

**THE USE OF SONG MEDIA TO INCREASE STUDENTS'
PRONUNCIATION OF DENTAL AND ALVEO
PALATAL CONSONANT SOUNDS AT
CLASS X IN SMA NEGERI
1 KASIMBAR**



SKRIPSI

*Presented as a partial fulfillment of requirements for the degree of
Sarjana Pendidikan at the Tarbiyah and Teacher Training
Faculty, Datokarama State Islamic University Palu*

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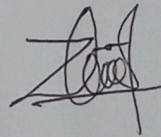
**ENGLISH TADRIS STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
DATOKARAMA STATE ISLAMIC UNIVERSITY (UIN) PALU
2024**

STATEMENT OF THE SKRIPSI AUTHENTICITY

I hereby declare that the skripsi entitled: *"The use of song media to Increase Students' Pronunciation of Dental and Alveopalatal Consonant Sounds at Class X in SMA Negeri 1 Kasimbar"* has been officially recognized as my own work. If in the future, this skripsi is found to have been made in whole or in part by someone else, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this mistake.

Palu 3 August 2023

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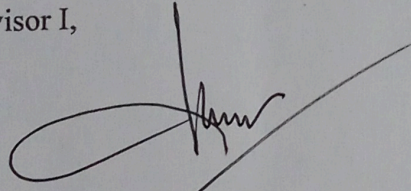
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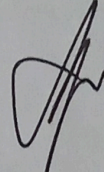
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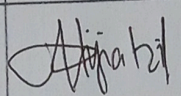
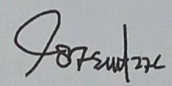
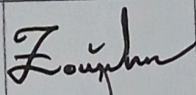
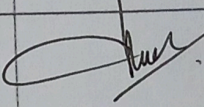
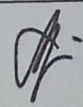


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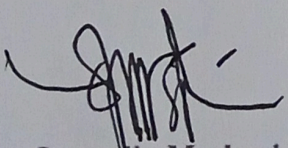
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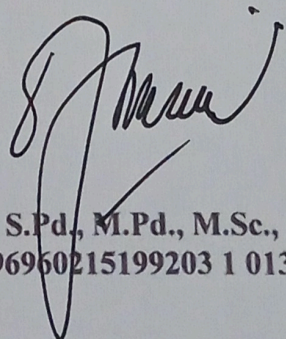
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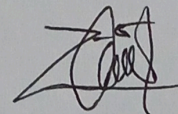
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ABSTACT

Name : Zakiah
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Tittle : The Use of Song Media to Increase Students' Pronunciation of Dental and Alveopalatal Consonant Sounds at Class X in SMA Negeri 1 Kasimbar

English is the first foreign language taught in every school in Indonesia, there are still many Indonesian students' who have low English language skills. For example, SMA Negeri 1 Kasimbar. It was found that they have a lot of English pronunciation errors especially the pronunciation of dental and alveopalatal consonant sounds.

The objective of this research was to find out whether used song media in learning can increase students' pronunciation of dental and alveopalatal consonant sounds at class X in SMA Negeri 1 Kasimbar. The research question of this reseach was "Can the Use of song Media Increase Students' Pronunciation of Dental and Alveopalatal Cosonant Sounds at class X in SMA Negeri 1 Kasimbar?"

The kind of research used in this research is quantitative research. In this research, the researcher applied a true-experimental research design involving an experimental class and a control class. The population of this research was the students' at class X in SMA Negeri 1 Kasimbar, and the samples was X IPA 2 consisting of 20 students' as the experiment class and X IPS 1 consisting of 14 students' as the control class.

The instruments used to collecting the data are tests. Pre-test was conducted to measure the initial ability of students' before being given treatment and post-test was conducted to measure the ability of students after being given treatment. The treatment used was song media where the researcher taught consonant sounds and asked students' to listen to and observe the text of song lyrics that the researcher had prepared before starting learning.

Data obtained from students' test scores were statistically analysed. The results of the data analysis showed that the alternative hypothesis of this research was accepted considering that the t-counted analysis (3.99) was greater than the t-table (1.68) by applying a significance level of 0.05 with the degree of freedom (df) is $N+N-2= 32$ which means that The Use of Song Media Can Increase Students' Pronunciation of Dental and Alveopalatal Consonant Sounds at Class X in SMA Negeri 1 Kasimbar.

CHAPTER 1 INTRODUCTION

A. Background of the Research

English is a foreign language that students must study both vocally and in writing for a variety of vital educational purposes in Indonesia. Learning English is crucial for kids since there are numerous benefits to using the language. The reason is almost all technologies use English in their language system. Therefore, students are required to learn English in order to be able to update information with new technology appropriately in the student learning process.

In learning English, four skills are important for students to learn, namely listening, speaking, reading, and writing. If students' English pronunciation skills are still minimal, it will be an obstacle for students to play an active role in the classroom and will have result low in learning outcomes. The low ability of students' pronunciation will result in the ability of students to speak being very less so that students are more silent in class if the learning process is taking place. In addition, some students think that English lessons are very confusing because the writing and pronunciation are different. Therefore, the teacher must be responsible for improving students' pronunciation in learning English. A teacher must be creative in teaching so that students feel comfortable in the learning process, especially in communicating in English.

For a student, communication is the most crucial aspect of the classroom, particularly when studying English. To make their pronunciation easy for other students to understand, students need to practice it. Pronunciation correctly conveys information, making it easier to gauge the amount of speaking practice that needs to be done. It's also expected that we won't limit our attention to just the information we wish to get across. However, people are aware of what we truly want to communicate.

Teaching pronunciation to kids can significantly increase their speaking abilities in addition to raising their awareness of various sounds and voice characteristics. It goes without saying that teaching pronunciation improves student communication skills in the classroom. Pronunciation or speech is a person's ability to understand the sound system and its impact on someone's speech which will affect the meaning or meaning in the English context. Pronunciation refers to the way people produce sounds that a person uses to make meaning when speaking.¹ So it can be concluded that in English, different sounds will have different meanings, let alone different writings, and will greatly affect oral communication. On the other hand, language skills are not only written skills but also spoken and ironically, most people communicate orally.

Improper pronunciation will be a benchmark that students cannot learn English as a whole, and will be the cause of students' low English learning outcomes. There has to be a way to fix the problem, so that it gets better. This difference in learning outcomes can be caused by various things. One of them is

¹Lynda Yates, and Beth Zelinski. *Give it a Go: Teaching Pronunciation to Adults*. (Australia, Macquarie University: AMEP Research Centre.2009). 11.

the difference in concepts in the language studied with the mother tongue, or a different sound system.

Problems in pronunciation are also experienced by students of class X at SMA Negeri 1 Kasimbar. Based on the results of observations and interviews with English teachers and students at SMA Negeri 1 Kasimbar. The pronunciation of students in class X is still not good, especially in words much/mʌtʃ/, manage/mænidʒ/, three/θri:/, and the/ðə/, not pronounced as written, so students find it difficult to understand how to pronounce a word in correct English. In the learning process carried out at SMA Negeri 1 Kasimbar the teacher only asked students to follow how the teacher said a word in English without explaining why the word was read differently from the writing or explaining the sound symbols of pronunciation in English. Therefore, students who do not understand why the word is read differently will feel bored during the learning process so that students rarely participate in learning activities and result in low pronunciation skills of students in class X SMA Negeri 1 Kasimbar.

Students may find the use of song media to teach pronunciation less inflexible and conditioning, which is why they may not enjoy this aspect of the learning process. Recognizing these benefits by It is preferable if teachers use English music media into the pronunciation learning process in order to enhance student learning outcomes in the language, particularly in pronunciation. This will make it simpler for students to pick up proper and correct English sentence structure. In the teaching and learning process using song media, students will feel

sad, happy, and happy because the effect of the song is touching. In addition, the song is able to provide a means of speaking stored in the brain.

Using song media will also provide benefits for teaching pronunciation. So the results are considered more effective. Meanwhile, by listening to songs, students can practice pronunciation unconsciously and improve listening, speaking, reading, and writing skills.

B. Problem of the Research

Based on the background of the problems described above, the focus of the research in this research is as follows:

“Can the use of song media increase students’ pronunciation of dental and alveo palatal consonant sounds at class X in SMA Negeri 1 Kasimbar?”

C. Objective and Significance of the Research

1. Research Objective

Based on the research focus, the objectives of this research are as follows:

“To find out whether the use of song media can increase students' pronunciation of dental and alveo palatal consonant sounds at class X in SMA Negeri 1 Kasimbar.”

2. Benefits of Research

The researcher hopes that this research will bring benefits especially for:

a. For the Readers

This research can give new information about the use song media learning pronunciation to the readers. Therefore, the readers can develop their pronunciation ability by using song media.

b. For the Students

This research can help the students in learning pronunciation with fun way and easier by using song media. Therefore, the students can increase their pronunciation skills to pronounce English words correctly.

c. For the English Teachers

This research can help the teacher understand that the use of song media help the students increase their pronunciation skill.

D. Outline of Content

To simplify and understand this skripsi, the systematic discussion is as follows:

Chapter I: Introduction, this chapter describes the problems studied, which consist of the background, formulation of the problem, research objectives and benefits, and outline of content.

Chapter II: Literature Review, this chapter describes the previous research, theoretical review consisting of media song, students' pronunciation, theatrical framework, and hypothesis.

Chapter III: Research Methods, this chapter describes the research design, population and sample, research variable, operational definition, research instrument, technique of data collection, and technique of data analysis.

Chapter IV: Finding and Discussion, this chapter describe the research finding, data description, data analysis, and research discussion.

Chapter V: Conclusion and Suggestion, this chapter describe the reseach conclusion and research suggestion.

CHAPTER II LITERATURE REVIEW

A. Previous Research

Previous research is the result of research conducted by previous researchers and has been tested for truth based on the research method used in the research. The review of previous research aims to avoid duplication and also to review the extent to which the problems in this research have been written by other people in depth.

Previous research serves as reference material to compare current research with previous research related to the use of song media in increasing students' pronunciation in English class X subjects at SMA Negeri 1 Kasimbar.

1. Rahajeng Amalia Puspaningtyas's Thesis entitled "Improving the Pronunciation Ability of Class X Students at SMA Negeri 3 Kelaten Using French Song Media".³

This research is related to the researcher research because they both discuss the use of song media. However, in terms of differences, the previous research focused more on improving the pronunciation of class X students by using the media of French songs, while this research focused more on increasing students' pronunciation of consonant in English subject using English songs as media.

³Rahajeng Amalia Puspaningtyas, "Improving the Pronunciation Ability of Class X Students' at SMA Negeri 3 Kelaten Using French Song Media" (Unpublished Skripsi, Universitas Negeri Yogyakarta, 2015).

2. Nur Indah Rusydah Thesis entitled "The Effectiveness of Songs to Increase Students Vocabulary" (A-Quasi Experimental Study at the Second Grade Students of SMP Al Huda Jakarta).²

This research is related to the researcher research because they both use song media in learning English. However, in terms of differences, previous researcher focused more on increasing students' vocabulary and their research was carried out in junior high school, while this research focused more on increase students' pronunciation of consonant and was carried out in high school.

3. Fariba Ghanbari and Mahmood Hashemian Jurnal Entitled: "The Effects of English Songs on Young Learners Listening Comprehension and Pronunciation".³

This research is related to previous research because both use song media to determine the effect of songs on students' learning outcomes, but in terms of differences, this research focuses more on improving the listening comprehension and pronunciation of young male and female students. Meanwhile, this research focuses more on increase students' pronunciation of dental and alveopalatal sounds at class X in SMA Negeri 1 Kasimbar.

²Nur Indah Rusydah Thesis entitled "The Effectiveness of Songs to Increase Students Vocabulary A-Quasi Experimental Study at the Second Grade Students of SMP Al Huda Jakarta" (Unpublished Skripsi, Syarif Hidayatullah State Islamic University, Jakarta, 2015).

³Fariba Ghanbari and Mahmood Hashemian, "The Effects of English Songs on Young Learners Listening Comprehension and Pronunciation", *International Jurnal of Language Learning and Applied Linguistics World*, Vol 6. No 3. (July 2014). Ghanbari, F., & Hashemian, M www.ijllalw.org (Accessed 14 may 2024).

B. Theoretical Review

1. Definition of Media

The word media comes from the Latin “*Medias*” which literally mean "middle", "intermediary". Media is a tool that can build conditions that enable students' to acquire better knowledge, skills, or attitudes. In addition, teachers, textbooks, and the school environment are also media in learning.⁴ Media are all sources used for the process of disseminating information. Media can also be interpreted as objects that can be manipulated, seen, heard, read, or discussed along with the instruments used by the teacher to facilitate the learning process.⁵

Based on the aforementioned viewpoints, the researcher might draw the conclusion that media is a tool used by teachers to enhance learning objectives and speed up the learning process. Real-world learning environments can be created with the aid of educational media. Concrete messages can be created from abstract ones through the use of learning media. For example, the teacher conveys a message about how to pronounce English properly and correctly, when the teacher only explains or reads a text, students' have difficulty in understanding the reading technique, but when the teacher uses song lyrics as a medium and plays the song directly to students', students' remember and pronounce an English word or sentence correctly.

⁴Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo, 2006), 3.

⁵Basyruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), 11.

2. Types of Media in Learning.

Media can be classified into several types, as follows:

- a) Additive media, namely media that can only be heard, or media that only have sound elements, such as radio and sound recordings.
- b) Visual media, namely media that can only be seen, does not contain sound elements. Such as slide films, photos, transparencies, paintings, and drawings..
- c) Audio-visual media, which is a type of media that contains sound elements that can be seen, such as video recordings, various sizes of films, sound slides, and so on.

In this research, the researcher examines the use of audio-visual media or song media can increase students' pronunciation.

3. Definition of Song

A song is a beautifully arranged collection of words sung to musical accompaniment. English songs are also one of the phenomena which consist of lyrics and can be used as another way for a person to express and communicate. In teaching English, using song media can improve students' pronunciation.⁶

Thus, English songs are the best media used regularly by language teachers for some purposes such as training listening comprehension, vocabulary, and improving students' pronunciation in class. In addition, the use of song media in teaching can also make the learning process less rigid and seem conditioned. Songs can also provide their own advantages in teaching pronunciation so that the

⁶Susan Henneberg, *What is a Song*, (New York: Britannica Educational Publishing, 2005), 4.

results are more effective, and almost everyone likes to listen to songs because songs have pleasant characteristics that are unconsciously stored in the brain's memory.⁷

4. Types of Song

Songs are based on length and tempo, because length and tempo have a high degree of relevance to the suitability of the song and activity.⁸

- a) All songs means the activity can be used with any song.
- b) Short, slow song means the activity works best with songs that are slow and short.
- c) Songs that tell stories are songs that have a story line. Songs that tell stories have a beginning, middle and an end.
- d) Instrumental music is any music without words, for example classical, popular instrumental or New Age Music.
- e) Long songs are the majority of song on Top 40 charts. They usually last at least four minutes long or longer. They are usually not very easy to sing and present a series of images rather than to tell a story.
- f) Short, fast song is song that typically has one verse with no repeating phrases or refrains and has a quick tempo.

The song used by the researcher to improve the pronunciation of class X students' in SMA was adapted to the lesson plan. The teacher uses songs as a medium used in the process of teaching pronunciation in order to create a fun

⁷Muhamatul Ifadah, Siti Aimah, "Keefektifan Lagu Sebagai Media Belajar Dalam Pengajaran Pronunciation/Pengucapan", *Seminar Hasil Penelitian*, (Semarang: Universitas Muhamadiyah Semarang, 2012), 364. <http://jurnal.unimus.ac.id> (Accessed 26 August 2022).

⁸Dale Griffee. *Songs in Action*. (UK: Prentice Hal I International Ltd. 1992), 11.

class atmosphere so students' don't feel bored when teaching pronunciation takes place. The songs used are not too fast, easy to remember and in accordance with the topic material.⁹

5. Characteristics of Song as a Media in Teaching Pronunciation

There are some characteristics of song which can be used by the teacher in learning process, such as:¹⁰

a) Songs create a positive atmosphere.

It is the teacher's responsibility to decorate the classrooms with great care so that learning can occur. The instructor ought to consider how the other professors are using audio to decorate the classroom. Learning a foreign language can be stressful for anyone, especially young learners. Fun simple English songs playing as students' enter the classroom help create a welcoming environment.

b) Songs help to balance energy levels.

Some students come to class very noisy, while others are quite reserved. Starting class with an active song allows the higher energy students' to "get the wiggles out" which has function for making the students' keep spirit.

c) Songs allow everyone to participate.

Some students' come to the classes having learned English from birth, while other in the some class may be learning English for the first time. Singing is an activity that students of all levels can enjoy equally. Students' with low English

⁹Ornolenva Lenka. *The Use of Pop Song in the EFL Classroom*. (Deutschland: Dimplom.de Press. 2009).

¹⁰Sulistia Budi Rahayu, "The Use of Song to Improve the Pronunciation Skills Among the Tenth Grade Students of SMK PGR 1 Punggur, Central Lamung Academic Year 2017/2018" (Unpublished Skripsi, IAIN Metro, 2018), 55.

levels will be able to follow along with gestures and dances as they gradually learn the language in the song. More advanced students' can also enjoy singing and dancing while improving their rhythm, intonation, and pronunciation, even if they are already familiar with all the words.

d) Songs are sticky.

It has meaning that students find it difficult to forget about the English song. When the teacher teaches with songs, it can be assured that those songs will bounce around the students' heads long after the class is over.

The songs used by the researcher to increase the pronunciation skills of the tenth graders of SMA Negeri 1 Kasimbar must be adapted to the lesson plans and performed regularly according to the curriculum and commonly used textbooks, including songs as well. There are some types of song that can be used in teaching English in classroom. A song type is a category (or genre) of pieces of song and music that share a certain style or "basic music language".¹¹ Non-musical factors like place of origin can also be used to classify music. These categories are not restricted to any particular genre, and several distinct genres can be found within a single geographic group. This is some types of song genre, as follows:¹²

1) Classical Song

Classic song is a type of song written according to standard European forms or structures. Examples: Mozart, Beethovent.

¹¹Peter Van Der Merwe. *Root of the Classical: The Popular Origins of Western Music*. (New York: Oxford University Press. 2004),3.

¹²MacMillan, *English Dictionary*, (USA: MacMillan Publisher, 1999).

2) Blues Song

Blues is a type of slow and sad song that developed from the songs of black slaves in the southern US. Example: The Rolling Stones.

3) Country Song

Country is a type of popular song based on the traditional music of the southern US, usually containing singing, guitars, and violins. Example: Taylor Swift.

4) Techno Song

Techno is a type of dance music that developed in the 1980s, consisting of hard repeated beats, heavy drum sounds, and funk influences. Examples: Alan Walker, Marshmello.

5) Pop Song

Pop song is a type of music, usually played on electronic instruments, that is popular with many people because it consists of short songs with a strong beat and simple tunes that are easy to remember. Pop music is often simply called pop. Example: Mother How Are You Today by Maywood.

6. Learning Media Song

Media Song is one of the learning media that is very influential on the creative power of students'. Using song media in the learning process can help a teacher to regulate students' moods, change students' mental conditions and support the students' learning environment to be more active in the classroom.¹³

¹³Jumaryatun, dkk., Penggunaan Media Lagu Sebagai Upaya Meningkatkan Motivasi dan Kemampuan Menulis Cerpen, *BASASTRA Jurnal Penelitian Bahasa Sastra Indonesia dan Pengajarannya*, Vol 1 No 3 April (2014), 504.

In addition, the song is believed to be able to jump-start imagination and bring up hidden things in students so that students' will remember something.¹⁴

Song is an excellent medium in teaching English, especially teaching pronunciation. By using songs, students' will not feel bored in learning English because songs are works of art or musical compositions that contain piles of vocals performed by the human voice and generally display words (lyrics) that are usually accompanied by other musical instruments.¹⁵ In this research, the researcher used six different songs in six meetings and each meeting the song was played for 10 minutes.

7. The Benefits of Using Song as a Medium of Teaching Pronunciation

Using song media in the learning process will greatly help teachers in teaching English, especially teaching pronunciation.¹⁶ In addition, songs also have benefits for students' to have good mental, physical equipment to perceptually regulate the sound they produce (including pronunciation).¹⁷

Song is a part of music that has a common language that functions as a pure medium of expression. In conducting this research, the researcher used English

¹⁴Sumber Tri Utami, "Penggunaan Media Lagu (nyanyian) Untuk Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran IPA Kelas IV SD Negeri Tlogopandongan 2 Kecamatan Gajah Kabupaten Demak Tahun Ajaran 2013/2014" (Surakarta: Univrsitas Muhammadiyah Surakarta, March 2014). 21. <http://repo.iain-tulungagung.ac.ic> (Accessed 27 agust 2022).

¹⁵Philip Dorrel, *What is Music?: Solving a Scientific*. Ed 2 (Lulu.com 2005), 288.

¹⁶Stefanie Warnke. *The use of Music and Song in the –EFL Classroom*. (German: Universitat Jena Press, 2006), 2.

¹⁷*Ibid.* 179.

songs as a medium to improve students' achievement, precisely in pronunciation.

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Furthermore, the researcher can enhance students' comprehension abilities in speaking, listening, reading, and writing in a variety of contexts and for a variety of objectives by using English music media into indirect learning. In the process of processing a language, pupils attempt to deduce the speaker's or researcher's intentions in addition to comprehending words and syntax. Put differently, learners will be capable of comprehending the purpose of the researcher's written or spoken words. The grammatical structure of song lyrics is very important in language learning, especially English because songs provide quite a lot of material that can be used for learners of English as a foreign language.¹⁹ This means that songs can be a good medium for teaching English as a foreign language.

Additionally, this study goes into much detail regarding the song first. Many people are surrounded by songs in their daily lives. Songs have the power to captivate listeners, thus when someone hears a song, they may become engrossed in it. For instance, while someone is listening to a song, the music will evoke his sentiments and immerse him in the story told by the lyrics. The learning process requires some stimulation, the need to be stimulated by the environment, by the commands of people, or by ideas, thoughts, and feelings. So that feeling is one of the important components that can motivate students' in the classroom. Thus,

¹⁸Adorno Theodor W. *Music, Language and Compositon*. (UK: Oxford University Press, 2005), 401.

¹⁹Edwin E. Gordon. *Learning Sequence in Music*. (USA: University of South Clifornia, 20020), 16.

there is a relationship why teachers use English songs to motivate students' in the learning process.²⁰

With the concept above, students' can learn many things from the lyrics of the song used, for example, they can get more new words from a foreign language after they listen to the song. Songs can also promote the development of a new language for students' and a sense of the connection between language and action.

8. Advantages and Disadvantages of Song Media in Learning

Pronunciation

a. The Advantages of Song Media

- 1) It is able to overcome the limitations of space and time.²¹
- 2) It is easy to move (mobile).²²
- 3) It is able to develop the listener's imagination.²³
- 4) It is able to focus students' attention on the use of words, sounds, and meanings of the words/sounds.²⁴
- 5) It is able to influence the atmosphere and behavior of students' through background music and sound effects.²⁵

²⁰Douglas H. Brown. *Principle of Language Learning and Teaching*. (New Jersey: Prentice Hall Inc. 1998).161

²¹Umi Rohmawati, "Efektifitas Media Pembelajaran Audio (Lagu) Dalam Meningkatkan Hasil Belajar Mata Pelajaran Akidah Akhlak Siswa Kelas IV MI Miftahul Ulum Sidowungu Menganti Gresik" (Unpublished Skripsi, UIN Sunan Ampel Surabaya, 2017), 24.

²²Arief S. Sadirman dkk, *Media Pendidikan*, (Jakarta, PT Raja Grafindo Persada, 1996), 52

²³*Loc. Cit.*

²⁴*Ibid.*

²⁵Ronald H Anderson, *Selection and Use of Media for Learning*, Ed-1, (Jakarta: CV Rajawali, 1987), 132

b. Disadvantages of Song Media

- 1) Requires a focus on a fixed and certain experience, so that its understanding must be obtained by means of special learning.
- 2) Audio media that displays digit and analog symbols in additive form is abstract, in certain cases it requires visual experience assistance.
- 3) Because it is abstract, the level of meaning can only be controlled through the level of mastery of vocabulary or language, as well as sentence structure.
- 4) This media will only be able to serve well for those who already have the ability to think abstractly.
- 5) The appearance through the expression of feelings or other analog symbols in the form of sound must be accompanied by a treasury of the analog experience to the recipient. If not, there can be misunderstanding and even misunderstanding.²⁶

9. Definition of Pronunciation

One of the most crucial aspects of English is pronunciation. In social situations, those who mispronounce words will find it difficult to understand one another. Thus, it is more crucial to pronounce words clearly than to sound like a native speaker. Moreover, pronunciation refers to the production of sounds that people use to make meaning. That is, if the pronunciation is done correctly, then the communication will be more meaningful to avoid misunderstandings.

²⁶Nana Sudjana, *Media Pengajaran*, (Jakarta: Sinar Baru Algesindo, 2013), 131.

Pronunciation is closely related to actions that occur during speech and phonemic transcription of lists. Because what people say or hear well will be easily understood and answered verbally by other people so that communication occurs between each other.²⁷ Pronunciation is the production of sound that is significant in two senses. First, because it is used as a particular language and second because it achieves meaning in the context of use. Teaching pronunciation has a good impact on students', namely having speaking skill, with correct pronunciation, communication will be easier. So it can be concluded that pronunciation is one part of the micro speaking skills that will help us become smart speakers and the main component of communicative competence.²⁸

10. Problem in Pronunciation

Since English is a foreign language in Indonesia, kids can only use and learn it in specific contexts, including during English classes in the classroom. Conversely, everyone speaks Indonesian as their first language in daily life and starts learning it at a young age. So it can be concluded that learning a language starts from the ear. If a baby is deaf, he cannot hear the sounds around him, so he cannot imitate and speak. Likewise in English, if students' cannot listen to the correct pronunciation of English words students' will experience difficulties in speaking English. Therefore, in order for students' to have good pronunciation

²⁷Daniel Jones, *English Pronouncing Dictionary*, (Cambridge University Press: Cambridge, 2006), 1

²⁸Christian Dalton and Barbara Seidlhofer, *Language Teaching Pronunciation*, (New York: Oxford Press University, 2001), 117.

students' must be accustomed listening to conversations in English conducted by native speakers or also listening to songs in English.²⁹

Learning good pronunciation is easier to understand even if students' make mistakes in other fields. Pronunciation also includes attention to specific speech sounds and aspects of speech beyond individual sounds, such as: intonation, stress, rhythm, vowels and consonants, "voiced and voiceless" sounds. The concept of pronunciation consists of:³⁰

- a. The sounds of the language or phonology
- b. Stress
- c. Rhythm
- d. Intonation

Pronunciation must be mastered by students' so that they can communicate. Pronunciation is concerned with the outcome of a complex process and there is continuous movement of the organs at that time, volumes such as the soft palate, lips, and langes. That is, without mastery of pronunciation, misunderstandings between students' can occur. Pronunciation is a way in which a language and words are spoken by students' correctly so that it gives rise to the right meaning and can be understood by other students' and teachers in the classroom, especially in English subjects.³¹

²⁹O'Connor. J.D. *Better English Pronunciation*. 2nd. ed. (Cambridge University Press: Cambridge, 1998), 1.

³⁰Penny Ur.A, *Course in Language Teaching*, (UK: Cambridge University Press, 1991), 47.

³¹Hornby, A.S. *Oxford Advanced Learner's Dictionary*, Ed 3, (Great Britain: Oxford University Press, 1995), 928.

11. Aim of Pronunciation

There are several factors that influence language teaching, especially teaching English pronunciation. In this case, the researcher decided to use song media in teaching pronunciation of dental and alveopalatal consonant sound. In addition, the most important thing from the learning process is that a teacher must be responsible for knowing whether each student' understands the language used and the purpose for which it is carried out. The teacher should tell students' that they are learning pronunciation and students' are expected to pronounce English words correctly.³²

It takes a certain kind of spirit to teach English pronunciation in a way that benefits both teachers and students. Encouraging pupils to strive for excellence is one way to do this. To let other students know that they can pronounce English words correctly, it is also possible to ask pupils to demonstrate their proficiency in this area. With this, students' have great enthusiasm to learn how to pronounce English words well.

12. Using Song Media to Increase Students' Pronunciation

a. The Principles of Using Song in the Classroom

In this time, many students' are interested in various kinds of popular music, so it can be advantageous for a teacher to use music as a medium in learning English. Teachers should not only use conventional methods such as lectures but also they must use a variety of unique, interesting, and easy to implement but

³²Lynne Cameron, *Teaching Languages to Young Learners*, (London: Cambridge University Press,2001), 40.

effective methods and media to increase student' learning outcomes, especially in English subjects.³³

The use of song media in learning provides many advantages to each student', because the song is an authentic language source that is very easy to access. Songs can make students' skills developed in an integrated manner. Listening to songs can make students' feel happy. Therefore, using song media in learning can motivate students' to learn pronunciation and almost all students' like to listen to songs both inside and outside the classroom.³⁴

One of the effective things to teach students' pronunciation is to train students' in everyday life through their own interests. Some students' may prefer to play games to enrich their vocabulary. Others sing a lot or listen to English songs or read poetry to improve their English hearing, pronunciation and fluency.

Furthermore, if someone is singing or playing something they really enjoy, and suddenly comes across a word or structure they do not know, but they feel the need to sing or play successfully, they will feel an emotional need to learn. It means someone will learn something when they need to learn. No one can force them to learn something if they do not want to learn.³⁵ If teachers expect their students' to achieve something, teachers do not have to formally teach them. Teachers have to find other variants of teaching pronunciation.³⁶

³³Anete Vasquze, et.al. *Teaching Language Arts to English Language Learner*, (New Work: Routledge, 2010), 139.

³⁴Richard Grunert. *Teaching English Through Song*, (Deutsh: GRIN Verlag Press, 2009), 3

³⁵David Paul. *Songs and Games for Children*, (NY: Macmillian Publishing Co. Inc. 1996)

³⁶Mark Hancock. *Singing Grammar, Teaching Grammar Through Song*, (UK: Cambridge University Press, 1998), 7.

In addition, teaching English using songs can make students' emotionally involved in the learning process and make students' interested in understanding interesting English lessons. The purpose of using songs is to make students feel excited and have better pronunciation. So the teacher should give extensive listening assignments to practice their pronunciation by listening to the songs they like.³⁷

There are a ton of fascinating material available these days that can assist kids learn English through music. In addition, there are countless websites offering tutorials and workshops on instrument instruction for a variety of song-related activities, as well as opportunities to write and record music while listening to songs in order to enhance pronunciation practice. A very important part of using song-related activities is providing opportunities for students' to discover their innate tendencies.

Using song media in class during learning is to make students' can practice their pronunciation skills and how students' pronounce a word in English correctly. In addition, songs can also be easily adapted and songs have a positive effect in understanding the modified language in terms of intonation, pronunciation, and articulatory. Stefanie defines learning with songs has a positive effect in understanding modified language in terms of intonation, pronunciation and articulatory.³⁸

³⁷*Ibid.*, 8.

³⁸Stefanie Warnke. *The Use of Music and Song in the-EFL Classroom*, (German: University Jena Press, 2006), 2.

b. The Steps of Teaching Pronunciation Using Song Media

In order to achieve the learning goals, the teacher must follow some procedures for presenting a song to the class. It all depends on the level of the class, the simplicity of the song, and the time available.

First, prepare students'. Tell students' about the benefits of using the song media using visuals and lots of body movements. The teacher shares the song lyrics that are already in the text with students' and plays the recording or singing of the entire song so students know what to do.³⁹

Second, through words make sure students' listen to the words in the song lyrics or at least they understand the key words needed in meaningful song lyrics. Every learning process using song media takes place, the teacher must show pleasure because the more the teacher shows pleasure in teaching, the more likely students' are to follow the teaching.⁴⁰

Teachers can also place new vocabulary in context and illustrate its meaning with gestures and visuals. There should be a little new vocabulary in each new song, and new words should be presented a few days before the teacher introduces the song.

Third, say the song line by line. The teacher must also tell students' how to pronounce the words of the song correctly. The teacher recites the song one line at

³⁹Anete Vasquze, et.al *Teaching Language Art to English Language Learne*, (New Work: Routledge, 2010), 140.

⁴⁰Glenda MacNaughton and Jill Williams. *Teaching Young Children: Choices in Theory and Practice*, 2nd. ed, (England: Open University Press Maidenhead, 2009), 183.

a time and asks students' to repeat the words. In addition, the teacher can also add some empty keywords for students' to fill in.⁴¹

The next step is to sing line by line. Sing each line of the song and then at the same time ask students' to sing again. The researcher asked the students' to repeat the song with the correct pronunciation several times until the students' could pronounce the song lyrics correctly without having to listen to the song or listen to the teacher sing first. Thus, the more often students listen to songs repeatedly, the stronger the habit and the greater the learning process in improving students' pronunciation.⁴²

C. The Theoretical Framework

Pronunciation is the most important thing that must be mastered by students'. Because by having good pronunciation, students' can easily understand the meaning spoken by classmates or English subject teachers. When students listen to songs in the learning process, they also learn automatically. In other words, when students' listen to songs, students' will be more interested in understanding and remembering how to pronounce a word from a sentence in English well. Thus it can be said that pronunciation has an important role in improving students' learning outcomes. However, there are still many students who are not interested in learning pronunciation because of the lack of media use in teaching English.

⁴¹*Ibid.*, 140.

⁴²Diane Larsen- Freeman. *Techniques and Principles in Language Teaching*, Ed 2, (New York: Oxford University Press, 2000), 43.

To overcome this problem, the use of song media in pronunciation learning is believed to be the right technique in improving students' pronunciation. In this highly sophisticated era, the use of technology will make students' more eager to learn than using traditional methods. By using song media to improve students' pronunciation, teachers can save time and even do not need to carry cassettes in the room anymore. Teachers only need to download the audio of the song in the software on their smartphone or computer.

D. Hypothesis

A hypothesis is an idea put forward as a possible explanation of a fact. Based on the title of using song media in increasing students' pronunciation, the researcher used song media in the process of teaching pronunciation.

Ha = If the value of t-test is higher than the value of t-table, the alternative hypothesis is accepted. It means, the use of song media can increase students' pronunciation of dental and alveopalatal consonant sounds at class X in SMA Negeri 1 Kasimbar.

Ho = If the value of t-test is lower than the value of t-table, the null hypothesis is accepted. It means, the use of song media cannot increase students' pronunciation of dental and alveopalatal consonant sounds at class X in SMA Negeri 1 Kasimbar.

CHAPTER III RESEARCH METHODOLOGY

A. Research Approach and Design

In this research, the researcher used a true-experimental research design. This experimental research is a research method used to determine the effect of certain treatments on other treatments under controlled conditions. In experimental research, the researcher manipulates at least one independent variable and observes the effect on one or more dependent variables.⁴⁵ The sample consists of two groups, the experimental group and the control group. The researcher gave pre-test and post-test to both groups, but the treatment was only given to the experimental group. The treatment was given for six meetings. The researcher taught the experimental group by using song media, while for the control group, the researcher did not use song media.

The design involves two groups having pre-test (O_1), expose to treatment (X) for experimental group, and post-test (O_2). This design is printed as follows:

R	O_1	X	O_2
R	O_1		O_2

Where:

R: Randomization.⁴⁶

⁴⁵L. R. Guy, *Educational Research Competences for Analysis and Application*. Fourth Edition. (New York: Mac Milan Company, 1987), 15

⁴⁶Ni Made Ratminingsih "Penelitian Eksperimental dalam Pembelajaran Bahasa Kedua," 6, No. 11 Januari – Juni, (2010), 30.

O₁: Pre-Test

O₂: Post-Test

X: Treatment

B. Population and Sample

1. Population

Population is all subjects or objects that meet the criteria in the research to be carried out by the researcher.³ The population in this research is SMA Negeri 1 Kasimbar class X which consists of six classes and totals 149 students.

Table. 3.1
Class Population⁴

No	Class X	Total Student
1	X IPA 1	25
2	X IPA 2	25
3	X IPS 1	22
4	X IPS 2	22

Source: Interview with Students Class X in SMA Negeri 1 Kasimbar.

2. Sample

Sample is defined as a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn.⁵ Testing a sample, especially in quantitative studies, can allow the researcher to make inferences about the performance of the larger group. In this research, the researcher used two classes consisting of an experimental class and a control class.

³Geoffrey Marczk, et.al., *Essential of Research Design and Methodology*, (New Jersey: John Willey & Sons, Inc, 2005), 18

⁴Riani, Interview an Student Class X, 8 March 2022 in Kasimbar.

⁵Gay and Airasian in Maskhurin (<http://repo.iain-tulungagung.ac.id/394/3/skripsi%20CHAPTER%III%2026-36.pdf>) (accessed on 12 February 2022)

The technique used in this research was cluster sampling. Cluster sampling is a technique of randomly selecting groups, not individuals. In cluster sampling, the whole group, not the individual, is selected at random. Every location where we find a group of intact population members with the same characteristics is a cluster. Examples of clusters are classrooms, schools, city blocks, hospitals, and department stores.⁶

The steps in determining the experimental class and control class as follow:

- a. The first, the names of each class was written on small pieces of paper. Each paper is a name of each class, those are X IPA 1, X IPA2, X IPA 3, X IPS 1, X IPS 2 and X IPS 3.
- b. The second, these pieces of paper was rolled and put into the glass.
- c. Third, the researcher shook the glass and take one of the pieces of the paper.
- d. Next, a pieces of paper that taken from the glass to be chosen as a sample of the research.

C. *Research Variables*

Related to the title "Use of Song Media Increasing Students' Pronunciation in English Subject at class X in SMA Negeri 1 Kasimbar, there are two variables in this research. They are the dependent and independent variables. The dependent variable is students pronunciation of dental and alveopalatal consonant sounds and the independent variable is the song media.

⁶L.R. Guy and Peter Airasian, *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-Hall, Inc, 2000), 135

D. Operational Definition

To get a clear picture of the meaning in the title of this proposal, the researcher describes the terms contained in the title as follows:

1. Song Media

A song is a work of art that consists of a collection of words and is accompanied by music so that the song has lyrics, beats, choruses, intros, riffs and tunes. And to understand the value must study the lyrics of the song. Song lyrics are a fun way to teach pronunciation.⁷ From the above definition, we can understand that the media song as a medium of learning greatly affects the creative power of students because songs are believed to increase imagination and bring up hidden things stored in students' memories, so that students will remember something because basically everyone from an early age to adults likes to listen to songs.

2. Pronunciation

Pronunciation refers to the way people produce a sound that a person uses to make meaning when someone speaks so that it can be easily understood by others when speaking.⁸ Therefore, it can be understood that pronunciation is a way of pronouncing the sounds of a language, words in a foreign language, especially English properly and correctly. Improper pronunciation not only obscures meaning, but also undermines the credibility of the communicator.

⁷Mark Hancock. *Singing Grammar, Teaching Grammar Through Song*. (UK: Cambridge University Press, 1998), 11

⁸Lynda Yates Beth Zelinski. *Give it a Go: Teaching Pronunciation to Adults*. (Australia, Macquarie University: AMEP Research Centre, 2009), 11.

E. Research Instrument

Instrument is a tool used to collect data in the research or also used to measure variables in a research. In this research, the researchers used test instruments as research instruments.⁹

- Test

The learning outcomes test is a tool used to measure the level of students' understanding of the material being taught and to determine the level of development of students owned by individuals or classes. The learning outcomes test serves to measure students' mastery of the material taught by the teacher or researcher which is used as data and evaluation material for the researcher.

Table 3.2
Score Rubric of Pronunciation¹⁰

No	Types of Test				Maximum Scor
	/θ/	/ð/	/dʒ/	/tʃ/	
1	5	5	5	5	20

Get 5 scores for correct pronunciation of dental and alveopalatal consonant sounds

Get 0 for incorrect pronunciation of dental and alveopalatal consonant sounds

F. Technique of Data Collection

The data collection technique used in this research is the test technique. The test technique is used to determine the extent to which song media can improve students' pronunciation abilities. In this research the researcher gave the test twice, namely the pre-test and post-test.

⁹Gay and Eurasian in Maskhurin (<http://repo.iain-tulungagung.ac.id/394/skripsi%20Chapter%III%2026-36.pdf>) (accessed on 12 February 2022)

¹⁰H. Douglas Brown, *Languange Assesments Principle and Claaroom Practice*, (USA: University, Press, 2004), 172 - 173

1. Pre-Test

Before being given treatment, students were given a pre-test to determine their pronunciation ability. This pre-test aims to determine the extent of students' pronunciation abilities in the experimental class and control class. In this research, the researcher gave a pronunciation test to students to find out how far the students' pronunciation ability is before being given treatment.

2. Treatment

The researcher conducted six meetings of treatment. Each meeting was 2 × 40 minutes. The treatment was only given to the experimental class while the control class was not given any treatment. The treatment used was the use of song media in teaching pronunciation on dental and alveopalatal consonant sounds.

a) First meeting

The researcher explained about different dental and alveopalatal sounds consonant sounds in English words. Then the researcher distributed the text of the song lyrics and played music using a laptop and speakers and asked students to observe the text of the song lyrics while listening to the song.

b) Second meeting

The researcher explained to the students how to pronounce the /θ/ sound correctly. The /θ/ sound is pronounced by placing the tongue between the upper and lower teeth as if biting the centre of the tongue then pushing the breath out of the mouth so that it will produce the /θ/ sound. After that, the researcher distributed the text of the song lyrics that would be played to the students and

asked the students to observe the text of the lyrics. Then the researcher gave the students the task of finding the word of the /θ/ sound contained in the song lyrics.

c) Third meeting

The researcher explained to the students how to pronounce the /ð/ sound correctly. The /ð/ sound is pronounced the same as pronouncing the D sound in Indonesian but pronounced more smoothly, where the tip of our tongue is held behind the inner teeth. Then the researcher distributed the text of the song lyrics and asked students to observe and listen to the song. After that, the researcher asked students to find the /ð/ sound contained in the song lyrics and then pronounce it.

d) Fourth meeting

The researcher explained to the students that the sound /dʒ/ is pronounced like saying the word *Jeh* in Indonesian. In addition, the sound /dʒ/ also comes from the suffix of the letter *GE* and also the letter *G* followed by the focal letters *E* and *Y*. Then the researcher distributed song lyrics text and asked students to observe the song lyrics text while listening to the song.

e) Fifth meeting

The researcher explained to the students how to pronounce the sound /tʃ/ in English. The sound /tʃ/ is a combination of the letters *C* and *H* which is pronounced like saying the letter *C* ending with the *H* sound. After that, the researcher shared the text of the song lyrics and asked students to listen to the song while observing the text of the song lyrics that had been distributed by the researcher.

f) Sixth meeting

The researcher taught how to pronounce of dental and alveopalatal consonant sounds and gave examples of words from that sound. After that, the researcher distributed song lyrics and asked students to sing the song together after listening to the song. Then the researcher gave the task to the students to find the sound of dental and alveopalatal contained in the song lyrics and pronounce it in front of the class. Finally, the researcher corrected all the mispronunciations of some students and pronounced them correctly.

3. Post-test

The post test was given to the experimental class and control class at the end of the meeting after being given treatment to the experimental class to find out the effect of the treatment on students' pronunciation in the class.

In this research, researcher collected data by following the procedure below:

1. Before collecting data, the researcher asked permission from the school principal to conduct an experiment at SMA Negeri 1 Kasimbar.
2. After that, the researcher gave a pre-test to the control class and the experimental class at the beginning of the meeting to find out the level of students' initial ability to pronounce words in English before being given treatment.
3. After that, the researcher provided treatment in the experimental class by using songs as a medium in teaching pronunciation after being given a pre-test to the control class and the experimental class.

4. After giving the treatment the researcher gave a post-test at the end of the meeting in the experimental class and control class to find out the level of students' pronunciation ability after being given treatment.

G. Technique of Data Analysis

Data analysis techniques are efforts made by the researcher to analyze the data that were collected to be able to answer the problem formulation and test the hypotheses that have been formulated previously. Data management techniques in this research use statistical techniques that can be used to calculate the relationship or influence between the dependent variable and the independent variable.

1. The formula used to find the pre-test and post-test scores values is as follow:¹¹

$$\text{Score} = \frac{\sum B}{N} \times 100$$

Where:

$\sum B$ = Total of the test which is correct

N = Total of the test.

2. To find out the mean score by the following formula:

$$x = \frac{\sum x}{N}$$

Where:

X = Mean score

$\sum x$ = The sum of the all score

¹¹Sumarna Suraprana, *Paduan Penulisan Test Tertulis Implementasi Kurikulum*, (Jakarta: Rosda, 2004), 176.

N = Total number of sample.¹²

3. To calculate standard deviation by using the formula:

$$SD = \sqrt{\frac{SS}{N} - 1} \text{ where } SS = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

Where

SD = Standard definition.

SS = Square root of the sum of squares.

Σx = The sum of square.

N = the total number of student.¹³

4. To find out significant differences between the post-test and pre-test scores of the using t-test formula:

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = Test of significance

x_1 = Mean score of experimental class.

x_2 = Mean Score of control class.

ss_1 = the sum square of experimental Class.

ss_2 = the sum of Control Class.

N_1 = the total number of Experimental Class.

N_2 = the total number of Control Class.¹⁴

¹²Donald Ary, Lucy CheserJacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, (USA: WadsworthCengage Learning. Eighth Eddition 2010), 108-109.

¹³L. R Gay, Geoffrey, Peter, *Education Research Competencies for Analysis and Applications*, Eight Edition, (USA: Wadsworth Engage Learning. Eight Eddition 2010), 321.

5. Criteria of testing hypothesis

- If $T\text{-test} > T\text{-table} = H_a$ is accepted and H_o is rejected. It means that the use of song media can increase students' pronunciation of dental and alveopalatal consonant sounds at class X in SMA Negeri 1 Kasimbar.
- If $T\text{-table} > T\text{-test} = H_o$ is accepted and H_a is rejected. It means that the use of song media cannot increase students' pronunciation of dental and alveopalatal consonant sounds at class X in SMA Negeri 1 Kasimbar.¹⁵

¹⁴*Ibid*, 349.

¹⁵Burhan Bungin, *Metode Penelitian Kuantitatif*, (Jakarta: KencanaPranada Media, 2005), 79.

CHAPTER IV FINDING AND DISCUSSION

A. Research finding

The research used true experimental design. The subjects in this research were the students' of the class X in SMA Negeri 1 Kasimbar. The researcher used song media in English learning to increase students' pronunciation of dental and alveopalatal consonant sounds. After eight meeting doing the researcher in both classes, the researcher obtained the following data.

1. Data Description

a. Data Description of Experiment Class

Table 4.1
Pre-test Score of Experimental Class

No	Initial Name	Score of Student's				Obtain Score	Maximum Score	Standar Score
		/θ/	/ð/	/dʒ/	/tʃ/			
1	AE	0	0	0	0	0	20	0
2	AA	0	5	0	0	5	20	25
3	ARA	0	0	0	0	0	20	0
4	EAW	0	5	0	0	5	20	25
5	FA	0	0	0	0	0	20	0
6	FR	0	0	0	0	0	20	0
7	GS	0	0	0	0	0	20	0
8	MRSB	0	0	0	5	5	20	25
9	NR	0	0	0	0	0	20	0
10	NMC	0	5	0	0	5	20	25
11	NA	0	0	0	5	5	20	25
12	NF	0	0	0	0	0	20	0
13	NRL	0	0	0	0	0	20	0
14	RM	0	5	0	0	5	20	25
15	RMT	0	0	5	0	5	20	25
16	RG	0	5	0	0	5	20	25
17	SM	0	0	0	0	0	20	0
18	SY	0	5	0	0	5	20	25

19	WY	0	0	0	5	5	20	25
20	ZR	0	5	0	5	10	20	50
The Sum of All Scores (Σx)								300
Mean Score								15

Mean Score

$$x = \frac{\Sigma x}{N} = \frac{300}{20} = 15$$

Based on table 4.1, the highest pre-test score for the experimental class is 50 and the lowest score is 0 with the sum of all scores is 300. The mean score of the experimental class pre-test is 15

Table 4.2
Post-Test Score of Experiment Class

No	Initial Name	Score of Student's				Obtain Score	Maximum Score	Standar Score
		/θ/	/ð/	/dʒ/	/tʃ/			
1	AE	0	5	5	0	10	20	50
2	AA	0	5	5	0	10	20	50
3	ARA	0	0	5	5	10	20	50
4	EAW	0	5	5	0	10	20	50
5	FA	0	0	5	5	10	20	50
6	FR	0	5	0	5	10	20	50
7	GS	0	5	0	5	10	20	50
8	MRSB	0	5	5	5	15	20	75
9	NR	5	5	0	0	10	20	50
10	NMC	5	5	0	5	15	20	75
11	NA	0	5	0	5	10	20	50
12	NF	5	5	0	0	10	20	5025
13	NRL	0	5	0	0	5	20	25
14	RM	5	5	0	5	15	20	75
15	RMT	0	5	5	5	15	20	75
16	RG	0	5	0	5	10	20	50
17	SM	0	0	5	5	10	20	50
18	SY	5	5	0	0	10	20	50
19	WY	0	5	0	5	10	20	50
20	ZR	5	5	5	5	20	20	100
The Sum of All Scores (Σx)								1125

Mean Score	56.25
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Mean Score

$$x = \frac{\Sigma x}{N} = \frac{1125}{20} = 56.25$$

Based on table 4.2, the highest post-test score for the experimental class is 100 and the lowest score is 25 with the sum of all scores is 1125. The mean score of the experimental class post-test is 56.25

b. Data Description of Control Class

Table 4.3
Pre-Test Score of Control Class

No	Initial Name	Score of Studen's				Obtain Score	Maximum Score	Standar Score
		/θ/	/ð/	/dʒ/	/tʃ/			
1	ABDR	0	5	0	0	5	20	25
2	DS	0	5	0	0	5	20	25
3	DAN	0	0	0	5	5	20	25
4	AN	0	0	0	5	5	20	25
5	DA	0	0	0	5	5	20	25
6	HD	0	5	0	0	5	20	25
7	IKDF	0	5	0	0	5	20	25
8	IR	0	0	0	5	0	20	0
9	MR	0	0	0	5	5	20	25
10	MJ	0	0	5	0	5	20	25
11	NA	0	0	0	5	5	20	25
12	NAF	0	0	0	5	5	20	25
13	MF	0	5	0	0	5	20	25
14	TH	0	5	0	0	5	20	25
The Sum of the All Score (Σx)								325
Mean Score								23.21

Mean Score:

$$x = \frac{\Sigma x}{N} = \frac{325}{14} = 23.21$$

Based on table 4.3, the highest pre-test score for the control class is 25 and the lowest score is 0 with the sum of all scores is 325. The mean score of the control class pre-test is 23.21

Table 4.4
Post-Test Scores of Control Class

No	Initial Name	Score of Student's				Obtain Score	Maximum Score	Standar Score
		/θ/	/ð/	/dʒ/	/tʃ/			
1	ABDR	0	5	0	5	10	20	50
2	DS	0	5	5	0	10	20	50
3	DAN	0	0	0	5	10	20	50
4	AN	5	5	0	5	15	20	75
5	DA	0	0	0	5	5	20	25
6	HD	0	5	0	0	5	20	25
7	IKDF	0	5	0	5	10	20	50
8	IR	0	0	0	5	5	20	25
9	MR	0	0	0	5	5	20	25
10	MJ	0	5	5	0	10	20	50
11	NA	0	0	0	5	5	20	25
12	NAF	0	0	0	5	5	20	25
13	MF	0	5	0	5	10	20	50
14	TH	0	5	5	5	15	20	75
The Sum of the All Score (Σx)								600
Mean Score								42.85

Mean Score:

$$x = \frac{\Sigma x}{N} = \frac{600}{14} = 42.85$$

Based on table 4.4, the highest post-test score for the control class is 75 and the lowest score is 25 with the sum of all scores is 600. The mean score of the control class post-test is 42.85

2. Data Analysis

a. The Score Deviation of Experimental Class and Control Class

Table 4.5

Deviation Value of Experimental Class

No	Initial Names	Standard Score of Pre-Test	Standard Score of Post-Test	Deviation	Square Deviation
1	AE	0	50	50	2500
2	AA	25	50	25	625
3	ARA	0	50	50	2500
4	EAW	25	50	25	625
5	FA	0	50	50	2500
6	FR	0	50	50	2500
7	GS	0	50	50	2500
8	MRSB	25	75	50	2500
9	NR	0	50	50	2500
10	NMC	25	75	50	2500
11	NA	25	50	25	625
12	NF	0	50	50	2500
13	NRL	0	25	25	625
14	RM	25	75	50	2500
15	RMT	25	75	50	2500
16	RG	25	50	50	2500
17	SM	0	50	50	2500
18	SY	25	50	25	625
19	WY	25	50	25	625
20	ZR	50	100	50	2500
Total				850	38750
Mean Deviation				42.5	

Mean Deviation:

$$x = \frac{\Sigma x}{N} = \frac{850}{20} = 42.5$$

Table 4.6

Deviation Value of Control Class

No	Initial Names	Standard Score of Pre-Test	Standard Score of Post-Test	Deviation	Square Deviation
1	ABDR	25	50	25	625
2	DS	25	50	25	625
3	DAN	25	50	25	625
4	AN	25	75	50	2500
5	DA	25	25	0	0

6	HD	25	25	0	0
7	IKDV	25	50	25	625
8	IRA	0	25	25	625
9	MR	25	25	0	0
10	MJ	25	50	25	625
11	NA	25	25	0	0
12	NAF	25	25	0	0
13	MF	0	50	50	2500
14	TH	25	75	50	2500
Total				300	11250
Mean Deviation				21.42	

Mean Deviation:

$$x = \frac{\Sigma x}{N} = \frac{300}{14} = 21.42$$

1) *The Score of Square Deviation of Experimental Class*

$$\begin{aligned}
 SS_1 &= \Sigma x - \frac{(\Sigma x)^2}{N} \\
 &= 38750 - \frac{(850)^2}{20} \\
 &= 38750 - \frac{722500}{20} \\
 &= 38750 - 36125 \\
 &= 2625
 \end{aligned}$$

2) *The Score Deviation of Control Class*

$$\begin{aligned}
 SS_2 &= \Sigma x - \frac{(\Sigma x)^2}{N} \\
 &= 11250 - \frac{(300)^2}{14} \\
 &= 11250 - \frac{90000}{14} \\
 &= 11250 - 6428.57 \\
 &= 4821.43
 \end{aligned}$$

3) *T-test*

$$\begin{aligned}
 t &= \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{42.5 - 21.42}{\sqrt{\left(\frac{2625 + 4821.43}{20 + 14 - 2}\right) \left(\frac{1}{20} + \frac{1}{14}\right)}} \\
 &= \frac{21.08}{\sqrt{\left(\frac{7446.43}{32}\right) (0.12)}} \\
 &= \frac{21.08}{\sqrt{(232.900938)(0.12)}} \\
 &= \frac{21.08}{\sqrt{27.92}} \\
 &= \frac{21.08}{5.28}
 \end{aligned}$$

$$t_{counted} = 3.99$$

4). Hypothesis Testing

The last step of research is hypothesis testing. The hypothesis is intended to prove whether the hypothesis in the study is accepted or rejected. Testing the research hypothesis as follows:

1. If $t_{counted} > t_{table}$, the research hypothesis is accepted. It means that the use of song media can increase students' pronunciation of dental and alveopalatal consonant sounds at class X in SMA Negeri 1 Kasimbar
2. If $t_{table} > t_{counted}$, the research hypothesis is rejected, it means that the use of song media cannot increase student' pronunciation of dental and alveopalatal consonant sounds at class X in SMA Negeri 1 Kasimbar.

After analyzing the test data, the researcher then proceeded to determine t_{table} in significance level 5% with the degree of freedom (df) are described below:

$$\begin{aligned} df &= (n_1 + n_2) - 2 \\ &= (20 + 14) - 2 \\ &= 34 - 2 \\ &= 32 \end{aligned}$$

Thus, based on the calculation above the degree of freedom (df) for this research is 38 and the critical value of the (df) 32 in significant level 5% or 0.05 is 1.693 and t_{counted} 3.99

Based on the description of the calculation above, it can be concluded that:

- 1) The value t_{table} in the significance of 5% or 0.05 is 1.693
- 2) The value of t_{counted} is 3.99
- 3) The result is $3.99 > 1.693$ It means that $t_{\text{counted}} > t_{\text{table}}$.

Because the value of t_{counted} is higher than t_{table} , it proves that the null hypothesis is rejected and the alternative hypothesis is accepted which means that the use of song media can increase students' pronunciation of consonant in English subject at class X in SMA Negeri 1 Kasimbar.

B. Research Discussion

In this research, the researcher conducted a research by using true-experimental design as the research design. To answer the research hypothesis, the researcher used tests to find the pronunciation ability of each student in pronunciation of dental and alveopalatal consonant sounds. The tests consisted of pre-test and post-test. The tests were given to the experimental class and control

class to determine the pronunciation ability of dental and alveopalatal consonant sounds before and after treatment.

Before being given treatment, the researcher gave a pretest to find out the students' initial ability of students. The pretest for the experimental class was carried out on January 16th, 2023 with a total of 20 students taking the pre-test for the experimental class, while the pre-test for the control class was carried out on January 18th, 2023 with a total of 14 students taking the test. The pre-test average value for the experimental class is 15 while for the control class is 23.21

After conducting the pre-test, the researcher conducted treatment for six meetings by using song media to increase students' dental and alveopalatal consonant pronunciation. The treatment was only given to the experimental class. At the first meeting, the researcher explained to the students the dental and alveopalatal sounds and their examples. After that, the researcher asked the students to listen and observe the text of the lyrics of the song so they could understand how to pronounce the correct words from the lyrics of the song. Then the researcher asked students to find the dental and alveopalatal sounds contained in the song lyrics and pronounce them in front of the class.

Actually there were 25 students in the experimental class and 22 students in the control class but those who took the pre-test and post-test in the experimental class were 20 students while in the control class who took the pre-test and post-test were 14 students. So that researcher can only get a sample of 34 students consisting of 20 experimental class students and 14 control class students. When conducting research, the researcher found that there were some students at the

beginning of the meeting who were not so eager to receive learning but after knowing that in this learning process researcher used songs as learning media, they were more excited than the previous meeting and there were even some students who recommended themselves to lead their friends to sing using song lyrics that researcher had prepared before starting class. The problem in using song media is the lack of alveopalatal sounds in the song lyrics that researcher have encountered, therefore students only get a few examples of alveopalatal sounds in song lyrics. Therefore, the researcher hopes that by using song media in learning pronunciation, students' can be motivated to listen more to English songs to train students' pronunciation skills to get used to pronouncing words in English.

After completing the treatment, the researcher gave a post-test to the experimental class and control class in February 16th 2023 and 17th 2023. The post-test was conducted to find out whether the students' abilities had increased or not. From the results of the research above, it can be seen that most of the experimental class students got higher scores than their pre-test scores. It can be seen from the description above, that the average post-test score for the experimental class increased from 15 to 56.25. While the control class did not get much improvement. This can be seen from the class average post-test scores. The control class only increased from 23.21 to 42.85. The difference in scores obtained by the two classes showed that the experimental class got a higher score than the control class. This is influenced by the use of song media in increasing the pronunciation of dental and alveopalata consonant sounds carried out in the experimental class. The use of song media in learning English can make students

practice English pronunciation contained in song lyrics so that students' tongues become accustomed to pronouncing words or sentences in English properly and correctly. besides that, using songs as a medium in teaching can create a pleasant classroom atmosphere. Therefore, from this description, it can be said that songs are a good medium in teaching because it can create a pleasant classroom atmosphere and can also improve students' understanding and pronunciation of dental and alveopalatal consonant sounds and the alternative hypothesis of the research is accepted

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

With regard to research problems and research hypotheses, the researcher finally concluded that the use of song media can increase students' pronunciation of dental and alveopalatal consonant sounds at class X in SMA Negeri 1 Kasimbar. This means that the research hypothesis is accepted. It can be proved by seeing the result of t_{counted} value 3.99 that is higher than the result of t_{table} value 1.685.

B. Suggestions

The results of the research show that the use of song media can increase students' pronunciation of consonant in English subjects, apart from that there are several suggestions that the researcher propose. First for English teachers at SMA Negeri 1 Kasimbar, they are expected to know the importance of using media in learning English in the classroom.

Second, for class X students of SMA Negeri 1 Kasimbar, this research helps students to increase students' pronunciation skills, especially sounds /θ/, /ð/, /dʒ/, and/tʃ/. They also have to enjoy the learning process so that they can accept the material in a relaxed manner. Thus the researcher hopes that this research can help students improve their pronunciation.

Finally, for other researchers who are interested in this research topic, the results of this research can be a good reference for these features.

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**A
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Appendix 2

Pre-test and Post-test

Pronunciation Test

Pronounce the words below correctly then practice them in front of the class.

Name :

Class :

1. Switch	11. That
2. Teacher	12. Anything
3. Thing	13. Earth
4. Brother	14. Watch
5. Three	15. Search
6. Third	16. French
7. This	17. Message
8. Those	18. Manager
9. Together	19. Language
10. Germany	20. choice

Apendixes 3

LESSON PLAN

Subject : Bahasa Inggris

Class/Semester : X / Genap

Skill : Pronunciation of Dental and Alveopalatal Consonant Sounds

Time Allocation: First Meeting (2 × 45 menit)

A. Basic Competencies

1. Grateful for the opportunity to learn English as the language of international communication.
2. Knowing the importance of teaching pronunciation in the classroom for every student.
3. Knowing how to pronounce words in English properly and correctly.

B. Indicator

1. Express gratitude for the opportunity to learn English as an international language.
2. Students are expected to use good and understandable language when communicating.
3. Students are expected to be able to pronounce words in English properly and correctly.

C. Learning Objectives

1. Students are expected to be able to know and pronounce the sounds of /θ/ and /ð/, /dʒ/, and /tʃ/.
2. Students are expected to be able to read the lyrics of the song with the correct pronunciation.

D. Learning Media

Media : Song, Song lyric text

Tools : Laptop, cellphone, and Audio Speaker.

Sources : Internet, youtube and textbooks

E. Learning Methods

Methods : Discussion, question and answer and assignment.

Techniques : Individual Work, Group Work, Games and Questions and Answers.

F. Teaching Material : The different sounds of dental consonant (/θ/, /ð/, /dʒ/, dan /tʃ/)

“Night Changes” (One Direction)

Go out to night

Changes into *something* red

Her *mother* doesn't like that kind of dress

Everything she never had she showing off

Drifting too fast

Moon is breaking *through* her hair

She's heading for something that she won't forget
Having no regrets is all *that* she really wants
We're only getting older, baby
And I been *thinking* about it lately
Does it ever drive you crazy
Just how fast the night changes?
Everything that you've ever dreamed of
Disappearing when you wake up
But there's *nothing* to be afraid of
Even when the night changes
It will never *change* me and you
Chasing it tonight,
Doubts are running 'round her head
He's waiting, hides behind a cigarette
Heart is beating loud, and she doesn't want it to stop
Moving too fast
Moon is lighting up her skin
She's falling doesn't even know it yet
Having no regrets is all that she really wants
We're only getting older, baby
And I been thinking about it lately
Does it ever drive you crazy
Just how fast the night changes?
Everything that you've ever dreamed of
Disappearing when you wake up
But *there's* nothing to be afraid of
Even when the night changes
It will never change me and you
Going out to night
Changes into something red
Her mother doesn't like that kind of dress
Reminds her of the missing piece of innocence she lost
We're only getting older, baby
And I been thinking about it lately

Does it ever drive your crazy
Just how fast the night changes?
Everything that you've ever dreamed of
Disappearing when you wake up
But there's nothing to be afraid of
Even when the night changes
It will never change, baby
It will never change, baby
It will never change me and you

G. Teaching Activity

1. Pre-activities 10 minute

- a) The teacher starts the learning with greetings, checks the students' attendance and checks the students who bring dictionaries.
- b) The teacher conveys the basic competencies and indicators to be achieved in the learning process.
- c) The teacher asks the head of the class to lead the prayer before starting the lesson.

2. Core Activities 40 minute

- a) The teacher explains about fourth different consonant dental alveopalatal sounds.
- b) The teacher gives some examples of words with dental and alveopalatal sounds (/θ/, /ð/, /dʒ/, /tʃ/) and then pronounces the words correctly.
- c) The teacher distributes song lyrics to each student.
- d) The teacher plays the song and asks the students to observe the song lyrics text that the teacher has distributed to each group.
- e) The teacher asks the students to sing the song again using the song lyrics that have been distributed.

3. Closing 10 minute

- a) The teacher and students summarise the material.
- b) Reflect on the lesson material that not all students understand.
- c) The teacher gives each student an assignment on dental consonant sounds (/θ/, /ð/, /dʒ/, dan /tʃ/).

Two Sounds of Dental and Alveopalatal Consonant

Name:

Look for the sounds /θ/, /ð/, /dʒ/, /tʃ/, in the song lyrics and fill them in accordingly!

/θ/

/ð/

/dʒ/

/tʃ/

1.

1.

1.

1.

2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.

d) The teacher and students end the lesson with a prayer.

H. Assessment

Affective Assessment : Observations during the learning

Skill Assessment : Written assessment to assess students' pronunciation skills of song lyrics that have been studied correctly.

The Researcher

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NIM. 161160007

LESSON PLAN

Subject : Bahasa Inggris

Class/Semester : X / Genap

Skill : Pronunciation of Dental Sound

Time Allocation: Second Meeting (2 × 45 menit)

A. Basic Competencies

1. Grateful for the opportunity to learn English as the language of international communication.
2. Knowing the importance of teaching pronunciation in the classroom for every student.
3. Knowing how to pronounce words in English properly and correctly.

B. Indicator

1. Express gratitude for the opportunity to learn English as an international language.
2. Students are expected to use good and understandable language when communicating.
3. Students are expected to be able to pronounce words in English properly and correctly.

C. Teaching Objectives.

1. Students are expected to be able to know and pronounce the sounds of /θ/.
2. Students are expected to be able to read the lyrics of the song with the correct pronunciation.

D. Learning Media

Media : Song, Song lyric text

Tools : Laptop, cellphone, and Audio Speaker.

Sources : Internet, youtube and textbooks

E. Learning Methods

Methods : Discussion, question and answer and assignment.

Techniques : Individual Work, Group Work, Games and Questions and Answers.

F. Teaching Material : The sounds of dental consonant (/θ/)

“You Belong With Me”

(Taylor Swift)

You're on the phone with your girlfriend, she's upset
She's going off about *something* that you said
Because she doesn't get your humor like I do
I'm in the room it's a typical Tuesday night
I'm listening to the kind of music she's doesn't like
And she'll never know your story like I do
But she wears short skirts I wear T-shirts
She's cheer captain, and I'm on the bleachers

Dreaming about the day when you wake up and find
That what you're looking for has been here the whole time
If you could see that I'm the one
Who understands you been here all along
So, why can't you see?
You belong with me, you belong with me
Walk in the streets with you in your worn-out jeans
I can't help *thinking* this is how it ought to be
Laughing on a park bench thinking to my self
Hey, isn't this easy?
And you've got a smile that can light up this whole town
I haven't seen it in a while
Since she brought you down
You say you're fine, I know you're better than that
Hey, what you doing with a girl like that?
She wears high heels, I wear sneakers
She's cheer captain, and I'm on the bleachers
Dreaming about the day when you wake up and find
That what you're looking for has been here the whole time
If you could see that I'm the one
Who understands you been here all along
So, why can't you see? You belong with me
Standing by and Waiting at your backdoor
All this time how could you not know baby?
You belong with me, you belong with me
Oh, I remember you driving to my house
In the middle of the night
I'm the one who makes you laugh
When you know you're 'bout to cry
And I know your favorite songs
And you tell me 'bout your dreams
Think I know where you belong think I know it's with me
Can't you see that I'm the one?
Who understands you? Been here all along
So, why can't you see? You belong with me
Standing by and waiting at your backdoor
All this time how could you not now, baby?

You belong *with* me, you belong with me

You belong with me

Have you ever *thought* just maybe?

You belong with me, you belong with me

G. Teaching Activity

1. Preliminary 10 minute

- a) The teacher starts learning by greeting then the teacher checks the students' attendance.
- b) The teacher conveys the basic competencies and indicators to be achieve in the learning process.
- c) The teacher asks the class leader to lead the prayer before starting the lesson.

2. Core Activities 40 minute

- a) The teacher teaches how to pronounce dental consonant sound.
- b) The teacher gives some examples of words from dental (/θ/) then pronounce the words correctly.
- c) The teacher distributes the text of the song lyrics to each students'.
- d) The teacher plays the song and asks students to observe the text of the song lyrics that have been distributed to each students.
- e) The teacher asks students to sing the song again using the song lyrics that have been prepared.

3. Closing 10 minute

- a) The teacher and students conclude learning material.
- b) The teacher reflects on the subject matter that not all students understand.
- c) The teacher gives task to each students about sound (/θ/).

The Sounds of Dental Consonant

Name:

Look for the sound /θ/ contained in the song lyrics the fill it in below!

/θ/

- 1.
- 2.
- 3.
- 4.

- d) The teacher and students end the lesson with prayer.

H. Assessment

Affective Assessment : Observations during the learning

Skill Assessment : Written assessment to assess students' pronunciation skills of song lyrics that have been studied correctly.

The Researcher

Zakiah

NIM. 161160007

LESSON PLAN

Subject : Bahasa Inggris

Class/Semester : X / Genap

Skill : Pronunciation of Dental Sound

Time Allocation: Three Meeting (2 × 45 menit)

A. Basic Competencies

1. Grateful for the opportunity to learn English as the language of international communication.
2. Knowing the importance of teaching pronunciation in the classroom for every student.
3. Knowing how to pronounce words in English properly and correctly.

B. Indicator

1. Express gratitude for the opportunity to learn English as an international language.
2. Students are expected to use good and understandable language when communicating.
3. Students are expected to be able to pronounce words in English properly and correctly.

C. Learning Objectives

1. Students are expected to be able to know and pronounce the sounds of /ð/.
2. Students are expected to be able to read the lyrics of the song with the correct pronunciation.

D. Learning Media

Media : Song, Song lyric text

Tools : Laptop, cellphone, and Audio Speaker.

Sources : Internet, youtube and textbooks

E. Learning Metode

Methods : Discussion, question and answer and assignment.

Techniques : Individual Work, Group Work, Games and Questions and Answers.

F. Learning Material : The sounds of dental consonant (/ð/)

“Mother How Are You Today”

(Aice May)

Mother, how are you today?

Here is a note from your daughter

With me *everything* is OK

Mother, how are you today?

Mother, don't worry, I'm fine

Promise to see you this summer

This time *there* will be no delay

Mother, how are you today?

I found the man of my dreams
Next time you will get to know him
Many *things* happened while I was away
Mother, how are you today?

G. Teaching and Learning Activity

1. Preliminary 10 minute

- a) The teacher starts learning by greeting the the teacher checks the students attendance.
- b) The teacher conveys the basic competencies and indicators to be achieved in the learning process.
- c) The teacher asks the class leader to lead the prayer before starting the lesson.

2. Core Activities 40 minute

- a) The teacher teaches how to pronounce the sound /ð/
- b) The teacher gives some examples of words from sound /ð/ then pronounce the words correctly.
- c) The teacher distributes text the lyrics of the song to each students.
- d) The teachers plays the song and asks students to observe text the lyrics of the song that have been distributed to each students.
- e) The teacher asks students to sing the song again using the lyrics of the song that have been prepared.

3. Closing 10 minute

- a) The teacher and students conclude learning material.
- b) The teacher reflects on the subject matter that not all students understand.
- c) The teacher gives task to each students about the sound (/ð/).

The Sounds of Dental Consonant (/ð)

Name:

Look for the sound /ð/ contained in the song lyrics then fill it in below!

/ð/

- 1.
- 2.
- 3.
- 4.

- d) The teacher and students end the lesson with prayer.

H. Assessment

Affective Assessment : Observations during the learning

Skill Assessment : Written assessment to assess students' pronunciation skills of song lyrics that have been studied correctly.

The Researcher

Zakiah
NIM.161160007

LESSON PLAN

Subject : Bahasa Inggris

Class/Semester : X / Genap

Skill : Pronunciation of Alveopalatal Sounds

Time Allocation: Fourth meeting (2 × 45 menit)

A. Kompetensi Dasar

1. Grateful for the opportunity to learn English as the language of international communication.
2. Knowing the importance of teaching pronunciation in the classroom for every student.
3. Knowing how to pronounce words in English properly and correctly.

B. Indicator

1. Express gratitude for the opportunity to learn English as an international language.
2. Students are expected to use good and understandable language when communicating.
3. Students are expected to be able to pronounce words in English properly and correctly.

C. Learning Objectives

1. Students are expected to be able to know and pronounce the sounds of /dʒ /.
2. Students are expected to be able to read the lyrics of the song with the correct pronunciation.

D. Learning Media

Media : Song, Song lyric text

Tools : Laptop, cellphone, and Audio Speaker.

Sources : Internet, youtube and textbooks

E. Learning Methods

Methods : Discussion, question and answer and assignment.

Techniques : Individual Work, Group Work, Games and Questions and Answers.

I. Learning Material : The sounds of alveopalatal consonant (/dʒ /).

“Night Changes” (One Direction)

Go out to night

Changes into *something* red

Her *mother* doesn't like that kind of dress

Everything she never had she showing off

Drifting too fast

Moon is breaking *through* her hair

She's heading for something that she won't forget

Having no regrets is all *that* she really wants
We're only getting older, baby
And I been *thinking* about it lately
Does it ever drive your crazy
Just how fast the night changes?
Everything that you've ever dreamed of
Disappearing when you wake up
But there's *nothing* to be afraid of
Even when the night changes
It will never *change* me and you
Chasing it tonight,
Doubts are running 'round her head
He's waiting, hides behind a cigarette
Her heart is beating loud, and she doesn't want it to stop
Moving too fast
Moon is lighting up her skin
She's falling doesn't even know it yet
Having no regrets is all that she really wants
We're only getting older, baby
And I been thinking about it lately
Does it ever drive you crazy
Just how fast the night changes?
Everything that you've ever dreamed of
Disappearing when you wake up
But *there's* nothing to be afraid of
Even when the night changes
It will never change me and you
Going out to night
Changes into something red
Her mother doesn't like that kind of dress
Reminds her of the missing piece of innocence she lost
We're only getting older, baby
And I been thinking about it lately
Does it ever drive your crazy

Just how fast the night changes?
Everything that you've ever dreamed of
Disappearing when you wake up
But there's nothing to be afraid of
Even when the night changes
It will never change, baby
It will never change, baby
It will never change me and you

F. Teaching Activity

1. Preliminary 10 minute

- a) The teacher starts learning by greeting the the teacher checks the students attendance.
- b) The teacher conveys the basic competencies and indicators to be achieved in the learning process.
- c) The teacher asks the class leader to lead the prayer before starting the lesson.

2. Core Activities 40 minute

- a) The teacher teaches how to pronounce the sound /dʒ/
- b) The teacher gives some examples of words from sound /dʒ/ then pronounce the words correctly.
- c) The teacher distributes text the lyrics of the song to each students.
- d) The teachers plays the song and asks students to observe text the lyrics of the song that have been distributed to each students.
- e) The teacher asks students to sing the song again using the lyrics of the song that have been prepared.

3. Closing 10 minute

- a) The teacher and students conclude learning material.
- b) The teacher reflects on the subject matter that not all students understand.
- c) The teacher gives task to each students about the sound (/dʒ/).

The Sounds of Alveopalatal Consonant(/dʒ /)

Name:

Look for the sound /dʒ/ contained in the song lyrics then fill it in below!

/dʒ/

- 1.
- 2.
- 3.
- 4.

d) The teacher and students end the lesson with prayer.

G. Assessment

Affective Assessment : Observations during the learning

Skill Assessment : Written assessment to assess students' pronunciation skills of song lyrics that have been studied correctly.

The Researcher

Zakiah
NIM. 161160007

LESSON PLAN

Subject : Bahasa Inggris

Class/Semester : X / Genap

Skill : Pronunciation of Alveopalatal Sound

Time Allocation: The fifth meeting (2 × 45 menit)

A. Kompetensi Dasar

1. Grateful for the opportunity to learn English as the language of international communication
2. Knowing the importance of teaching pronunciation in the classroom for every student.
3. Knowing how to pronounce words in English properly and correctly.

B. Indicator

1. Express gratitude for the opportunity to learn English as an international language.
2. Students are expected to use good and understandable language when communicating.
3. Students are expected to be able to pronounce words in English properly and correctly.

C. Learning Objectives

1. Students are expected to be able to know and pronounce the sounds of /tʃ/.
2. Students are expected to be able to read the lyrics of the song with the correct pronunciation.

D. Learning Media

Media : Song, Song lyric text

Tools : Laptop, cellphone, and Audio Speaker.

Sources : Internet, youtube and textbooks

E. Learning Methods

Methods : Discussion, question and answer and assignment.

Techniques : Individual Work, Group Work, Games and Questions and Answers.

J. Learning Material : The sounds of alveopalatal consonant (/tʃ/).

“When Will My Life Begin”

(Alan Menken/Glenn Slater)

7 AM the usual morning line up

Start on the *chores* and sweep till the floor's all

Polish and wax, do laundry and mop the shine up

Sweep again and by then it's like 7:15

And so I'll read a book, or maybe two or three

I'll add a few new paintings to my gallery

I'll play guitar and knit and cook and basically

Just wonder when will my life begin
 Then after *lunch* it's puzzles and darts and baking
 Paper mache, a bit of ballet and chess
 Pottery and ventriloquy, candle making
 Then I'll stretch, maybe *sketch*, take a climb, sew a dress!
 And I'll reread a book, if I have time to spare
 I'll paint the walls some more, I'm sure there's room somewhere
 And then I'll brush and brush and brush my hair
Stuck in the same place I've always been
 And I keep wandering and wandering and wandering and wandering
 When will my life begin?
 And tomorrow night, light will appear
 Just like they do on my birthday each year
 What is it like, out there where they glow?
 Now that I'm older, mother might just let me go

F. Teaching Activity

1. Preliminary 10 minute

- a) The teacher starts learning by greeting the the teacher checks the students attendance.
- b) The teacher conveys the basic competencies and indicators to be achieved in the learning process.
- c) The teacher asks the class leader to lead the prayer before starting the lesson.

2. Core Activities 40 minute

- a) The teacher teaches how to pronounce the sound /tʃ/
- b) The teacher gives some examples of words from sound /tʃ/ then pronounces the words correctly.
- c) The teacher distributes text the lyrics of the song to each students.
- d) The teacher plays the song and asks students to observe text the lyrics of the song that have been distributed to each students.
- e) The teacher asks students to sing the song again using the lyrics of the song that have been prepared.

3. Closing 10 minute

- a) The teacher and students conclude learning material.
- b) The teacher reflects on the subject matter that not all students understand.
- c) The teacher gives task to each students about the sound (/tʃ/).

The Sounds of Alveopalatal Consonant (/tʃ/)

Name:

Look for the sound /dʒ/ contained in the song lyrics then fill it in below!

/tʃ/

- 1.
- 2.
- 3.
- 4.

d) The teacher and students end the lesson with prayer.

G. Assessment

Affective Assessment : Observations during the learning

Skill Assessment : Written assessment to assess students' pronunciation skills of song lyrics that have been studied correctly.

The Researcher

Zakiah

NIM. 161160007

LESSON PLAN

Subject : Bahasa Inggris

Class/Semester : X / Genap

Skill : Pronunciation of Dental and Alveopalatal Sounds

Time Allocation: Sixth Meeting (2 × 45 menit)

A. Kompetensi Dasar

1. Grateful for the opportunity to learn English as the language of international communication.
2. Knowing the importance of teaching pronunciation in the classroom for every student.
3. Knowing how to pronounce words in English properly and correctly.

B. Indicator

1. Express gratitude for the opportunity to learn English as an international language.
2. Students are expected to use good and understandable language when communicating.
3. Students are expected to be able to pronounce words in English properly and correctly.

C. Learning Objectives

1. Students are expected to be able to know and pronounce the sounds of /θ/, /ð/, /dʒ/, dan /tʃ/.
2. Students are expected to be able to read the lyrics of the song with the correct pronunciation.

D. Learning Media

Media : Song, Song lyric text

Tools : Laptop, cellphone, and Audio Speaker.

Sources : Internet, youtube and textbooks

E. Learning Methods

Methods : Discussion, question and answer and assignment.

Techniques : Individual Work, Group Work, Games and Questions and Answers.

K. Learning Material : The sounds of dental and alveopalatal consonant (/θ/, /ð/, /dʒ/, and /tʃ/).

“Nothing’s gonna change my love for you”

(Gerry Goffin/Michael Masser)

If I had to live my life *without* you near me

The days would all be empty

The nights would seem so long

With you I see forever, oh, so clearly

I might have been in love before

But it never felt **this** strong
Our dreams are young and we both know
They'll take us where we want to go
Hold me now, **touch** me now
I don't want to live without you
Nothing's gonna change my love for you
You oughta know by now how **much** I love you
One thing you can be sure of
I'll never ask for more **than** you love
Nothing's gonna change my love for you
You oughta know by now how much I love you
The world may change my whole life **through**
But nothing's gonna change my love for you
If the road ahead is not so easy
Our love will lead the way for us
Like a guiding star
I'll be **there** for you if you should need me
You don't have to change a thing
I love you just the way you are.
So come **with** me and share the view
I'll help you see forever too
Hold me now, touch me now
I don't want to live without you
Nothing's gonna change my love for you
You oughta know by now how much I love you
One thing you can be sure of
I'll never ask for more than you love
Nothing's gonna change my love for you
You oughta know by now how much I love you
The world may change my whole life through
But nothing's gonna change my love for you
Nothing's gonna change my love for you
You oughta know by now how much I love you
One thing you can be sure of

I'll never ask for more than you love
 Nothing's gonna change my love for you
 You oughta know by now how much I love you
 The world my change my whole life through
 But notings gonna **changes** my love for you
 Nothings gonna change my love for you
 You oughta know by now how much I love you
 One **thing** you can be sure of
 I'll never ask for more than you love
 Nothing's gonna change my love for you
 You oughta know by now how much I love you
 The world my change my whole life through
 But **notings** gonna changes my love for you
 Nothing's gonna change my love for you

F. Teaching Activity

1. Preliminary 10 minute

- a) The teacher starts learning by greeting the the teacher checks the students attendance.
- b) The teacher conveys the basic competencies and indicators to be achieved in the learning process.
- c) The teacher asks the class leader to lead the prayer before starting the lesson.

2. Core Activities 40 minute

- a) The teacher teaches how to pronounce the sound /θ/, /ð/, /dʒ/, dan /tʃ/
- b) The teacher gives some examples of words from sound /θ/, /ð/, /dʒ/, and /tʃ/ then pronounces the words correctly.
- c) The teacher distributes text the lyrics of the song to each students.
- d) The teacher plays the song and asks students to observe text the lyrics of the song that have been distributed to each students.
- e) The teacher asks students to sing the song again using the lyrics of the song that have been prepared.

3. Closing 10 minute

- a) The teacher and students conclude learning material.
- b) The teacher reflects on the subject matter that not all students understand.
- c) The teacher gives task to each students about the sound (/θ/, /ð/, /dʒ/, and /tʃ/).

The Sounds of Dental and Alveopalatal Consonant (/θ/, /ð/, /dʒ/, and /tʃ/)
--

Name:

Look for the sound /dʒ/ contained in the song lyrics then fill it in below!

	/θ/	/ð/	/dʒ/	/tʃ/
1.		1.	1.	1.
2.		2.	2.	2.
3.		3.	3.	3.
4.		4.	4.	4.

d) The teacher and students end the lesson with prayer.

G. Assessment

Affective Assessment : Observations during the learning

Skill Assessment : Written assessment to assess students' pronunciation skills of song lyrics that have been studied correctly.

The Researcher

Zakiah
NIM. 161160007

Appendix 6

DOKUMENTATION

First meeting, the research gave a pre-test in picture from to experimental class and control class. We can see the picture below:

Experimental Class X IPA 2



Control Class X IPS 1



First meeting in treatment to experimental class explain about dental and alveopalata sounds



Second meeting and third meeting in treatment
The researcher explain about the sound /θ/.



Explain about the sound /ð/



The fourth meeting and five meeting in treatment

The researcher explain about the sounds /dʒ/



The researcher explain about the sound /tʃ/.



The six meeting in treatment the researcher taught how to pronounce dental and alveopalatal sounds to the students.



The last meeting the researcher gave post-test to experimental class and control class.

Experiment class X IPA 2



Control class X IPS 1



Appenx 7

CURRYCULUM VITAE

A. Research Identity

Personal

Name : Zakiah

Place/date of birth : Posona, 9 October 1998

Gender : Female

Religion : Islam

Departement : English Study Program

Faculty : Tarbiyah and Teacher Training Faculty

NIM : 16.1.16.0007

Phone Number : 085394236734

Email : kiyazakiya48@gmail.com

Address : Jl. Samudra 2, kec. Palu Barat, Kota Palu



Father

Name : Ramadhan Abbas

Place/Date of Birth : Kasimbar, 03 October 1952

Education : Junior High School

Address : Jln. Trans Desa Posona

Mother

Name : Amaria

Place/Date of Birth : Posona, 07 November 1972

Educational : Elementry School

Address : Jl. Trans Desa Posona

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 759 TAHUN 2020

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, maka perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan saudara :

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum
2. Afifah, S.Pd., M.Pd

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Zakiah
NIM : 16.1.16.0007
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE USE OF SONG MEDIA TO INCREASE STUDENT INTEREST IN LEARNING PRONOUNCIATION IN ENGLISH SUBJECTS IN CLASS X SENIOR HIGH SCHOOL 1 KASIMBAR

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini, maka diadakan perbaikan sebagaimana mestinya.

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di : Palu
pada tanggal : 25 November 2020

Dr. Mohamad Idhan, S.Ag., M.Ag
NIP. 197201262000031001

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 66 /Un.24/F.I/PP.00.9/01/2023

Palu, 11 Januari 2023

Lampiran : -

Hal : Izin Penelitian Untuk
Menyusun Skripsi

Yth. Kepala SMA Negeri 1 Kasimbar

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Zakiah
NIM : 161160007
Tempat Tanggal Lahir : Posona, 09 Oktober 1998
Semester : XIII (Tiga Belas)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Tomampe
Judul Skripsi : THE USE OF SONG MEDIA TO INCREASE STUDENTS'
PRONUNCIATION OF CONSONANT IN ENGLISH
SUBJECT AT CLASS X IN SMA NEGERI 1 KASIMBAR
No. HP : 085394236734

Dosen Pembimbing :

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
2. Afifah, S. Pd., M. Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,



Dr. Askar, M.Pd.

085394236734



**PEMERINTAH PROVINSI SULAWESI TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN**



**CABANG DINAS PENDIDIKAN MENENGAH WILAYAH II
SMA NEGERI 1 KASIMBAR**

Alamat : Jl. Trans Sulawesi No.1 Kasimbar, Kec. Kasimbar Kode Post: 94462

SURAT KETERANGAN

Kepala SMA Negeri 1 Kasimbar menerangkan :

Nama : Zakiah
Nip : 161160007
Tempat Tanggal lahir : Posona, 09 Oktober 1998
Semester : XIII (tiga belas)
Program studi : Tadris Bahasa Inggris
Alamat : Jl.Tomampe
Judul skripsi : THE USE OF SONG MEDIA TO INCREASE STUDENTS
PRONUNCIATION OF CONSONANT IN ENGLISH
SUBJECT AT CLASS IN SMA NEGERI 1 KASIMBAR.
No.Hp : 085394236734

Menyatakan dengan benar bahwa mahasiswa tersebut diatas telah melaksanakan penelitian untuk persyaratan menyusun skripsi di SMA Negeri 1 Kasimbar.

Demikian surat keterangan ini kami buat dengan benar agar dapat di penggunaan sebagaimana perlunya.

Kasimbar, 20 Februari 2023

Mengetahui

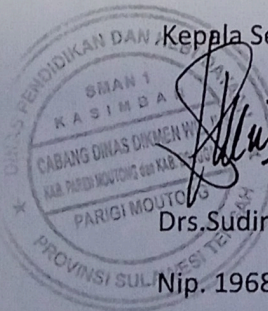
Guru Pamong

Kepala Sekolah

Drs.Sudirham

Nip. 19680505200312 1 011

Muh.Irsan, S.Pd



Titik Persentase Distribusi t (df = 1 - 40)

df	Pr 0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	<u>1.69913</u>	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	<u>1.68595</u>	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung