

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents a brief description of the whole content of the research. This chapter consists of seven sections which are background of the problem, statement of problem, aim of the study, significance of the study, research methodology, clarification of terms, and organization of the study.

### **I.1 Background**

There are four important skills in learning English especially for people who learn English as a foreign language. They are listening, speaking, reading and writing. Many Indonesians have problem in learning these four skills. The reason lays on the method used by school in teaching English which is more focused in teaching grammar rather than conversation and the English teachers rarely use English in their classroom (Ayu, 2011). This problem also happens in other EFL country, like India. Many students in India can answer grammar and vocabulary questions correctly but they cannot speak English fluently. It is probably caused by the teaching system which emphasizes more on grammar and vocabulary rather than speaking. This system enables students to memorize the lessons, remembering them in the exam and forgetting them after the examination finished (Kannan, 2009).

It means that the teacher has an important role in improving student's skill, especially in speaking. Speaking has many purposes; they are to inform, to persuade, and to solve problems (Mead and Rubin, 1985). There are several components that affect speaking, one of them is pronunciation.

Pronunciation in speaking is the important component in language. It is used to help people understand easily what they are talking about and it will also make people easier to understand them. We are able to communicate without advanced grammar, but we can hardly understand the incorrect pronunciation. Wong (1987) cited in Tinh (2010) pointed out that even the non-native speaker's vocabulary and grammar are excellent, if their pronunciation falls below on the certain threshold level, thus they are unable to communicate effectively. Pronunciation can also create first impression between speaker and listener. We tend to enjoy talking to those who have good pronunciation and also vice versa. Bad pronunciation may lead to communication break down easily. There is even an opinion in society which states that people who cannot pronounce English properly are often thought of as less literate or intelligent. For people who use English as a second language, pronunciation is one of the most difficult problems (Saylor, 2010).

However, it is not easy for Indonesians to learn pronunciation because there are some vowels and consonant sounds in English pronunciation which do not exist in Bahasa Indonesia. Bahasa Indonesia also does not have stress; whereas placing of words stress in English pronunciation will affect different meaning of the sentence. As Beare (1997) said, when we are speaking English, the words we stress can change the underlying meaning of the sentence.

Learning pronunciation can be conducted in the classroom. There are many methods in teaching pronunciation. Teachers can use any method to improve their students' pronunciation skill as long as the methods are effective, interesting and enjoyable for them. Lewis and Hill (1990) said that students are

unlikely to be very successful at learning anything unless they enjoy the process. One of the methods is teaching pronunciation through English songs.

Above statement is also supported by Brown (2006), the use of traditional songs, stories and nursery rhymes in ESL classroom can create an excellent learning experience for ESL student. Song is also an authentic and easily accessible example of spoken English (BBC, 2006).

In addition, songs are one of the most enchanting and culturally rich resources that can be easily used in language classrooms. Students also enjoy listening to the songs, as found on an article at British Council by Ebong, “Students often choose to listen to songs time and again, indirectly exposing them to these sounds” (2006).

Coromina (1993) said that song can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjective, and adverb. In 2007, Clarke also said that sing a song can improve the pronunciation and intonation patterns of the student.

Learning pronunciation through song has also good effect for people who use English as their second language. As Ager (2010) said that with our ears tuned to the sounds and rhythms of our second language, we will find that learning to pronounce the language is less difficult.

## **I.2 Statement of problem**

To improve students’ pronunciation skill, teacher can use any methods as long as the methods are effective, interesting and enjoyable for the students.

Therefore one of the most enjoyable methods in learning pronunciation is

learning through songs. In this research, the researcher will try to analyze some following questions:

1. Is teaching pronunciation through English song lyrics effective?
2. What are the students' responses towards teaching pronunciation through English song lyrics?

### **I.3 Aim of the study**

Based on questions formulated, aim of this study could be found in following lines:

1. To find out the effectiveness of teaching pronunciation through English song lyrics.
2. To find out the students' responses towards teaching pronunciation through English song lyrics.

### **I.4 Significance of the Study**

This research is expected to give contribution to the English as Foreign Language (EFL) methodology as an interesting and fun learning method in teaching EFL. Moreover, the result of this research is expected to improve student's pronunciation skill, especially English pronunciation skill. From this research, the teacher can also find out students' responses towards teaching pronunciation through song lyrics.

### **I.5 Hypothesis**

In this research, the researcher uses the null hypothesis ( $H_0$ ). The null hypothesis means that there is no effect using English song lyrics in improving students'

pronunciation skill. According to Hatch and Farhady (1982, p: 86) “When we hope that there will be difference between our sample and the population, we use null hypothesis, because the evidence that agrees with our prediction can’t be conclusive grounds for accepting the hypothesis. Evidences that are inconsistent with the hypothesis are good enough grounds for discarding it.”

## **I.6 Research Methodology**

### **I.6.1 Method of Research**

The methodology which is used in this research is quasi experimental method. The aims of this research are to find out the effectiveness of the method to the students. The research does not use a random selection of students yet use a group of students who are members of a group, for example a set of students who are members of a class (Samad, 2009).

The research was undertaken by using t test. The null hypothesis was tested against the conventional level of  $\rho = 0.05$ , the primary purpose of which compared two means from two groups taken from the population (Hatch and Farhady, 1982: 111)

The t test formula is as follows:

$$t_{\text{obt}} = \frac{\bar{X}_e - \bar{X}_c}{S_{(\bar{X}_e - \bar{X}_c)}}$$

$t_{\text{obt}}$  : The value of t obtain through your data

$\bar{X}_e$  : The means of the experimental group

$\bar{X}_c$  : The means of the control group

$S_{(\bar{X}_e - \bar{X}_c)}$  : The values is needed to arrive at  $t_{\text{obt}}$

(Hatch and Farhady, 1982)

The quasi experimental design involves two groups; the experimental and the control group (Hatch and Farhady, 1982: 22). Both of the groups get pre-test and post-test, but in the experimental group, students received the treatment of using song lyrics in learning pronunciation.

Schematically, the description of quasi experimental design that is employed in this research can be described as follows:

G1	T1 X T2
G2	T1 T2

G1 : Experimental group

G2 : Control group

T1 : Pre-test

T2 : Post-test

X : The treatment of using song's lyrics in learning pronunciation

### **I.6.2 Population and Samples**

The population of this research is the first grade student of one of the private Junior High Schools in Bandung. The sample used in this study is the purposive sample which involves two classes. One of the classes will be conducted as an experimental group and the other class as a control group. The involved subjects in this group are male and female.

### **I.6.3 Instruments**

The instrument used in this research is pre-test and post-test using the oral test techniques. It aims to obtain the student's pronunciation skill before and after treatment. Furthermore, the test will examine whether teaching pronunciation through song lyrics is effective or not. In addition, the

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questionnaire is also administered to find out the students' responses towards teaching pronunciation through song lyrics.

#### **I.6.4 Data Collection**

The processes of data collection in this research could be found in following lines:

- Organizing the instructions that would be applied in both experimental and control groups.
- Organizing the research instrument; an oral test, and teaching procedure.
- Conducting classroom teaching observation.
- Trying out the instrument of the study.
- Analyzing the data from try-out test to ensure its validity, reliability and difficulty.
- Administering pre-test for both experimental and control groups to obtain the initial abilities between those two.
- Conducting treatment of teaching pronunciation through English song lyrics method to the experimental group.
- Administering post-test for both groups to obtain the result of the treatment.
- Administering questionnaire to the experimental group in getting students' responses towards teaching pronunciation through English song lyrics.

#### **I.6.5 Data Analysis**

This research is conducted to analyze the data collected procedure as follows:

- Analyzing the students' score which belong to experimental and control groups in pre-test and post-test through t-test. It aims to find out if the means belonging to both groups in pre-test and post-test are equivalent or not.
- Analyzing the students' score which belongs to one group in pre-test and post-test through t-test. It aims to find out if the means belonging to one group in pre-test and post-test have significance improvement or not.
- Analyzing the significance of the test by computer of Statistic Product Service Solution (SPSS).
- Determining students' responses using percentage.
- Interpreting the findings of the research to describe the result of the research.

#### **I.7 Clarification of terms**

In order to avoid misconception and misunderstanding in this research, following several terms are clarified:

- a) Effectiveness refers to the range of scale of how effective song lyrics can improve students' pronunciation. It measures to determine whether there is significance between the means (Saigon, 2009). In this research, the effectiveness of using song lyrics in teaching pronunciation will be discovered through the result of t-test.
- b) Pronunciation is one of the components of the speech process (Jones, 1975:12)



- c) Song is used as one of the methods in teaching that can be used in teaching and learning English pronunciation.
- d) Improving students' pronunciation is defined to improve pronunciation skill, and students' achievement in the process of learning and teaching. The improvement of students' pronunciation will be based on the measurement from the final test result.

## **I.8 Organization of paper**

The researcher organizes this paper as follows:

### **Chapter I Introduction**

This chapter will be a brief introduction to the area of investigation. It provides the information about background of study, research questions, and aims of the research, significance of the research, research methodology, and organization of paper.

### **Chapter II Review of Related Literature**

This part focuses on the theories and literatures which are relevant to the present research including some views of the experts and some previous researches.

### **Chapter III Research Methodology**

This section presents some findings of the research based on the data which has been collected. Moreover, this section presents research design, research subject, data collection, analytical frameworks and data analysis.

### **Chapter IV Findings and Discussion**

This chapter provides the results of the research and the discussion of the research findings.

## **Chapter V Conclusions and Suggestions**

This last chapter draws all the conclusion of the research and offers some suggestions for further researcher.

