

## CHAPTER IV RESEARCH FINDING

### A. Result of Data Analysis

#### 1. How to teach English pronunciation by using songs to the fifth graders of SDN 02 Bawang in the academic year of 2008/2009

Sing a song is a natural part of life of young people, and songs are a wonderful source material for the English classroom. Singing is much easier than talking, because it can acquire language and have fun along the way. Students are already easy to find songs from the radio or tape, computer, MP4, Hand phone, television and etc, every time. There are many media to listen song, and it can be tool as the way of learning English

According to Balbina Ebong & Marta J. Sabbadini, she states that "there are no 'standard' songs for teaching pronunciation. Any song can be an example of different pronunciation aspects. However, we try to choose songs that are clear (use quality recordings where possible), not too fast, memorable, likely to appeal to our learners (possibly songs they already know) and easy to create activities for depending on the area of pronunciation we are focusing on."<sup>1</sup>

#### A. The first meeting

##### 1) Teacher activities

The first activity: The teacher greets the students, asked their condition and fills their absence list. If the students have been good condition, the teacher takes the recorder tape and the cassettes of the songs. The teacher gives the transcription of the song lyric to every student, and then turns of the tape and repeats this twice. While listening to the song, the teacher asks the students to sing often the tape and clap their hand or on the other words the teacher asks the students to imitate the song. And clap their hand when the students are imitating the song, the teacher checks them one by one. If the teacher finds on or some of the students who make mistake when singing or may be they are not fit, the teacher asks him or them to sing one by one and teaches them the right pronunciation according to the song being played. The other students are also asked to sing like them.

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<sup>1</sup> Balbina Ebong & Marta j. Sabbadini, "Developing Pronunciation through songs", British Bouncil, (Cameroon: Submitted by admin on 21 June, 2006-12.00), <http://www.teachingenglish.org.uk/think/articles/developing-pronunciation-through-songs>

The second activity: the teacher gives the examples of words pronunciation that are in the lyric of the song. It is followed by checking each student.

The third activity: the teacher gives homework to learn and pronounce some words in English correctly.

The fourth activity: the teacher say good bye and see you next week!

## 2) Students' participants

The writer observed that the students in teaching learning process not only learned the pronunciation of the words given but also imitated the words following the lyrics of the songs that the teacher played. More of them active in the classroom, they were satisfied and enjoyed listening to the songs. They always raised their hands when the teacher asked them to pronounce some words of the songs.

In this study, the students were able to memorize quickly, it means that using song helped the students in learning English pronunciation

## 3) Songs

The title of the first meeting is I have a dream, this song talking about sheet and this song is suitable when we are study pronunciation. This is lyric of " *I have a dream.*"

### I HAVE A DREAM

I have a dream, a song to sing  
 To help me cope, with anything  
 If you see the wonder, of a fairy tale  
 You can take the future, even if you fail  
 I believe in angels  
 Something good in  
 Everything I see  
 I believe in angels  
 When I know the time  
 Is right for me  
 I will cross the stream  
 I have a dream oh, yeah  
 I have a dream, a fantasy

To help me through reality  
 And my destination  
 Makes it worth the while  
 Pushing through the darkness  
 Still another mile I believe  
 In angels. In everything I see  
 I believe in angels  
 When I know the time is right for me.  
 I will cross the stream  
 I have a dream, a song to sing  
 To help me cope  
 With anything, if you see the wonder  
 Of a fairy tale, you can take the future  
 Even if you fail  
 I have a dream.

4) Students' problems

a) Miss Pronunciation

Almost the students make mistakes in word medial like mother.

b) The students are not Memorize the song.

The students in elementary school have physic and thinking that are still childish. They do not take notice while the teacher are turn on the music. They dance without take notice the song. So the students don't know what like the song while the teacher asked them. This is serious problem faced by students.

5) Teachers' Solve

When the teacher found one of the students that do found mistakes specially in pronunciation or did not memorize the song, so the teacher write it in the paper, then after the students sing together, the teacher point to one of the students that do mistake to sing alone. The teacher gives clues in correct pronunciation.

B. The second meeting

Second meeting take place on Thursday, March 12, 2009. This second meeting batter than the first meeting. The teacher has more preparing the teacher take prize too.

1) Teacher activity.

In the first activity the teacher say greeting and ask the student's condition. One minute later, the teacher call role the students one by one. The teacher asked the students about first song that had been given it is "*I have a dream*"

The teacher gives the examples of words pronunciation that are in the lyric of the song. It is followed by checking each student.

2) Songs

The song in the second meeting is just as spirit on motivation. Learning activity is only to motivate the students. The title of this song is "*are you sleepy*"

ARE YOU SLEEPY

Are you sleepy? Are you sleepy?

Brother John, Brother John.

Morning bells was ringing, Morning bells was ringing

Ding-dong-ding. Ding-dong-ding.

The advantages this song are find and easy to memorize it but, they were a few students that still have mistakes in their pronunciation.

3) Students' problems

a) Miss pronunciation.

The student still have mistakes although the song were only has three couplets. For example:

*Brother, John*, two worlds that is word medial

4) Teachers' Solve

The teacher gave examples to the students some pronunciation in lyric of the song word by word. The teacher wrote lyric of the song on the blackboard, the teacher gave clue to the students how to read and pronounce the song.

After that were corrected one by one. The teacher offered the students who were brave to front of class to sing and they would be given the prize.

### C. The third meeting

Activity was taken place on Thursday, March 19, 2009. As usually, the teacher prepared a song to the students. According to the writer's opinion as observer, fifth grade of students SDN Bawang 02 Batang were more like and to take notice to English material especially in teaching learning process.

#### 1) Teacher activities

In the third activity. The teacher had different ways usually the teacher only give greeting, but in this meeting the teacher asked to the students about date and day, for example: *What date is today? and What day is today?*

Ach students had gotten the lyric of song. The students had prepared to follow pronunciation material. While the music had been turned on, the students were laugh because the lyric of song using English. This meeting, the students were not too serious. While the teacher was singing without followed by music, all of students yell "door" and laugh.

#### 2) Songs

The song tells about color. It is easier than song previously. Because the song were familiar. The students had memorized this song. It is:

"BALLOONS"

I have five pretty balloons

They are very colorful

They are green, yellow, and gray

Also pink as well as blue

When it burst, the green balloon BOOM

My hearth is very painful

Now I have just four balloons

I hold them tight in my hand.

#### 3) Students' problems

##### a) Miss pronunciation

Student's problems in pronunciation decreased more and more. This showed that children song has positive impact in pronunciations. There following mistakes / problems were done by students in the song.

## b) Teachers' Solve

As usually, the teacher had the students to read lyric of song word by word. The teacher corrected students mistakes if she or he found mistakes that were done by students. In this time teacher more resolutely than previously because this song was easy to students.

This is lesson plan in the third meeting, the target reach out for 80% according to teaching learning process.

## D. The fourth meeting.

The writer took observation on Thursday, April 2, 2009.

## 1) Teacher activities

This activity, the teacher had less preparation, because the lamp was died. But the teacher got other way to teaching learning process. After that activity, the teacher writes a song as a motivation in teaching learning process. Because the students were ever taught that song. The condition was calm while students were writing the song.

## 2) Songs

The song was not followed the music because the lamp was died, so the students just song, without music. The song is:

## HAPPY Together

If you happy if you know it clap your hand  
 If you happy if you know it clap your hand  
 If you happy if you know it, if you really want to show  
 If you happy if you know it clap your hand.

If you happy if you know it touch your nose  
 If you happy if you know it touch your nose  
 If you happy if you know it if you really want to show  
 If you happy if you know it touch your nose.

If you happy if you know it say hello.  
 If you happy if you know it say hello.  
 If you happy if you know it, if you really want to show

If you happy if you know it say hello.

If you happy if you know it all of them.

If you happy if you know it all of them.

If you happy if you know it, if you really want to show

If you happy if you know it all of them.

### 3) Students' problems

#### a) Miss pronunciation

Actually students did not face difficulty; there was not preparation to teacher because there was not music. So student's just enjoyed song that was sung by teacher. In this activity, the students were spirit. But the student was afraid if they were asked to front of class. They must to do according to the song. Their mispronunciation were more and more.

The observation above showed that children songs as media in teaching learning pronunciation were able to help students in improving pronunciation ability, it is not only, could improving or increase vocabularies from the lyric of that song.

According to observer in English pronunciation teaching based on the lesson plan made by the teacher in the SDN Bawang 02 Batang especially in the fifth grade a period of learning is 30 minutes, and there are two periods in a week.

The explanation above can be concluded that pronunciation teaching learning process first meeting to fourth meeting had increased. It can be prove from student's motivation in following teaching learning process, especially pronunciation. Students were very enthusiastic and enjoy while learn pronunciation using song. Students memorize the vocabularies. Students and leak of mistakes that they made. And teaching media are the means that are used by teacher to convey teaching materials to students. It can be printed or audio, visual, or audio-visual. Song is one of teaching media that is used by teacher to convey materials to students, especially in teaching learning pronunciation. Song is an audio type of media, but it can also be used as an audio-visual medium.

## **2. The Influence of Teaching English by Using Songs on the Students' English Pronunciation.**

Studying pronunciation will help students understand English better. When they know how to pronounce of different words, it will more understandable by others. In this instance, students are hoped that they are able to distinguish two speech features. The most important aspects of pronunciation to focus on are Suprasegmental (stress and intonations), and Segmental (sounds of individual vowels, consonants, digraphs, diphthongs and blends)<sup>2</sup>

From the first meeting to the four meeting the writer found some positive influences like:

1. The students can good pronunciation step by step
2. The students more enjoy and confident when they sing a song using English
3. The students have new spirit after studying using songs.
4. The students will not be bored even the will enjoy learning pronunciation.
5. Students memorize the vocabularies.
6. Students and leak of mistakes that they made.

To be able to help students improve their pronunciation successfully, writer uses the book of the titled is “New ways in teaching listening” contributors by Erica Hofmann and Mark Dickens about teaching songs as references to conduct the study, mentioned that there are examples of procedure in teaching songs activity, as follows:

- a) Invite your students to bring to class songs they would like to teach to the rest of the class (on tape, preferably with a copy of the lyrics). In general, only one student should be teaching at a time (although team teaching might work in some situation).
- b) Meet with the students individually to go over the song they have selected (e.g., vocabulary, idioms, grammar, and pronunciation). Make sure they understand the general meaning of the song as well as how they are going to teach it.
- c) If you want to do an additional activity with the song in question, prepare appropriate questions or exercise (e.g., focusing on idiom, poetic devices, pronunciation or a relevant grammar point)
- d) Make copies of the lyrics for the students, making sure to include the artist’s name and, if possible, the year of the song.

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<sup>2</sup> Brown, “Pronunciation teaching tips”,  
[http://www2.immigratemanitoba.com/asset\\_library/en/eal/pdf/pronunciation\\_teaching\\_tips.pdf](http://www2.immigratemanitoba.com/asset_library/en/eal/pdf/pronunciation_teaching_tips.pdf).

- e) On the day when the student is to teach the song, make sure the tape is cued. It is probably better if you operate the cassette player because the student who is teaching will be busy at the chalkboard.
- f) Play the song once through for the class to hear.
- g) Rewind and play the song a line at a time. Have the student-teacher elicit the words in each line from the class, drawing lines (as in a cloze exercise) and giving clues for words that are more difficult to hear.
- h) Continue this way through the whole song.
- i) Once you are finished, hand out copies of the lyrics and any additional exercises for the students to complete. Discuss the overall meaning of the song as well as any specific vocabulary that is still unclear, including idioms.
- j) Finally, sing the song as a class<sup>3</sup>

### **3. The Students Engagement in English Class When the Teacher Using Songs.**

The first activity: teacher saw the students were active and enthusiastic in the class. The students paid attention to the teaching learning processes. The students seemed cheerful when the song were played. The students practiced the song in and out of the class. Most of them sang the song cheerfully.

The second meeting had gone very fast and smoothly because all of the students had ever heard this song. Even, there were not changing in lyric of this song. So, the students can follow the activity more enjoy than before.

The third meeting the song mad them happier, it was because they got a new song. The class quiet all students paid attention to the song that was played. They were enthusiastic when the teacher has given the example of singing the song indeed when the teacher gave the example of the right pronunciation to correct their mistakes in pronouncing the word of the song.

The fourth meeting the student faces seemed cheerful and they became more confident when they sang the song. To know more the engagement in english class the writer make intervier with the teacher, The result of the interview show us that the learning pronunciation using English children songs as the learning media gives a great influence and engegement. There are four advantages that can be taken

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<sup>3</sup> Erica Hofmann and Mark Dickens, *Teaching Song*, David Nunan and Lindsay Miller (Ed), New ways in Teaching Listening, New ways in TESOL Series, innovative Classroom Techniques, Jack C. Richard, Series Editor, (Alexandria, Virginia 22314 USA: Teachers of English to speakers of other Language, Inc. (TESOL), 1995), P. 256-25

according to a teacher of the fifth grade of the SDN Bawang 02 Batang (Mrs. Lisa Pujianingrum) there are the results of the interview:

*W: Do you like music?*

*T: of course*

*W: Why do you choose English songs as one of the media in teaching English?*

*T: Because music is one thing that is liked by elementary school students, so I have an idea to use music or song as a media in learning English especially pronunciation and speaking.*

*W: Does using English children song make you easier to teach English pronunciation?*

*T: That is right that this method is easier to use, I do not need to give them the right pronunciation of words being taught because the song gives them the right pronunciation and it is better than my voice and pronunciation since it is from native speakers.*

*W: In your opinion what methods that can be used as the media of teaching English pronunciation besides using English children songs?*

*T: besides children songs may be movies are possible, the most important thing, when we learn pronunciation the media should be sounds or voice. "KAMUS WACANA" may be possible. If the media is only writing form, I'm sure the students will not understand even for college students to that, some times find a lot of difficulties when learning pronunciation, right. ? Even it is difficult to differ between [u] and [U:] sounds.*

*W: What advantages have you got during the learning process using English children songs?*

*T: I feel more confident because I can give examples after listening to the music, although it gives me more confidence, I have to be careful when giving examples, I have to prepare the examples before because children tend to imitate what their teachers say although it is not true. It is not easy to correct them if they have imitated a false thing from their teacher.*

*W: What difficulties have you got during the learning process using English children songs?*

*T: the difficulty I usually face is how to manage the students, when we are listening to the songs seriously there are many students dancing, hitting tables, etc. we have to know that they are still children.*

*W: In your opinion do children songs make students to be enthusiastic in learning?*

*T: Apparently it is possible, when I ask the students to study especially English they are lazy to this, however, when I ask them to study singing, they spirit comes even the lyric of the song that I taught and gave to them is still kept and brought everyday, even when the lesson is not English thy always ask me to sing again.*

*W: How are the procedures in teaching English pronunciation using English children songs?*

*T: There is no procedure, I need to look at the situation and condition only, that is only lesson plan I have made. And this is only lesson plan and the application is conditional depending on the students' mood.*

*W: What variations of interaction do you usually employ in your class when you teach English pronunciation using songs?*

*T: it is usual, I ask their condition whether the want to study or no and something that I like from children is that there are some of them offer themselves to sing in front of the class. I am proud of having students like them although their accent and dialect in English is still Javanese style. It is understandable since they are from village.*

Based on interview results above there are four advantages that is said by Mrs. Lisa Pujianti.

- 1) Music and English songs enable students to know the right pronunciation and I do not need to give them example.
- 2) Teacher can be more confident in teaching.
- 3) The students have new spirit after studying using songs.

The students will not be bored even the will enjoy learning pronunciation, and difficulty is only to manage them to a good condition