

IMPROVING STUDENTS' PRONUNCIATION MASTERY THROUGH LEARNING BY USING MEDIAS (English Songs and English Movies)

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Abstract

This study deals with the fourth semester students of English Department of Letter Faculty in Darma Agung University. The objective of this study is to investigate how well using related media such as English songs and English movies improves students' pronunciation. It uses Classroom Action Research in which the subject the subject of this study is the fourth semester students of English Department of Letter Faculty in Darma Agung University. It is showed the improvement of students' score based on the range of the pre-test (55.3) to the posttest in Cycle II (85.4). Thus, the use of relate media such as English Songs and English Movies improves students' pronunciation well.

I. INTRODUCTION

1.1 The Background of the Study

The main goal of teaching English is to make learners can communicate in English well. It is known that four basic elements of teaching English are Listening, Speaking, Reading and Writing. Although those four basic elements, learners cannot communicate in English without good pronunciation. They cannot discriminate the sounds as well as they producing it. Even though, they have spent several years for studying English in their school.

Based on the researchers experience during teaching in university level, most of students in class tend to hate speak in English even they are good in structure and having a lot of vocabularies. It was a very hard for them for they could not good enough in pronouncing the English words. They seemed having some ideas in their mind, but they cannot express it in English. The missed pronunciation or error in pronunciation is not only made by the students' background, but some are from the lecturers' effort. Many lecturers do not care of the students needed. They tend to lecturing as fast as possible, and then their meetings are enough to fulfill the colleague requirements. Sometimes, some of lecturers forget that their

students need various menus in teaching learning process. Sometimes the material cannot help the students to build their interest to study.

In line with reality, the researchers tried to overcome the students' difficulty in learning pronunciation by giving some solutions which can help students to enjoy studying in aim to improve their ability in pronunciation by using media such as English songs and English movies.

The researcher is optimist about the use of Songs and movies can be used to improve students' pronunciation ability. It is starting with listening to the English songs. Listening to English music and song frequently, the students are expected to be able to improve their vocabulary and their ability to pronounce words in English. As the addition, listening to English songs is also an interesting way for students to memorize how a word in English to be spoken.

1.2 The Problem of the Study

Related to the background of the study, the researcher' problem of this study is formulated as the following: "How well does Using relate media such as English songs and English movies improve students' pronunciation?"

1.3 The Objectives of the Study

After comparing the background and the problem of the research, the researcher thinks that the objective of the study must be clearly explained. Then, the objectives of this study is to find out whether using related media, like listening English songs and watching English movies is effective enough to improve the students' pronunciation in English.

1.4 The Scope of the Study

In the world, there are so many genres of music available, for those the researchers limited the genre of song which is taken. After analyzing students' responding on the informal interview in listening class, the researchers decided to take the pop genre as the material. Movies duration take a quite long. It would consume too much time. In this study, the researcher provides some short movies to be watched by the students.

1.5 The Significance of the Study

The finding of the research is expected to be useful for the lecturers, students and to the other researchers. It is made in aim to get the result of the study which can be beneficial for the following:

1. The Researcher, the result of this study is expected to be a very useful input for them as one of the alternative technique to overcome the students' problem in pronunciation.
2. The students, the result of this study is expected to be useful to make them more interested and motivated in improving their pronunciation.
3. The readers who are teaching English, the result of this study is expected to be useful for them to develop their techniques in teaching English specially in pronouncing English words.

II. REVIEW OF LITERATURE

2.1 Teaching's Media

Media is considered as instructional system of teaching learning process. Instructional media is also called teaching aid. It is issued in order to facilitate the teacher/lecturer to achieve the goal of the teaching learning process. The teacher can select the media from the traditional ones up to the modern ones.

Maduca Cathy, on her blog named as SERC portal for educators, wrote: Media can be used in almost any discipline to enhance learning, both in class, and also for out-of-class assignments. Short film and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Songs and music videos, especially when the lyrics are made available, can be used to the same effect.

Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall (Cowen, 1984). In Willingham's (2009) research he asks a simple question to make his point, "Why do students remember everything that's on television and forget what we lecture?" - Because visual media helps students retain concepts and ideas. Brantford, Browning, and Cocking (1999, p 194) also noted the crucial role that technology plays for creating learning environments that extend the possibilities of one-way communication media, such as movies, documentaries, television shows and music into new areas that require interactive learning like visualizations and student-created content.

2.1.1 Songs

In doing this research, the researchers used songs as one of the two Medias that are used in improving the students' pronunciation.

Sometimes people did not realize that they could sing the songs without learning how to sing the song in certain way. From the songs, people can

learn many things, for example they can get some more new words, and they also could learn how the words are pronounced. As songs are having magical effects, people can use songs in the learning process. Harmer (2000:242) state that music is a powerful stimulus for students engagement precisely because it speaks directly to our emotion while still allowing us to use our brain to analyze it and its effects if we so wish.

2.1.2 Short Movie

Learning English Pronunciation through watching short movie is a good lesson students because they are only have to focus on a minimum of spoken dialogue. Students watch a scene from a film which has lots of things that they can see and therefore they write it down on their vocabulary books. Lecturer can teach and test students' vocabulary by asking a series of true/ false questions and asking them to put a series of events in order. This research, the teaching by using short movie is used to improve students' ability in English Pronunciation.

2.2 Teaching Pronunciation

Pronunciation is defined as the way in which language is spoken (Hornby, 1995:497). On the other hand, Dalton (1998:3) defines pronunciation as the production of significant sound into senses. First, sound is significant because it is used as a part of a code of particular language. Second, sound is significant because it is used to achieve meaning in context of use. From the definitions, it can be concluded that pronunciation is the way to sound language meaningfully.

Most of nonnative speakers of English have learnt English as a part of their formal education, and as a result, all of them are literates. They are able to write and read. This is really different from the condition found in English speaking countries. They learn the pronunciation, intonation, and other suprasegmental features then finally they learn the spelling of the words. Although

the nonnative speakers of English are literate enough; however, it does not mean that they are literature enough in English language. Harmer (2000:183) states that teaching pronunciation not only make students aware of different sound features, but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed, all these things give them extra information about spoken English and help them.

On the other hand, Dalton (1998:6) also states about the importance of students to be aware the pronunciation elements. When it comes to language teaching, it is important to note that there is a difference between what is effective as appoint of reference or set of bearing and what is presented as an attainable behavioral target. The task of pronunciation teaching, as in teaching of any other aspects of language, is to establish models for guidance, not norms for imitation.

From the statement above, it is important for the teacher to teach pronunciation and to make the students aware of pronunciation features because it can improve their production of spoken language and listening comprehension.

2.2.1 Elements of Pronunciation

When learning English, a language learner finds two kinds of speech features (Ramelan, 1985:22), they are:

1. Segmental features, which refer to sound units, arranged in a sequential order, or it is about consonant and vowel
2. Suprasegmental features refer to stress, pitch, length intonation and other features that always accompany the production of segmental.

2.2.1.1 Segmental Features

English segmental system includes vowels and consonant. The

classification is based on the differences in their function in an utterance and their ways of production.

English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowel consist of /i:/, /ə:/, /a:/, /u:/, /o:/, while short vowel consist of /i/, /e/, /æ/, /ə/, /ʌ/, /u/, /o/. Beside the two kinds of vowels above, there are also diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of syllable (Syafei, 1988:13). There are eight English diphthongs, /ei/, /ai/, /oi/, /au/, /oə/, /iə/, /uə/, /eə/. The English consonants consist of twenty-four. Those are /p/, /b/, t/, /d/, /k/, /g/, /f/, /v/, /ð/, /θ/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/.

2.2.1.2 Suprasegmental Features

Suprasegmental features are like the style used in words or sentences. There are four kinds of supra segmental features, they are stress, pitch and intonation, pause and rhythm

2.3 Students' Problem in Pronouncing English Words

Indonesian's mother tongue has some differences with English in pronunciation. In Indonesia language; there is no difference between its writing and its sound. But Indonesian people find its difference it English. Sometimes people sound differently from the writing. For example, the word "here "is pronounced /hi:ə/, however in Indonesia people pronounce /here/. It is not denied that students often make mistakes in learning foreign language; however, doing such mistake is a part of learning the language itself.

III. RESEARCH METHODOLOGY

3.1 Research Design

This study belongs to classroom action research.

3.2 The Subject of the Study

This action research has been conducted at the fourth semester students of English Department of Letter Faculty in Darma Agung University.

3.3 The Instruments of Collecting Data

In this research, the data were collected by using quantitative data and qualitative data. In collecting quantitative data, the researchers gave sound production test to the students and the questionnaire as the instruments.

In collecting qualitative data, the researchers use the questionares, observation sheet focusing on what happen in the classroom (classroom management).

3.4 The Procedure of Data Collection

This research conducts by administrating eight meetings which applied based on the Lesson Plan is provided. In the process of collecting data, it took the steps of procedure with two cycles. There are four steps in each cycle namely planning, action, observation and reflection. A model of action research is quoted from Kemmis (1988:134).

3.5 The Procedure of Data Analysis

To know the mean of the students' score of assessment given in each treatment, the researchers will apply the following formula:

$$\bar{X} = \frac{\sum X}{N} \times 100\%$$

As :

\bar{X} = The Mean of the Students' score

$\sum X$ = The Total Score of the Students

N = The Number of the Students

IV. DATA, DATA ANALYSIS AND FINDING

4.1 DATA

This study was conducted by organizing the qualitative and

quantitative data. The qualitative data were taken from observation sheet and diary notes. The quantitative data were taken from the mean of sound production test and the questionnaire. This research was conducted in one class with 35 samples. It was accomplished in two cycles, every cycle consisted of the

four steps of action research (planning, acting, observing, and reflecting). The first cycle was treatment that was conducted in ten meetings both in cycle I and Cycle II. Here is the result of sound production test and the questionnaire that students did in pre test and post test in cycle one and cycle two.

Table: 4.1.1
Student's Pronunciation Achievement on Pretest and Post Test

No	Initial Name	Pretest	Post Test	
			Cycle I	Cycle II
1	S-1	65	80	96
2	S-2	54	68	84
3	S-3	45	60	82
4	S-4	46	52	76
5	S-5	68	86	94
6	S-6	45	66	80
7	S-7	43	62	80
8	S-8	56	76	84
9	S-9	62	80	86
10	S-10	43	58	82
11	S-11	32	50	85
12	S-12	42	70	80
13	S-13	45	72	84
14	S-14	45	60	82
15	S-15	42	62	80
16	S-15	45	54	83
17	S-17	68	84	96
18	S-18	52	70	82
19	S-19	62	86	94
20	S-20	63	82	94
21	S-21	69	80	87
22	S-22	62	80	89
23	S-23	54	70	80
24	S-24	67	84	93
25	S-25	69	82	88
26	S-26	56	74	80
27	S-27	64	80	86
28	S-28	52	64	80
29	S-29	59	83	96
30	S-30	53	78	84
31	S-31	69	81	90
32	S-32	57	80	88
33	S-33	64	78	88
34	S-34	52	64	76
35	S-35	62	70	80
Total (Σ)		1932	2526	2989
Mean (\bar{X})		55,2	72,17143	85,4

Table 4.1.2
Tabulating Data of Questionnaire

No	Student's Code	Score Per Item				
		1	2	3	4	5
1	S-1	2	2	3	2	3
2	S-2	3	2	3	2	3
3	S-3	2	2	2	2	2
4	S-4	3	2	2	3	2
5	S-5	2	2	3	3	1
6	S-6	2	3	2	3	2
7	S-7	2	2	3	2	1
8	S-8	2	3	2	3	2
9	S-9	2	2	2	2	2
10	S-10	2	3	2	2	2
11	S-11	3	2	2	3	2
12	S-12	3	3	2	3	2
13	S-13	3	3	2	2	3
14	S-14	2	2	2	3	2
15	S-15	3	3	3	2	2
16	S-15	2	3	2	2	2
17	S-17	3	3	3	3	3
18	S-18	2	3	3	2	3
19	S-19	2	2	2	2	2
20	S-20	3	3	3	3	3
21	S-21	2	3	3	2	2
22	S-22	2	2	2	3	1
23	S-23	2	3	2	3	2
24	S-24	3	3	3	3	3
25	S-25	2	2	2	3	3
26	S-26	3	3	3	2	2
27	S-27	3	3	3	3	3
28	S-28	3	2	2	3	2
29	S-29	2	3	3	3	3
30	S-30	2	3	3	2	3
31	S-31	2	2	2	3	3
32	S-32	3	3	3	2	2
33	S-33	2	2	2	3	1
34	S-34	2	3	2	3	2
35	S-35	3	3	3	3	3
Total (Σ)		84	90	86	90	79
Mean (\bar{X})		2,4	2,57	2,45	2,57	2,25

4.2 Data Analysis

The data above was analyzed based on the tests and the questionnaire given to the students. It was accomplished in two cycles. Every cycle

consisted of four steps of action research (plan, act, observation, and reflection). The qualitative data was collected by giving observation sheet and diary notes. The quantitative data was collected by

giving sound production test and the questionnaire to count the means of the students, the data was taken from post test in cycle one and cycle two.

4.2.1 Grading the Questionnaire

The questionnaire consisted of five questions; each of them had these

options namely: a,b, and c. Each option was given a score that indicate the quality of each item. The score ranges were from 1 to 3 as shown in the table below:

**Table 4.2.1
Score Per Item**

Option	Point	Meaning
A	1	Low
B	2	Medium
C	3	High

4.2.2 Determining the Grade Score

When the students answered the questionnaire, the researcher analyzed the result of the questionnaire to get the

data. The result of the data analysis of each question can be classified into a range of mean below:

**Table 4.2.2
Classification of Grade Scores**

Range of Mean	Students' Interest	The Advantage	Students' Motivation	The Relevancy	Sustainability
0.01-1.00	Low	Do not help students	Low	Not relevant	Not necessary
1.01-2.00	Medium	Help	Medium	Relevant	Necessary
2.01-3.00	High	Help students very much	High	Very relevant	Very necessary

4.2.3 Matching the Mean to a Criterion

Here is the analysis of questionnaire result, which is based on the criterion above.

**Table 4.2.3
Category of the Criterion**

Issue	Mean	Category
Students' interest	2,4	High
The advantage	2,57	Help students very much
Students' motivation	2,45	High
The relevancy	2,57	Very relevant
Sustainability	2.25	Very Necessary

4.3 Research Finding and Discussion

In this study, treating the students by using the related media such English Song and English Movies can improve students' pronunciation from the mean 55,3 in pretest, then it is improved into

72,17 on cycle I and the last becomes 85,4 in cycle II. Based on discussion above, students get improvement in pronunciation through listening and watching to English songs and English Short Movies, this improvement was also

supported by the qualitative data. Diary notes and observation sheet supported the improvement of students' pronunciation through learning by using Medias.

The progress of 100% shown that learning by using medias is very effective to improve the students' pronunciation. The usage of media songs and movies in teaching learning process has some benefit for the students. The students were not only learning about how the words pronounced but also master English vocabularies. Most of the students were interested in learning English by using medias. It seems that they felt more relax instead of threatened with the theory. Their motivation in learning English is increased.

In conducting this study, the researcher got some problem when collecting the data. It was time consuming because the researcher had to test one by one and check students' pronunciation one by one. It was not easy to make the transcription of the students' pronunciation. The writer need a long time to record the students' sound one by one. While the researcher recorded the students' sound, other students filled in the questionnaire given.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the finding of this research, it is concluded that using medias by listening to the English songs and watching the English short movies are effective to improve the students' mastery in pronunciation. Their pronunciation improved from the cycle one and then it was getting higher on cycle two. The sample were not only learning about how the words pronounced but also they can enrich their vocabularies. Most of the sample were interested in learning English by using those related medias.

5.2 Suggestion

It is better for English lecturers especially the lecturer of Phonology, listening and pronunciation to use

medias such as Song and short movie on their teaching learning process since both of medias have a very crucial benefit for the students. Songs and short movie can be implemented when the lecturer wants to teach vocabulary, pronunciation or a kind of text. It is known that almost all students like listening songs or watching movies. It can be used as one of the ways to get the students' participation in teaching learning process.

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