IMPROVING STUDENTS' ENGLISH PRONUNCIATION BY USING BRUNO MARS' SONG VIDEOS WITH MOVING LYRICS

(A Classroom Action Research at Second Graders of Language Program of MAN Kendal in the Academic Year 2015/2016)

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Abstract

The purpose of this research was to prove the use of song video with moving lyric in improving students' English pronunciation. Language program students were chosen as the subjects of this study by using a purposive sampling technique. This study used action research design with two cycles in the investigation. In each cycle, the students got a pre-test, a treatment, and a post-test. However, the students were given Initial Pre-Test first before the first cycle and Final Pos-Test after the second cycle. In recording the students' attitudes, I used an observation checklist in each treatment. Besides, in the end of the research, the students were asked to fill a questionnaire to record their opinions relating to the medium. By looking at the data analysis, we can see that there is an improvement. The improvement is proven by comparing Initial Pre-Test (62.20) and Final Post-Test (95.72). On average, the students improve their scores by 33.40 points. Moreover, the results of two observation checklists show that C-2 OC is better than C-1 OC. It means that the students' motivation increase after they get treatment. Those results are in line with the students' opinions in the questionnaire in which 90% of them like the medium and agree that it can help them to improve English pronunciation. Based on the results above, it can be concluded that song video with moving lyric is able to improve the students' English pronunciation. Furthermore, this medium effectively improves their interest, enjoyment, and involvement during learning activities. As a result, the medium is recommended for the students in learning English pronunciation independently, since it can be used out of the classroom.

Abstrak

Tujuan dari penelitian ini yaitu untuk membuktikan manfaat video lagu dengan liriknya yang berjalan dalam meningkatkan pelafalan Bahasa Inggris siswa. Siswa jurusan bahasa dipilih sebagai subjek dari studi ini dengan menggunakan teknik purposive sampling. Studi ini menggunakan desain action research dengan dua siklus dalam investigasinya. Dalam tiap siklus siswa mendapatkan satu pre-test, satu treatment, dan satu post-test. Namun, pertama siswa diberi Initial Pre-Test sebelum siklus pertama dan Final Pos-Test sesudah siklus kedua. Dalam merekam sikap siswa, saya menggunakan satu checklist observasi untuk setiap treatment. Selain itu, di akhir penelitian siswa diminta untuk mengisi sebuah angket guna merekam pendapat mereka terkait media ini. Dengan melihat hasil analisis data, kita bisa melihat adanya peningkatan. Peningkatan tersebut dibuktikan dengan membandingkan hasil Initial Pre-Test (62.20) dan Final Post-Test (95.72). Rata-rata, siswa meningkatkan skor mereka sebanyak 33.40 poin. Bahkan, hasil dari dua checklist observasi menunjukkan bahwa C-2 OC lebih baik dari C-1 OC. Hal tersebut menunjukkan bahwa motivasi siswa meningkat sesudah mereka mendapat treatment. Hasil- hasil tersebut selaras dengan pendapat siswa dalam angket dimana 90% dari mereka menyukai media dan setuju bahwa media ini mampu membantu meningkatkan pelafalan Bahasa Inggris mereka. Berdasarkan hasil- hasil di atas, dapat disimpulkan bahwa video lagu dengan liriknya yang berjalan mampu meningkatkan pelafalan Bahasa Inggris siswa. Media ini juga efektif meningkatkan ketertarikan, rasa senang, dan keterlibatan siswa selama aktifitas pembelajaran. Oleh karena itu, media ini dianjurkan bagi siswa dalam belajar pelafalan Bahasa Inggris secara mandiri karena media ini bisa digunakan di luar pembelajaran dalam kelas.

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INTRODUCTION

In the seventh semester, all students of educational program have to do teaching practice or Praktik Pengalaman Lapangan (PPL) as a training to be professional teachers. As one of educational program students, I had done PPL for three months in a public junior high school. Through PPL activities, I got many experiences and knowledge. I could understand what students' difficulties were in learning English.

In PPL, the students were not confident when the teacher asked them to read aloud. They also did not have sufficient vocabulary. Moreover, if they met new words, they would not be able to pronounce the words. It happened because there was no role model that guided them to learn pronunciation. The fact that the students had difficulty to pronounce English words also was backed up by my experience when I was teaching some students in a private course. The students were confident to read aloud, but they could not pronounce the words properly. On the other hand, their schools are credible ones in which the teachers often speak in English during English Learning processes.

The problems above might arise because of some factors. First, pronunciation is not explicitly mentioned in the curriculum. The curriculum mostly concentrates on genre text, grammar, and vocabulary. As a result, the teachers only taught the aspects included. Second, the teachers often mispronounced English words, whereas the teachers are the students' role models. Third, the teachers might not use suitable media that encouraged the students to learn pronunciation.

Based on the cases, it can be concluded that the students had difficulty in pronunciation. They could not pronounce a lot of English words properly. The problem arose because they did not have role models that guided them

to pronounce English words. Moreover, the teachers did not correct mispronunciation. That condition was also worsened by the teachers who used conventional method in teaching pronunciation. Consequently, the students were not interested in learning pronunciation.

In order to solve those problems, I propose an alternative for the teachers that usually use conventional methods. By using song video with moving lyric, I hope that it can help the students to develop their English pronunciation and their motivation to learn.

To attest whether the medium effectively improve the students' English pronunciation or not, I intend to accomplish a classroom action research at MAN Kendal. The school was chosen because it was supposedly having similar problem like the school where I did PPL.

METHOD OF INVESTIGATION

As the subjects of the study, I chose the second graders of Language program (XI Bahasa) of MAN Kendal in the Academic Year 2015/2016. The class consisted of 30 students (7 male and 23 female).

The purpose of this research was to attest the students' improvement in pronunciation by using song video with moving lyric in the learning and teaching process. The use of song is referred to Ulate (2008: 2). She remarks,

> 'The teaching and learning process can be a very enriching experience because music can provide an appropriate atmosphere for both the teacher and the students. In addition, it has the power to create interesting, fun activities that everyone will enjoy'

Meanwhile, the students' English pronunciation was the object of this study. Specifically, the words which were attested to pronounce were taken from the chosen song videos.

In collecting the research data, there are three instruments that were used. The first instrument was test. Test was used to record the students' proficiency in pronunciation. The second one was observation checklist. It was used to record the students' behavior during the treatments. The last instrument was questionnaire. It was used to record the students' opinion relating to the medium.

This study was a classroom action. In conducting this research, I used cyclical AR from Kemmis and McTaggart (in Burns, 2010: 9). However, to correspond with the needs of this research, I modified each cycle by adding pre-test and post-test. Pre test and post-test were used to compare the students' improvement after the treatment. The use of those tests referred to Mettetal (in Schmidt, 2002). He states,

> 'Both quantitative and qualitative methods were appropriate to assess the outcomes of a classroom action research project. Three major research designs could be used for classroom action research projects: pretest-posttest designs or before-after design, comparisons of similar classes or matched-pairs design, and case studies'

After compiling those experts' statements, I designed the steps of the research as follows:

1. Observation

Before I executed the research, I did some activities as follows:

1) I interviewed the English teacher about the students' attitude and the students' English proficiency;
2) I observed the school environment and the condition of the classroom; and
3) I observed and prepared the place for the research (language laboratory).

2. Planning

These were some preparations that should be done before doing the research:

1) preparing the instruments of the research,
2) preparing a lesson plan,
3) preparing the tools of the research such as a laptop, LCD projector, a speaker, and a hand phone as a recorder,
4) setting up the schedule of the research by conforming to the teacher's schedule, and
5) conditioning the students and the classroom.

3. Action

In order to take data, some activities would be done as follows:

a) Initial Pre-test

Initial Pre-Test was held before conducting any cycles. It has a purpose to know the students' proficiency in pronunciation before they were given treatment. In the test, the students were asked to pronounce 40 words taken from the lyrics of the chosen songs.

b) Cycle 1

In Cycle 1, some activities were accomplished in the following:

1) I recounted the first half of Initial Pre-Test items as the data of Cycle 1 Pre-Test;
2) The students were given the first treatment and their attitudes were recorded by using observation checklist;
3) They were given Cycle 1 Post-Test; and
4) I reflected the result of the tests.

c) Cycle 2

In the second cycle, the stages were similar to the first cycle. Cycle 2 Pre-Test was not conducted because the data was taken from the second half of Initial Pre-Test items. These were some activities in Cycle 2:

1) The students were given second treatment and their attitudes were observed;

2)   They were given Cycle 2 Post-Test; and

3)   I reflected the result of the tests.

d) Final Post-Test

Final Post-Test was held in order to see the students' progress after they had been given some treatments. The words tested were similar to Initial Pre-Test, but they were put randomly. Then, the result of this test would be compared to Initial Pre-Test. Finally, after all tests had been done, the students were asked to fill a questionnaire.

DISCUSSION

a. Initial Pre-Test (IPT)

The result of IPT shows that the classical mean is 62.20, so classically the students' did not fulfill Criterion of Mastery Learning (CML) set up by the school (75). Meanwhile, individually, 26 students' scores (96.30%) were fewer than 75 with the lowest score, 50. By considering the result, we can conclude that the students had difficulties in English pronunciation. Therefore, giving some treatment was needed to improve the students' pronunciation.

b. Cycle 1 Pre-Test

Cycle 1 Pre-Test was not conducted as it was acquired by recounting the first half of IPT items number 1-20. After the test was analyzed, the result shows that the mean score of 58.50 was far below the standard score (75). Meanwhile, individually, 26 students' scores (96.30%) were fewer than 75. Moreover, some individuals got scores much lower than the classical mean, such as S-30 (42.50); S-23 (46.25); S-29 (46.25); S-29 (47.50); and S-5 (48.75) (the five lowest scores). In addition, the result was in line with the transcription of the students' pronunciation. By looking at the transcription and checking Cambridge Electronic Dictionary, some words were pronounced incorrectly by most students, such as *whole* [hoʊl] pronounced as [wɔl]; *know* [noʊ] pronounced as [knoʊ]; *today* [tə'deɪ] pronounced as [tu'deɪ]; *bind* [baɪnd] pronounced as [bɪn]; and *world* [wɜ:ld] pronounced as [wɔ:ld]. Based on the result, I decided to give them the first treatment in order to improve their scores. After the treatment was given, the improvement was checked in Cycle 1 Post-Test.

c. Cycle 1 Post-Test

By comparing the classical mean of Cycle 1 Post-Test (88.56) and Cycle 1 Pre-Test (58.50), we can see that the score improved 30.06 points. Furthermore, all individual scores (100%) could meet 75. It showed that they successfully fulfilled CML (75). In addition, 21 of the students (77.80%) improved their scores 20 points or more and thus complied with Criterion Significance Progress (CSP). Unfortunately, six students (22.20%) only improved some points that were fewer than 20, such as S-9 (62.50 to 81.25); S-10 (58.75 to 76.25); S-13 (63.75 to 82.50); S-17 (87.5 to 98.75); S-21 (67.5 to 78.75); and S-26 (63.75 to 75). It means that they could not fulfill CSP because on average the six students only improved 14.80 points. If we saw the range of significance progress (in Chapter 3), their improvement was considered significant. It means that they did not fail in this test. Therefore, we can infer that the first treatment was successful to improve the students' scores. Thus, the next cycle could be continued.

d. Cycle 2 Pre-Test

Classically, the mean of C-2 Pre-Test was 65.93. According to CML, the mean did not meet the criterion. Moreover, some individuals got scores that were fewer than the mean, such as S-7 (50); S-13 (57.50); S-30 (57.50); S-10 (58.75); and S-23 (60) (the five lowest scores).

Those scores were better than the five lowest scores in C-1 Pre-Test.

Based on the result, we can say that most students still found some difficulties in pronouncing the selected words. Those difficulties were proven in the transcription of students' pronunciation which showed that some words were not pronounced appropriately by most students, such as *turn* [tɜːn] as [tʊːrn]; *guide* [gaɪd] as [gwaɪd]; and *light* [laɪt] as [laɪg]. By considering the result, I decided to give them the second treatment for correcting their mispronunciation. In order to see the students' improvement after the treatment, I gave them Cycle 2 Post-Test.

e. *Cycle 2 Post-Test*

As I explained, the test was given to see the students' improvement. Therefore, by comparing the mean score of Cycle 2 Post-Test (92.78) and Cycle 2 Pre-Test (65.93), we can see that the score improved 26.86 points.

According to CML and CSP, the mean had met those criteria. Individually, all students' scores also exceeded 75. It means that they had fulfilled CML. Meanwhile, 24 students (88.90%) could improve their scores more than 20 points and thus could meet CSP. On the other hand, three students (11.10%) only improved their scores fewer than 20 points, such as S-17 (98.75 became 96.25); S-21 (65 became 83.75); and S-29 (65 became 81.25). On average, they only could improve their scores by 10.85 points, so they could not fulfill CSP. However, if the figure of 10.85 is referred to the range of significance progress, the improvement of the scores was considered significant.

Based on the fact above, I conclude that all students successfully improved their scores. Although some of them could not meet CSP, their scores had successfully fulfilled CML. By considering the result, I decided to end the cycles. In order to see the consistency of the progress, I gave them Final Post-Test.

Table 1. The Final Score of Each Test

PRE-TEST	SCORE OF PRE-TEST	SCORE OF POST-TEST	POST-TEST
Cycle 1 Pre-Test	58.50	88.56	Cycle 1 Post-Test
Cycle 2 Pre-Test	65.92	92.78	Cycle 2 Post-Test
Initial Pre-Test (IPT)	62.20	95.72	Final Post-Test (FPT)

The quantitative data had been analyzed completely. However, those data were not enough to define what the students actually obtained and felt concerning

f. *Final Post-Test*

The classical mean of Final Post-Test was 95.72. If we compare it to the classical mean of IPT (62.20), the mean score significantly improved 33.52 points. Based on CML and CSP, the classical mean had fulfilled those criteria.

Individually, all students' scores also had exceeded 75, so they successfully met CML. Meanwhile, on average, all of them improved 33.40 points. From the results, it can be inferred that their scores' improvement had exceeded the point set up in CSP.

With regard to those analyses, I conclude that using song video with moving lyric is able to improve the students' ability to pronounce the selected words appropriately. In order to see the students' improvement in a brief way,

I summarized the final score of each test in the following table:

the medium used. As a result, I decided to investigate qualitative aspects, such as the students' attitude and their opinion. In this case, I recorded those aspects by using two

kinds of instruments (two observation checklists and a questionnaire) that will be was explained in the following section.

Table 2. The Result of C1-OC

Indicators	Average Score	Category
Attendance	3.60	Very High
Punctuality of Coming	3.43	Very High
Involvement	3.37	Very High
Interest	3.43	Very High
Enjoyment	3.40	Very High
Curiosity	3.47	Very High
Response	3.40	Very High

Based on the table of C1-OC, the result was considered very well. It corresponded with the students' attitude during the first treatment. The students enthusiastically watched the medium (interest) and then they enjoyed it (enjoyment). Besides, they accomplished what

the writer instructed (involvement). They also cooperatively repeated what I pronounced (response). It might happen because song videos with moving lyrics were rarely used in classroom

Table 3. The Result of C2-OC

Indicators	Average Score	Category
Attendance	3.60	Very High
Punctuality of Coming	3.60	Very High
Involvement	3.46	Very High
Interest	3.46	Very High
Enjoyment	3.46	Very High
Curiosity	3.50	Very High
Response	3.46	Very High

g. Cycle 1 Observation Checklist (C1-OC)

C1-OC data was obtained during the first treatment and the result of C1-OC was summarized in the following table:

activities. In addition, teaching pronunciation

in classroom activities sounded like something new to them. After I got C1-OC data in Cycle 1, then I took C-2 Observation Checklist data in Cycle 2.

h.   Cycle 2 Observation Checklists (C2-OC)

The same as I had done C1-OC, C2-OC data was obtained during the treatment in Cycle 2 and the result was summarized in the following table:

According to the table of C2-OC, the three absent students did not come again as in the previous day. On the other hand, I find that the students'

punctuality of coming significantly improved from 3.43 to 3.60; the students' involvement improved from 3.37 to 3.46; and the students' enjoyment and response improved from 3.40 to 3.46.

Based on the improvement above, we can see that C2-OC result is better than C1-OC result.

Table 4. The Result of Questionnaire

NO.	QUESTIONS	YES		NO	
		∑	P	∑	P
1.	Is it a new medium for you in learning English pronunciation?	10	**33.33 %**	17	**56.67%**
2.	Do you like the medium used and those learning activities?	27	**90%**	0	**0%**
3.	If you answer the previous question 'yes', will you try to use the medium out of the classroom?	23	**76.67%**	4	**13.33%**
4.	Does this learning method help you in learning English pronunciation?	27	**90%**	0	**0%**
5.	Do you hope that this method can be used in other classes?	25	**83.33%**	2	**6.67%**
Number of Students (n)		**30**			
Present Students		**27**			
Absent Students		**3**			

i.   Questionnaire

The questionnaire was given before I ended this research. From the result, we can conclude that 33.33% of the students claim that the medium is something new to them.

That improvement was proven by the students' response in the second treatment where they enthusiastically asked me to play other song videos with moving lyrics again and again.

Meanwhile, after their behaviors had been analyzed, the students' opinions were recorded in the questionnaire. The following table is the brief result of the questionnaire

On the other hand, 56.67% of them state that they have found the medium previously. The majority of them, 90% like the medium and

76.67% will try to apply it out of the classroom. After they were given some treatment, 90% of them feel that the treatment help them to improve their English pronunciation. Therefore, 83.33% agree that the medium can be reused in English learning activities of other classes.

CONCLUSIONS

From the analysis results in the previous section, we can sum up some points of the research as follows:

1. The students had some difficulties to pronounce many English words. The difficulties were proven by IPT's result which showed that the classical mean did not meet CML. However, after treatment was given, the students showed a significant

improvement. The improvement can be seen by comparing the classical mean of IPT (62.20) and FPT (95.72).

2. Based on C1-OC result, the students were considered well mannered during the first treatment. In addition, the students showed some improvement of their attitudes on C2-OC result. That result was supported by the students' opinion in the questionnaire in which 90% of them like the medium and agree that it effectively help them to improve English pronunciation.

SUGGESTIONS

I offer some suggestions relating to the conclusions above. The suggestions are stated as follows:

First, English teachers should be aware of students with low pronunciation. Second, in order to improve their pronunciation, teachers and students can use song videos with moving lyrics. By using this medium, students not only can learn pronunciation in the classroom but also out of the classroom independently.

ACKNOWLEDGEMENT

I realize that this report is imperfect. Therefore, suggestions and critiques are needed for its betterment in the future. And lastly, I just hope that this study with its imperfection still can give some beneficial information to the readers.

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