows that the mean difference of pretest and posttest score for slow tempo songs is at 17.373 with the significance of 0.000 which is less than 0.05 and indicated that slow tempo songs have significant effect on students' pronunciation. Other than that, the mean difference of pretest and posttest score for fast tempo songs is at 12.252 with the significance is also at 0.000 which is less than 0.05, this also indicated that fast tempo songs have significant effect on students' pronunciation ability. The mean difference of slow tempo songs is larger than fast tempo songs, this further support the finding in the descriptive statistics that slow tempo songs have better influence towards students' pronunciation.

The researcher has two hypotheses to answer the research problems. According to the data, the researcher found that both slow and fast tempo songs have significant effect on students' pronunciation. Moreover, the result also shows that the mean score of slow tempo songs is higher than fast tempo songs which indicate that slow tempo songs have better influence towards pronunciation. Therefore, it can be concluded that hypothesis alternative H_1 and H_2 are confirmed while H_3 and null hypothesis are rejected.

Hypothesis stated:

- H_1 : English songs give significant effect students' pronunciation.
- H_2 : Slow tempo songs have better effect on students' pronunciation.
- H_3 : Fast tempo songs have better effect on students' pronunciation.
- H_0 : English songs did not give significant improvement on students pronunciation.

Considering the results of the research hypothesis above, it can be concluded that English songs have significant effect on students' pronunciation and slow tempo songs have better effect on students' pronunciation ability.

DISCUSSION

In order to investigate the difference between the effect of slow and fast tempo songs to answer the first research question, the researcher used descriptive statistics to answer the research question by measuring the mean score of both type of songs. The result shows that slow tempo songs have better influence on students' pronunciation compared to fast tempo songs. This is indicated as the mean difference of slow tempo songs is larger than fast tempo songs, and result in descriptive statistics also shows that slow tempo songs have better influence towards students' pronunciation. This finding is not specified in all previous studies included in this study as none of

them compared the effectiveness between slow and fast tempo songs. However, this is in line with Krashen (1996) that the more comprehensible language input the better for language learner to memorize the language. The way it is related is how slow tempo songs delivered, slow tempo songs does not mean faster speech but it contains less beats than faster tempo songs, this means that there are less sounds other than language, thus makes the learner easier to grasp the language instead of being distracted by the music that accompanies the songs. Moreover, Murphey (1990) explained that songs stuck within the mind for some period of time after listening it which is called earworm phenomenon that is confirmed to enhance retention of words not only about its meaning but also how it sounds. This is further supported by Krashen (1996) theory that the more frequent language exposure to the learners' interest makes the language input more comprehensible.

To answer the second research question, the researcher used independent sample t test to investigate the effectiveness of slow and fast tempo songs on students' pronunciation skill. The result of the study indicated that both slow tempo songs and fast tempo songs have significant effect on students' pronunciation ability positively, which proves that English songs have positive significant effect on students' pronunciation. This is in line with the study of Farmand and Pourgharib (2013) who also indicated significant and positive influence of English songs towards students' pronunciation and oral production of language. Other than that, it is supported by the result in the descriptive statistics that both slow and fast tempo songs score in the posttest have increased compared to the score in the pretest. This is also in line with the study by Fitri (2016) who also found that students' pronunciation have increased by implementing English songs to improve their pronunciation. This is also in line with Chen (2016) where the students finds it easier to memorize the words and its pronunciation as they are familiar with some of the English songs implemented. In this case, this findings answers the first research question that English songs have significant effect towards students' pronunciation.

CONCLUSION AND SUGGESTION

The result of the study concluded that the comparison between slow and fast tempo songs, the study indicated that slow tempo songs have better mean difference compared to fast tempo songs. This shows that slow tempo song have better influence on students' pronunciation compared to fast tempo songs. Slow tempo songs contains less beat than fast tempo songs, this lessen the disturbance of other sounds beside the words, which increases comprehension and pronunciation. In terms of the effect of slow and fast tempo songs, the study concluded that there is significant effect of English songs towards students' pronunciation ability. This is proven that both slow and fast tempo song have the significance of 0.000 which is lower than 0.05 and posttest score for both kinds of songs also better than pretest score which indicate that the effect of English songs on pronunciation in this study is considered as positive. Based on the discussion, English songs contains beneficial features like repetition and stuck in the head after some period of listening it which enhance pronunciation skill.

The researcher provides the suggestion based on the result as well as limitation in this study which might be useful for the next researcher. 1) It is suggested for learners to practice pronunciation while listening to English songs as it is beneficial to develop pronunciation skills. 2) It is suggested for the teacher to develop various learning for pronunciation including the implementation of English songs, as in this study, English songs contains many benefits that enhance retention, comprehension and pronunciation. 3) It is suggested for the next researcher focusing on researching English songs, to use fewer familiar songs for the research as in the first attempt of this study, the researcher found that the students already familiar with famous songs which makes it too easy for them and might not develop their knowledge as they already know it.

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