IMPROVING STUDENTS’ ENGLISH PRONUNCIATION THROUGH LISTENING TO ENGLISH SONGS AT THE SECOND GRADE STUDENTS OF SMP SWASTA HARVARD MARTUBUNG

Meningkatkan Pengucapan Bahasa Inggris Siswa Melalui Mendengarkan Lagu Bahasa Inggris Pada Siswa Kelas Dua Dari SMP Swasta Harvard Martubung

Rizky Sadilah¹, Reni Rosianna Lumban Gaol²
¹Department of English Education, Universitas Potensi Utama
²Lecturer Department of English Education Universitas Potensi Utama
¹²Universitas Potensi Utama, K. L. Yos Sudarso KM 6,5 No. 3A Tj. Mulia-Medan
Email: rizkysadilah1@gmail.com¹, reni.inparsaka@gmail.com²

Abstract: The objective of this study was to investigate whether listening to English songs significantly improve students’ English pronunciation by conducting Classroom Action Research (CAR). The subject of this research was the second grade of SMP Swasta Harvard Martubung which consisted of 30 students and was conducted in two cycles. The instrument of collecting data was quantitative data Sound Production Test (Test Produksi Suara) and qualitative data (observation sheet). Based on data analysis, the score of students’ Sound Production Test improved in every test. In the result of students’ tests were showed that the mean score of pre-test was 52.3. The mean score of post-test in Cycle I was 65.7. The mean score of post-test in Cycle II was 81.2. Based on observation sheet, it was found that teaching learning process ran well. After giving the treatment by listening to English songs, the students’ English Pronunciation in pronouncing English words improved. It was concluded that listening to English songs can improve the students’ English Pronunciation.

Keywords: Pronunciation, Listening, Songs


Kata kunci: Pengucapan, Mendengarkan, Lagu
1. INTRODUCTION

The Background of The Study

Language is a communication tool and has an important role in conveying messages between the sender of the message and the recipient of the message. The language itself has an important task as a communication tool (Brown, 2006). In today's digital era, language is the most important tool in communication. Residents or people from various places, even though far or near can communicate and give news to each other without spending a long time.

Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. English has the same goal, which is to communicate between people. English is one of the foreign languages taught throughout the world, including in Indonesia.

Students from elementary to tertiary level get English lessons. In learning English as a foreign or second language, there are two aspects that must be known and learned, namely language skills and language components. Language skills are speaking, reading, writing and listening and language components are vocabulary, structure and pronunciation.

Basically, students want to learn English because they want to be able to speak English like a native speaker. The ability to speak English is one of the most important things in communication. But there are difficulties that occur when practicing speaking English, that is the ability to pronounce some words or sentences that are not quite right, then there is a misunderstanding between the speaker and listener. Therefore, when speaking and communicating in English not only have good vocabulary and grammar, but pronunciation must also be good so there are no misunderstandings.

English pronunciation is one of the most difficult skills to acquire and students must spend a lot of time improving their pronunciation (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016). Pronunciation is the way in which a word or language is spoken. According to Cook (1996 as quoted in Pourhosein Gilakjani, 2016) defines pronunciation as the production of English sound. Pronunciation is learned by repeating the sound and correcting it when it is produced inaccurately. This refers to how words or sentences are pronounced according to the intonation used in a particular dialect (correct pronunciation).

Based on the observation of researcher at SMP Swasta Harvard Martubung, students could not speak English well, even though they have a lot of vocabulary and they could write...
sentences according to grammar but they could not speak and pronounce English well. So it was easier for students to write words or sentences than to pronounce words or sentences. Students have difficulty in speaking. It could happen because lack of motivations of students to pronounce good English words and students were embarrassed to practice their English in daily life. They only speak English when learning English in the classroom if instructed by their teacher and rarely practice outside the classroom. Facilities for teaching media were also not supported such as loudspeakers or language laboratories.

Based on the problem above, the researcher assumed that students’ problems in learning pronunciation could be overcome with appropriate learning media such as listening to English songs. Listening to English song was one of the media for students to improve their pronunciation better, more fun and to make it easier for students to accept learning by way of imitating the sound in the song being listened to. So, listening to English songs was one way to improve pronunciation in English.

Considering the explanation above, the researcher was interested in conducting research with the title “Improving Students’ English Pronunciations Through Listening English Songs At The Second Grade Students of SMP Swasta Harvard Martubung”.

The Problem of The Study

Based on the background of the study above, the researcher would formulate the problem of the study as following “How Listening to English Songs At The Second Grade Students Could Improve Students’ English Pronunciation?”.

The Objective of The Study

The objective of this research was to find out whether listening to English songs at the second grade students improve students’ English pronunciation at SMP Swasta Harvard Martubung.

The Scope and Limitation of The Study

These were the scope and limitations needed to avoid misunderstanding of the writer:

1. The teacher who would do teaching was researcher.
2. Only carried out at the second grade students at SMP Swasta Harvard Martubung.
3. Only used pop songs, the songs were “Faded” by Alan Walker and “A Whole New World” by Gamaliel and Isyana Sarasvati.
4. The sound production test would be contained with word related to the song being played.
5. Writing down the meaning of the underline words.
6. The sound production test in pre-test and post-test would be recorded to find empirical data of the average value, the highest value and the lowest value.

The Significance of The Study

1. For students. It could help students to improve their pronunciation through listening to English songs.
2. For teachers. The teachers could improve teaching skills that are fun but still provide good learning to students.
3. For other researcher. It could be one of the information or references if it has almost the same or relevant research with other researchers.
4. For the writer. It could be useful to broaden my knowledge about teaching pronunciation.

2. REVIEW OF LITERATURE

The Definition of Pronunciation

According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning. Because when we have a good pronunciation method then the person who receives the information or who is talking to us will understand what we mean.

According to Yates and Zielinski (2009), much attention to English pronunciation indicates that pronunciation has a key role in learning English. In pronunciation, we can learn sound, stress, rhythm, intonation and the vocabulary of the word that learn.

Based on the experts’ opinion above, it could be concluded that pronunciation is important to learn because in pronunciation, there are basic things learned in pronunciation such as sound, emphasis, intonation and rhythm. From these things that can make someone practice their pronunciation to be like a native speaker.

The Definition of Teaching Pronunciation
Teaching is an activity that teachers do to give stimulate to students so that they can accept the knowledge that the teacher has given them. Teaching is related between teachers and students do in the classroom to gain knowledge. Teaching pronunciation can be adjusted to the age of the students, so the way of they capture the lesson is also different. According to James (2010), acceptable pronunciation can be understood based on following basic levels. So, each student will understand to learn the pronunciation according to their age, so we can limit the teaching that is suitable and can be accepted by students.

From the expert’s opinion above, it could be concluded that the teaching of pronunciation is really needed in learning English because pronunciation is something that is basic and vital skill, from pronunciation it can develop vocabulary and exercises to form sounds, emphasis, intonation from the mouth correctly so that communication between individuals can be understood by each other.

The Main Features of Pronunciation

In order to study and to know the main features of pronunciation, the following is the main features of pronunciation by Gerald Kelly (2001:1):

1. Features of Pronunciation
   a. Segmental (Phonemes)
      - Consonants : voiced and unvoice
      - Vowels      : single vowels (short and long) and diphthong
   b. Suprasegmental
      - Intonation
      - Stress      : word stress and sentence stress

The Phonetic Transcription

The phonetic transcription is the visual representation of speech sound by means of symbols. The following is the phonetic symbols of English according to Gerald Kelly (2001:2):

Table 1. The Phonetic Symbols of English
Vowels

| Vowels | iː | I | ʊ | uː | E | ə | əː | ɔː | ʌ | ɑː | ɒ |

Consonants

| Consonants | P | B | T | D | K | G | tʃ | dʒ | F | V | Ø | D |
| S | Z | ʃ | ʒ | H | M | N | D | L | R | J | W |

Diphthongs

| Diphthongs | ei | ɔi | ai | iə | uə | eə | əʊ | aʊ |

The table of phonetic symbols above is needed to know a written character used in phonetic transcription of represent a particular speech sound. The table of phonetic symbols above also to indicate the sound of students is coming out from their mouth when do the test.

The Song as A Teaching Media in Improving English Pronunciation

Teaching media is needed in learning process. According to Briggs in Aniqotunnisa (2013: 10), teaching media is all physical form that can convey message and can stimulate students to learn. Song is as teaching media to improve students’ English pronunciaton. The physical form that can be use to listen song or something is like radio, tape or loudspeaker. Teaching media (listening to English songs) is to easier the students receive the learning.

The Definition of Song

According to Richard (2002) a song is a relatively short musical composition for the human voice, which features words or lyrics. So when teaching pronunciation can use the script of lyric of the song to make students easier to study.

Jamalus (1988: 5) states that songs can be said as art works if they were sounded (sung) with the accompaniment of musical devices. So when teaching pronunciation can use a radio or loudspeaker. In this situation when students listen to songs, they also have to analyze how the pronunciation is spoken by the singer in the radio or loudspeaker. Because of that, teacher must choose the song that suitable for the students because songs are important way to improve their English speaking skill. By using song, students can know how to pronounce it, the vocabulary and can learning the grammar of the songs and songs can make learning English is fun and not bored.

The Definition of Listening

According to Brown (2001: 247), listening is the main component in language learning and teaching because students listened more than they speak in the classroom. So,
because of that listening to songs can make them listen while singing with good pronunciation.

According to Russel in Hasyuni (2006: 8), listening ability is listening with understanding, attention and appreciation. Hearing is basically an automatic and passive activity.

Based on the experts’ opinion above, it could be concluded that listening is not hearing only but listening is understanding what the speaker say and listening is component that needed for students, especially for Junior High School students, because some of students are embarrassed to speak English. So, because of that listening to songs can make them listen while singing with good pronunciation.

3. RESEARCH METHODOLOGY

The Research Design

Research design was a part of element in doing research. This research conducted by using classroom action research. There were four cycles to conduct the classroom action research stated in Arikunto (2006:16), namely planning, acting, observing and reflecting.

The Research Subjects

This research conducted at SMP Swasta Harvard Martubung School on Labuhan Deli, Medan Marelan, North Sumatra 20251. The population taken in this study was students of SMP Swasta Harvard Martubung and the sample was VIII-C, which consisted of 30 students.

The Technique of Data Collection

Technique of data collection was quantitative data and qualitative data. In collecting quantitative data, the researcher would give sound production test to the students as the instrument. In collecting qualitative data, the researcher used the observation sheet to see what was happening when do learning process in the classroom.

Scoring System
Scoring system was needed to measure and to evaluate the students’ pronunciation before and after do the learning. In this case the researcher just given score on the students’ pronunciation. The test was scored by using these formula:

To calculate individual score by applying the following formula according to (Hamalik : 1989):

\[
S = \frac{R \times 100}{N}
\]

Where:
- \( S \) = The score of students
- \( R \) = The score of correct pronunciation
- \( N \) = The total of maximum score

To know the mean of students’ score of assessment given in each treatment, the following formula according to (Arikunto, 2010 : 264):

\[
\bar{X} = \frac{\sum X}{\sum N}
\]

Where:
- \( \bar{X} \) = The mean of the students’ score
- \( \sum X \) = The total score of the students
- \( \sum N \) = The number of the students

To categorize the students who get up to KKM score, that was >75 calculated by applying the following formula according to (Sudijono, 2009 : 43):

\[
\text{Persentase} \ (%) = \frac{f \times 100 \%}{N}
\]

Where:
- \( \text{Persentase} \ (%) \) = Percentage of students who get point >75
- \( f \) = The number of students who get the point >75
- \( N \) = The number of students who do the test

To know students’ improvement score on the percentage of students’ pronunciation from pre-test up to post-test score in Cycle I and Cycle II by applying the following formula according to (David E. Meltzer : 2002):

\[
P = \frac{y_1 - y}{y} \times 100 \%
\]

Where:
- \( P \) = Percentage of students’ improvement
- \( y \) = Pre-test result
- \( y_1 \) = Post-test I

\[
P = \frac{y_2 - y}{y} \times 100 \%
\]
Where:
P = Percentage of students’ improvement
y = Pre-test result
y2 = Post-test II

4. RESEARCH FINDINGS AND DISCUSSIONS

The Data Analysis

This study was conducted on 11th-18th August 2020 in SMP Swasta Harvard Martubung. This action was done at second grade students of SMP Swasta Harvard Martubung. This class was only second grade in this school. The class was VIII-C, which consisted of 30 students. This classroom action research is done to find out whether students’ English pronunciation improve through listening to English songs. The pre-test was conducted in one meeting, the first cycle was conducted in one meeting and the second cycle was conducted in one meeting. Each meeting was in 2 x 40 minutes.

The First Cycle of CAR
1. Planning

The first was preparing the material that would be done, that is the script of the lyrics of the songs. The songs would be played was “Faded’ by Alan Walker and “A Whole New World” by Gamaliel and Isyana Sarasvati. The second was preparing tools like loudspeaker, laptop as media, handphone to record the students’ voice, sound production test and observation sheet. The test was the sound production test, the sound production test was containing of the list of words of lyrics from the song that would be played. There were 30 words that they have to pronounce. The criteria of success were the students’ pronunciation achieved the Minimum Mastery Criterion - Kriteria Ketuntasan Minimal (KKM) of English 75 or above and 75 of students participated in English pronunciation class.

2. Action/Implementing

The researcher would teach the material by using listening to English song as the learning media and give treatment to improve students’ pronunciation. The song that given was pop song. The song was chosen from frequently heared songs and an easy vocabulary to a slightly unfamiliar/difficult of vocabulary. And then the researcher has to told and taught to the students about phonetic transcription or phonetic symbols in easy way, so student
could easy to write and answer some blanks in the script of the lyrics of the song. And then, time to listen to the songs, the listening activity would be repeated 3 times for every song. The researcher might ask each students how the words were pronounced correctly and discussed the content of the lyrics of songs. After that the researcher asked to students to do the post test of sound production test, after that sing the song together. The last thing to do was collecting paper or the script of song (the meaning underline word and how to pronounce) to the researcher for assessment.

3. Observing

In this phase, the observation conducted by the researcher and focused learning process and pronouncing of the students before and after did implementing step and giving sound production test. The researcher observed the students’ participation in the process of pronunciation teaching and learning on pre-test, treatment and post-test.

In the first meeting, the researcher observed the students were interested and enthusiastic when to know to do the learning by listening to English song. Even though the students were still confused how to study like this but they really wanted to know to study pronunciation because of the teaching media was listening to English song was interested. The students were not feel like study when did teaching and learning with the researcher but still coordinated.

When the researcher observed the pre-test, many students were still have low pronunciation as we could see in students’s score in pre-test. The pronunciation of students were still like what the word was wrote so, the students read or pronounce like word was wrote not how to pronounce the words in correct way.

When did the treatment or implementing, students were seriously listening to the song because they wanted to know and hear how the singers pronounce the words when singing. So, students knew when the researcher asked students how to pronounce the words. The students were happy and not feel bore in the classroom when study with the researcher by using listening to English song and the researcher and students were singing together with good pronunciation.

When did the post-test, there were an improvement of the students’ pronunciation, they knew how to pronounce the word after listening the song. It could be seen from pre-test mean score was 52,3 increased to 65,7 in post-test in Cycle I or from 4 students or 13,3 % students who passed the score above the Minimum Mastery Criterion or KKM 75 to 12 students or 40 % students. That means that there was 25,6 % of mean score improvement.
4. Reflecting

In this phase, reflecting helped the researcher and teacher to make decision what to do next. The researcher reflected anything that has been done before. It made sure that to know whether the students made improvement on the students’ pronunciation or not after listening to English song. Even though in Cycle I, there was an improvement on the students. So, because of that the researcher need to do again in the next cycle by reflecting that has been done before in the Cycle I.

The Second Cycle of CAR

After Cycle I had been done, it was found that students’ pronunciation improved. But the researcher made sure that to know whether the students made improvement on the students’ pronunciation or not after listening to English song in the next cycle by reflected anything that has been done before in Cycle I.

1. Planning

The first was preparing the material that would be done, that is the script of the lyrics of the songs. The songs would be played was “Faded’ by Alan Walker and “A Whole New World” by Gamaliel and Isyana Sarasvati. The second was preparing tools like loudspeaker, laptop as media, handphone to record the students’ voice, sound production test and observation sheet. The test was the sound production test, the sound production test was containing of the list of words of lyrics from the song that would be played. There were 30 words that they have to pronounce. The criteria of success were the students’ pronunciation achieved the Minimum Mastery Criterion - *Kriteria Ketuntasan Minimal* (KKM) of English 75 or above and 75 of students participated in English pronunciation class.

2. Action/Implementing

The researcher would teach the material by using listening to English song as the learning media and give treatment to improve students’ pronunciation. And then the researcher has to told and taught again deeply to the students about phonetic transcription or phonetic symbols in easy way to remembered them, so student could easy to write and answer some blanks in the script of the lyrics of the song and told about the media that was given. And then, time to listen to the songs, the listening activity would be repeated 3 times for every song. The researcher might ask each students how the words were pronounced.
correctly and discussed the content of the lyrics of songs. After that the researcher asked to students to do the post test of sound production test, after that sing the song together. The last thing to do was collecting paper or the script of song (the meaning underline word and how to pronounce) to the researcher for assessment.

3. Observing

When did the post-test, there were the significance of the students’ pronunciation from Cycle I to Cycle II. It could be seen from post-test in Cycle I mean score was 65.7 increased to 81.2 in post-test of Cycle II or from 12 students or 40 % students who passed the score above the Minimum Mastery Criterion or KKM 75 to 26 students or 86.6 % students. That means that there was 55.2 % or 29.6 points of mean score improvement.

4. Reflecting

The researcher sure that gave the second test of student with the same ways like in the Cycle I to see there was an improvement or not when did in the Cycle II. It was expected that Cycle II of action research got better than Cycle I.

The Data Analysis of Sound Production Test in Pre-Test, Cycle I and Cycle II

The research was conducted in one class with 30 sample. Here is the result of sound production test that students did in pre-test, post-test in Cycle I and post-test in Cycle II.

Table 2. The Students’ Score in Pre-Test, Post-Test In Cycle I, and Post-Test in Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Pre-Test Score</th>
<th>Post-Test I Score</th>
<th>Post-Test II Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AP</td>
<td>77*</td>
<td>87*</td>
<td>93*</td>
</tr>
<tr>
<td>2</td>
<td>AT</td>
<td>40</td>
<td>50</td>
<td>67</td>
</tr>
<tr>
<td>3</td>
<td>AM</td>
<td>43</td>
<td>53</td>
<td>77*</td>
</tr>
<tr>
<td>4</td>
<td>APS</td>
<td>47</td>
<td>73*</td>
<td>83*</td>
</tr>
<tr>
<td>5</td>
<td>BBT</td>
<td>43</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>CSM</td>
<td>47</td>
<td>53</td>
<td>80*</td>
</tr>
<tr>
<td>7</td>
<td>DMS</td>
<td>77*</td>
<td>83*</td>
<td>90*</td>
</tr>
<tr>
<td>8</td>
<td>DIS</td>
<td>47</td>
<td>77*</td>
<td>83*</td>
</tr>
<tr>
<td>9</td>
<td>GN</td>
<td>43</td>
<td>53</td>
<td>77*</td>
</tr>
<tr>
<td>10</td>
<td>HP</td>
<td>57</td>
<td>77*</td>
<td>87*</td>
</tr>
<tr>
<td>11</td>
<td>IS</td>
<td>40</td>
<td>50</td>
<td>67</td>
</tr>
<tr>
<td>12</td>
<td>IWH</td>
<td>80*</td>
<td>87*</td>
<td>97*</td>
</tr>
</tbody>
</table>
Note: The sign of this (*) is students who get point (>75)

1. Percentage of students who get up KKM score:
   Pre-test data : \textit{Persentase} (%) = 13,3 \% (4 students)
   Post-test data of Cycle I : \textit{Persentase} (%) = 40 \% (12 students)
   Post-test data of Cycle II : \textit{Persentase} (%) = 86,6 \% (26 students)

2. The mean score of students in every tests

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>JS</td>
<td>63</td>
<td>80*</td>
</tr>
<tr>
<td>14</td>
<td>LDS</td>
<td>43</td>
<td>77*</td>
</tr>
<tr>
<td>15</td>
<td>MS</td>
<td>47</td>
<td>57</td>
</tr>
<tr>
<td>16</td>
<td>MAT</td>
<td>47</td>
<td>57</td>
</tr>
<tr>
<td>17</td>
<td>ME</td>
<td>43</td>
<td>53</td>
</tr>
<tr>
<td>18</td>
<td>MRS</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>19</td>
<td>NGTS</td>
<td>53</td>
<td>67</td>
</tr>
<tr>
<td>20</td>
<td>PP</td>
<td>47</td>
<td>50</td>
</tr>
<tr>
<td>21</td>
<td>RVS</td>
<td>83*</td>
<td>93*</td>
</tr>
<tr>
<td>22</td>
<td>RS</td>
<td>43</td>
<td>63</td>
</tr>
<tr>
<td>23</td>
<td>RSS</td>
<td>47</td>
<td>57</td>
</tr>
<tr>
<td>24</td>
<td>RM</td>
<td>50</td>
<td>63</td>
</tr>
<tr>
<td>25</td>
<td>RS</td>
<td>57</td>
<td>77*</td>
</tr>
<tr>
<td>26</td>
<td>RM</td>
<td>53</td>
<td>67</td>
</tr>
<tr>
<td>27</td>
<td>SDG</td>
<td>57</td>
<td>77*</td>
</tr>
<tr>
<td>28</td>
<td>SG</td>
<td>43</td>
<td>53</td>
</tr>
<tr>
<td>29</td>
<td>TOS</td>
<td>60</td>
<td>80*</td>
</tr>
<tr>
<td>30</td>
<td>VAT</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>1571</td>
<td>1973</td>
<td>2436</td>
</tr>
<tr>
<td>Mean</td>
<td>52,3</td>
<td>65,7</td>
<td>81,2</td>
</tr>
</tbody>
</table>
3. The students’ improvement score on the percentage of students’ pronunciation from pre-test up to post-test score in Cycle I and Cycle II:

![Figure 1. The Students’ Improvement in Pronunciation Score in Pre-test, Post-Test of Cycle I and Post-Test of Cycle II](image)

- **Cycle I**
  - \[ P = \frac{y_1 - y}{y} \times 100\% \]
  - \[ P = \frac{65.7 - 52.3}{52.3} \times 100\% \]
  - \[ P = 25.6\% \]

- **Cycle II**
  - \[ P = \frac{y_2 - y}{y} \times 100\% \]
  - \[ P = \frac{81.2 - 52.3}{52.3} \times 100\% \]
  - \[ P = 55.2\% \]

Based on the comparing between pre-test, post-test in Cycle I and post-test in Cycle II were in pre-test the pronunciation of students before giving listening to English song, the students’ pronunciation was low their English pronunciation. The students read or pronounce like word was wrote not how to pronounce the words in correct way. The mean score of pre-test was 52.3. After giving the treatment, that was listening to English song, there was a significant of students’ English pronunciation as shown in post-test I data in Cycle I. The mean score of post-test in Cycle I was 65.7. In Cycle II of action research got better than Cycle I. The mean score of post-test in Cycle II was 81.2. The improvement from Cycle I to Cycle II is 15.5 points. The percentage of students’ pronunciation from pre-test up to post-test score in Cycle I was 40 % or 12 students and pre-test up to post-test score in Cycle II was 86.6 % or 26 students. Listening to English songs can improve students’ English
pronunciation from 25.6% the improvement in pre-test to Cycle I and pre-test to Cycle II become 55.2% the improvement of students. The improvement is 29.6 points. Based on the findings above, the students get improvement in pronunciation through listening to English songs.

The Data Analysis of Observation Sheet

The research was conducted in one class with 30 sample of VIII-C class. The teacher was the researcher and the English teacher of the school was the observer. The observation sheets were made for three meetings. It was done on 11th, 14th and 18th August 2020 at SMP Swasta Harvard Martubung. Based on the data of observation sheets shown that learning done during for three times of meeting was very fluent, well-time from the inception of learning to the completion of learning and the students’ pronunciation from pre-test to post-test of Cycle I and Cycle II improved after giving the treatment (listening to English songs).

5. CONCLUSION AND SUGGESTION

Conclusion

The researcher attested that listening to English songs could improve students’ English pronunciation. It concluded by seeing the learning process and the improvement of the result from pre-test, post-test of Cycle I and post-test of Cycle II. In learning process, the students were interested, enthusiastic when to know to do the learning by listening to English songs, it meant that students’ motivation of study English especially in study pronunciation through listening to English song increased and they did not feel bored and not feel like study when did teaching and learning with the researcher but still coordinated. In the result of students’ tests were showed that the mean score of pre-test was 52.3. The mean score of post-test in Cycle I was 65.7. The mean score of post-test in Cycle II was 81.2. It showed that students have improved from pre-test to post-test of Cycle II in English pronunciation through listening to English songs.

Suggestion

The researcher gave suggestion for students and reader this thesis. The researcher suggested this research can help student to improve their pronunciation through listening to English songs and this research can help reader if you want to teach students or learner in
Junior High School grade to improve teaching and learning about pronunciation to get like native speaker, the reader should more often adopt this approach and learn it.

REFERENCES


