



**THE EFFECTIVENESS OF ENGLISH SONGS
AS MEDIA TO ENHANCE STUDENT'S ABILITY
TO PRONOUNCE ENGLISH VOICED PLOSIVE
CONSONANTS [b, d, g]**

**(A Classroom Action Research of the Eight Grade Students of SMP Negeri 3
Tegal in the Academic Year 2009/2010)**

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by

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yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya sendiri, yang saya hasilkan setelah penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan skripsi/tugas akhir/final project ini dengan membubuhkan tanda tangan sebagai keabsahannya. Seluruh Isi karya ilmiah ini tetap menjadi tanggung jawab saya.

Demikian, surat pernyataan ini dapat digunakan seperlunya.

Semarang, February 2011

Yang membuat pernyataan,

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ABSTRACT

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This study attempts to examine the use of English songs as an alternative way to help the students to improve their pronunciation. The main purpose of the study was to explain the effectiveness of using English songs as media to enhance the student's ability in pronouncing English sounds especially English voiced plosive consonants [b, d, g].

As the source of the data, the writer used a classroom action research which was done through two cycles. These two cycles included a pre-test, giving the treatment, post-test 1 and 2. Besides that, a questionnaire and field notes were used to gather data. The eight grade students of SMP N 3 Tegal in the academic year 2009/2010 participated as the object of the research.

The results indicated that there is a significant difference of the students' achievement in the pre-test and post-test. It could be seen from the comparison between the mean of each test. The students' achievements in the post-test 1 and 2 are higher than that of the pretest. It was also supported by the analysis of the questionnaire which showed that the student's interest in learning English pronunciation by using English songs was high. In addition, from the analysis of field notes, it could be found that they still had difficulties in pronouncing English voiced plosive sounds though they had a good participation during the treatment.

The higher achievement in the post-test 2 indicates that the use of English songs is really effective to enhance the students' pronunciation of English voiced plosive consonants; gives some benefits to the students; and improves their motivation to learn English.

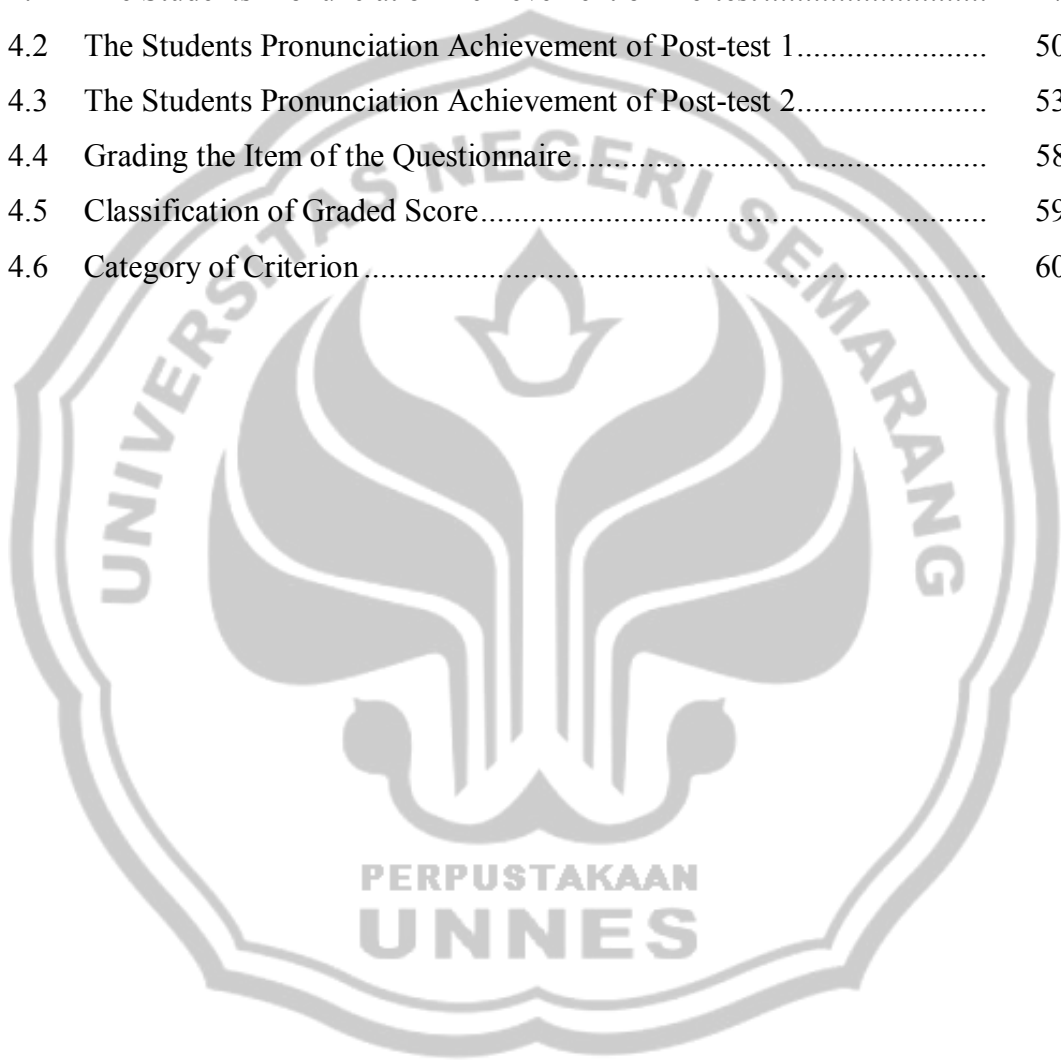
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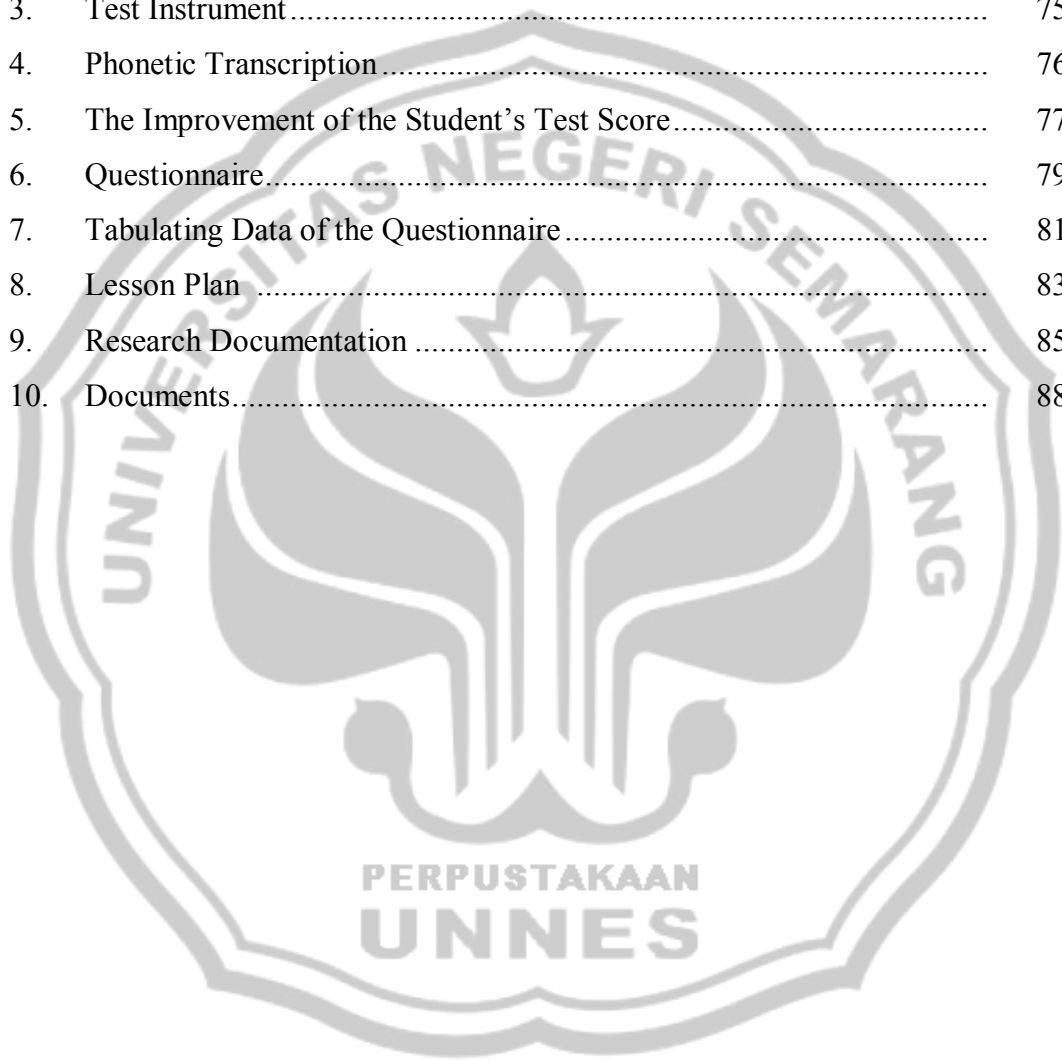
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CHAPTER I

INTRODUCTION

This chapter contains six sections. The first presents the background of the research. The second explains the reasons for choosing the topic. This is followed by section three which presents the problem that is going to be solved through this project. The next section is about the objective of the study. The fifth talks about the significance of the study. The last one describes the outline of the report.

1.1 Background of the Research

Nowadays, people in the world try to master another language besides their mother tongue. They do that because they think that learning another language is important to ease a communication. Language, which is not used in the speaker's birthplace, is called a foreign language. Gooh (2004: 29) argues 'first language as the first language you learn in your life. It follows then that second language is any language you learn later in your life after learning your first language, second language, then, refers to any language learned later in your life (whether it's the second, third, fourth, or whatever).'

As stated by Fromkin and Rodman (1997), 'every human knows at least one language, spoken or signed. Linguistics is the science of language, including the sounds, words, and grammar rules. Words in languages are finite, but sentences are not. Linguistics concern itself with describing and explaining the

nature of human language.’ Fundamental questions include what is universal to language, how language can vary, and how human beings come to know languages. We can say that learning knowledge of the sound systems, words, and sentences are generally important.

In mastering English as a foreign language, people, in this case some students face all kinds of learning problem. These difficulties have to do with the learning of the sound system. Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people, we should not only have a good vocabulary but also have a good pronunciation to make it clear. Therefore, it is important to teach pronunciation as stated by Harmer (2000: 183) that ‘for all these people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.’

The difficulties in pronouncing English sounds are not only found in pronouncing the unfamiliar in Indonesian, but also in some sounds that are similar with English sounds. A student's first language often interferes with English pronunciation. For example, the plosive sounds [b, d, g, p, t, k], especially voiced sounds [b, d, g]. Many Indonesian pronounce this sounds into voiceless sounds [p, t, k]. Their mistakes in pronouncing English words will cause misunderstanding and miscommunication, especially when they speak with English native speaker. Therefore, English learners should pay attention to learn English pronunciation in order to pronounce the English words well and correctly.

In order to achieve that goal, it is important to make pronunciation teaching effective to help the students to improve their ability in pronouncing the English sounds especially for the voiced plosive consonants. As supported by Celce-Murcia (1987) teaching sounds involves several steps; 'first, identify your students' problem areas; second, find a meaningful context for the problem sounds, and then develop communicative or relevant tasks that incorporate the sound; third, develop at least three or four exercises so that students can keep practicing target sounds in new contexts.'

In teaching pronunciation, some varieties ways are needed, and many different opinions as to which ways are the best or most effective. One of the ways as it will be discussed further in this study is by using English songs. They are part of authentic materials required for studying about pronunciation directly from the native speaker. The rhymes in songs provide listeners with repetition of similar sounds. Students often choose to listen to songs repeatedly, indirectly exposing them to these sounds. In other words, using songs in class can often bring a change to the routine procedures of language presentation and practice.

1.2 Reasons for Choosing the Topic

There are three reasons for choosing this topic. First, based on the writer's experience, she has witnessed her sister who was listening and singing an English song. When listening to the songs, her sister imitated how the singers pronounce the sounds but with improper pronunciation. Based on this fact, the writer thought

that listening to the song could be one way to learn English especially its pronunciation.

The second reason is listening to the song seems to be a kind of fun activity. Basically, almost everyone loves music. It is a part of our language and life from before birth onwards. As babies, we hear lullabies. As young children we play, sing and dance to a myriad of nursery rhymes. As adolescents, we are consumed by the beat of popular music artists worldwide. As adults, every form of advertising we hear, every special event we experience, is in part, song and music. When the writer used to be a student in junior and senior high school, she felt that if she learned in an enjoyable situation, she could understand the lesson easily. Moreover, her teacher created a relaxed, stress-free classroom atmosphere and encouraged extensive and intensive teaching-learning activity. Therefore, listening to the songs may be used as an alternative way to help the students to improve students' pronunciation and fluency in spoken English without seeming to be a boring drill.

Third, the writer found out that studies related to exploiting songs to teach pronunciation are limited. It explores generally on all components of pronunciation and rarely investigated in the context of teaching sounds. Therefore, further studies should be taken into consideration. In other words, the present study about teaching pronunciation by using English songs as a media which only focused on the pronunciation of English voiced plosive consonants specifically has not been conducted yet. That is why; the writer wants to explore more about this problem by conducting an action research.

1.3 Statement of the Problem

The problem that is discussed in this final project is how effective English songs as media in enhancing the student's ability in pronouncing English sounds especially voiced plosive consonants [b, d, g] is.

1.4 Objective of the Study

In line with the statement of the problem, the objective of the study is to find out the effectiveness of using English songs as media to enhance the student's ability in pronouncing English voiced plosive consonants [b, d, g].

1.5 Significance of the Study

Related to this research, it is one of the contributions in the scope of linguistic study, particularly language teaching and phonology. Therefore, the result of the research is expected to be beneficial for the eight grade students of SMP N 3 Tegal as the object of the research in helping them to enhance their ability in pronouncing English voiced plosive consonants [b, d, g] by using English songs. Moreover, the writer hopes this study will give significance input for the English teachers themselves in the development of teaching English in general and teaching pronunciation in particular. English teachers extensively are able to avoid mishearing and mispronouncing word in teaching learning English, to improve the student's pronunciation ability, and to use songs effectively in the class.

1.6 Outline of the Report

This study consists of 5 chapters. Chapter I deals with the Introduction. This includes Background of the Study, Reasons for Choosing the Topic, Statement of the Problem, Objective of the Study, Significance of the Study, and Outline of the Report.

Chapter II covers Review of the Related Literature. It relates to the Review of the Previous Studies, the Theoretical Background, and the Analytical Framework. The theoretical background includes the sub-sub chapters which contain the theories about the Definition of Pronunciation, Teaching Pronunciation, Consonants, Voiced Plosive Consonants, PAIKEM, Songs as a Teaching Media, Using Songs to Teach Pronunciation, and Action Research.

Chapter III presents method of investigation that consists of Research Design, Object of the Study, Role of the Researcher, Research Instrument, Procedure of Data Collection, and Procedure of Data Analysis.

Chapter IV deals with results of the study and discussion.

Chapter V presents the conclusions and suggestions of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three sections. The first section presents the result of studies in the relevant field that had been conducted so far. The second section presents theories underlying this study. It is divided into a number of subsections. They are the definition of pronunciation, teaching pronunciation, consonants, voiced plosive consonants, PAIKEM, songs as a teaching media, using songs to teach pronunciation, and action research. The last section presents the analytical framework of this research.

2.1 Review of the Previous Studies

There have been a number of studies concerning the use of songs in teaching pronunciation. One of the studies is about the use of songs to improve the students' achievement in pronouncing English words conducted by Ratnasari (2007). In this study, she pointed out that the implementation of songs in the teaching learning process can influence the student's achievement in pronouncing English words. In constructing this study, the writer collected data from the classroom action research, which was carried out through five activities. The activities began from selecting focus, collecting data, analyzing and interpreting the data, taking action and finding out the students' reflection. The subjects of this

study were 30 students of year seventh of MTs ANNUR in the academic year of 2006/2007.

On doing this study, an oral test method or sound of production was used. The action was done through teaching learning process. All of the teaching learning processes were presented by the help of songs.

The data analysis of Ratnasari's study was descriptive qualitative and a bit of quantitative measurement to find the mean. Based on the data analysis from each activity, it can be seen that there is a significant difference of the students' achievement in the pre-test and post-test. The average of the students' achievement in a post-test is 74.49%, whereas the average achievement of their post-test is 95.38%. It means that the students' achievement in the post-test is higher than that of the pre-test. After the treatment by using songs in each cycle, the students' achievement in pronouncing English words improved. This improvement is caused by the students' interest of the songs given and the relevance between vocabularies that are presented in the songs used in this action research and the vocabulary that the students have already got, but they still get difficulties in pronouncing them.

Based on this study, as the writer mentions above, it is found that the use of songs in teaching English is effective to improve the students' pronunciation and very beneficial for the students in order to facilitate them in learning English.

Furthermore, it is supported by another study conducted by Saufika (2008) entitled 'English Songs as Media for Improving Students' Quality of Pronunciation.' Based on her action research, she had proved that English songs can be used as an effective media to teach pronunciation.

In conducting the action research, Saufika used two cycles which contained three steps (pre-test, treatment, and post-test) for each cycle. The method of the research was by recording the students' speeches then analyzed it by using a modification rating scale modified from oral-English Rating Sheet by Heaton to find the average or mean score. From observing the mean score, Saufika could see whether there was a progress in students' pronunciation or not. In the end, the result showed that the mean score of the students' pronunciation increased. At the pre-test, the average score of the students' pronunciation was 5. It increased and became 5.7 at the first post-test. Finally, the improvement of the result could be seen clearly from the second post-test result. The students' average score had increased a lot from 5.7 became 7.7. Therefore, the writer then concluded that English songs could be an alternative way to teach the students' pronunciation in a fun way.

After looking for and reading all of the studies, the writer finds that a topic related to the use of English songs as media to enhance the students' ability in pronouncing English sounds especially English voiced plosive consonants has not been worked out. Therefore, it motivates her to conduct a study of this particular interest.

2.2 Theoretical Background

2.1.1 Definitions of Pronunciation

Pronunciation is defined as 'the way in which a language is spoken' (Hornby 1995: 497). Meanwhile, Dalton and Seidholfer (1994: 3) write their idea about pronunciation in general terms.

Pronunciation is the production of significant sounds in two senses. First, sound is significant because it is used as part of a code of a particular

language. Therefore, we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense, we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in context of use. Here the code combines with other factors to make communication possible. In this sense, we can talk about pronunciation with reference to acts of speaking.

Besides that, pronunciation refers to 'the way a word or a language is usually spoken, or the manner in which someone utters a word. If someone said to have "correct pronunciation," then it refers to both within a particular dialect' (www.wikipedia.org).

2.1.2 Teaching Pronunciation

Most non-native speakers of English have learnt English as a part of their formal education, and as a result, all of them are literates. They are able to write and read. This is different from the condition found in English speaking countries. They learn the pronunciation, intonation, and other suprasegmental features first then finally they learn the spelling of the words.

Although non-native speakers of English are literate enough; however, it does not mean that they are literate enough in this language. Therefore, the learners of English as a foreign language should also need to learn about how to pronounce the words of the target language. Harmer (2000: 183) states that 'pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably.' In other words, concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed.

Moreover, as Kelly (2000: 13) has argued that ‘there are two key problems with pronunciation teaching. Firstly, it tends to be neglected. And secondly, when it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned.’

On the other hand, the importance of the students to be aware of the pronunciation elements is also stated.

When it comes to a language teaching, it is important to note that there is a difference between what is effective as a point of reference or set of bearings for learning (let us call this a model) and what is presented as an attainable behavioral target (let us call this a norm). The task of pronunciation teaching, as in the teaching of any other aspect of language, is (in this term) to establish models for guidance, not norms for imitation. (Dalton 1998: 6)

From the statements above, it is important for a teacher to teach pronunciation and to make the students aware of pronunciation features because they can improve their production of spoken language and listening comprehension.

Pennington (1994: 105) observed:

The value of pronunciation instruction lies in the fact that it can help learners develop their interlanguage phonology by giving them “the perceptual and the productive experience they need to reconceptualise the performance targets while offering motivation to change and social experiences to develop a new value set.” That is why pronunciation instruction is increasingly being recognized as one of the important components of the second language classroom.

Consequently, ‘what the teaching of pronunciation must take responsibility is, first, helping the learner to perceive and decode the stream of speech the same way a native speaker of the language would and, second, guiding the learner to

produce speech as close to the pronunciation “model” as is desirable’ (Brown, 1990: 59-60; Lass, 1984: 296-298).

2.1.3 Consonants

‘Consonants are formed by interrupting, restricting or diverting the airflow in a variety of ways’ (Ramelan 1994: 99). ‘Consonants are sounds like [p], [g], [s], [l], [m] and [w]. They are produced by making an obstruction in the air passage, either closing the air passage then releasing the breath suddenly, or narrowing the air passage so that air passes with difficulty’ (Hafez, 1999).

Different consonants can be distinguished from one another by describing their (1) place of articulation (that is, where two organs of speech come close to each other); (2) the manner of articulation (i.e. the way these organs control the air passage); and (3) voicing (that is, the vibration of the vocal cords). The classification of consonants according to Ramelan (1994: 99) will be explained further below:

2.1.3.1 Place of Articulation

Consonant sounds depend on which two organs of speech take part in producing each of them. Based on the place of articulation for each, English consonants can be classified into at least eight types. They are:

- (1) Bilabial (the lips come together as in [p], [b], [m], [w]),
- (2) Labiodental (the lower lip and the upper teeth come together e.g. [f], [v]) ,
- (3) Dental (the tip of tongue and the upper teeth come together e.g. [θ] and [ð]),
- (4) Alveolar (the tip of the tongue and touches alveolar ridge e.g. [t], [d], [s], [z], [n], [l], [r]),
- (5) Alveo-Palatal (the tip of the tongue and the alveolar ridge e.g. [ʃ], [ʒ], [tʃ], [dʒ]),

- (6) Palatal (the front of the tongue and the hard palate e.g. [y]),
- (7) Velar (the back of the tongue and the soft palate or velum e.g. [k], [g], [ŋ]),
- and
- (8) Glottal (between the vocal cords opening, such as [ʔ], [h]).

2.1.3.2 Manner of Articulation

The types of consonants are also determined by the way or manner in which the outgoing air is obstructed by the articulators. Based on the manner of articulation, English has the following types of consonants:

- (1) Plosives are sounds produced with a complete closure, forming pressure; then the air is released suddenly with a plosion, e.g. [p], [b], [t], [d], [k], [g],
- (2) Affricates start as plosives with a complete closure, but are followed by slow release with friction through a narrow passage e.g. [tʃ] and [dʒ] as in "church" and "judge",
- (3) Fricatives are produced by an incomplete closure; the air passage is narrowed producing an audible friction, e.g. [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [r], [h],
- (4) Nasals are formed through a complete closure of the mouth, as the uvula is lowered allowing air to pass through the nose, e.g. [m], [n], [ŋ],
- (5) Laterals are produced through a partial closure, where the air passage is blocked by the tip of tongue but is allowed to escape around the sides of the tongue, such as [l] in "light" and "full"),
- (6) Rolled are sounds produced through a closure with less pressure such as [r] in English (unlike the Arabic trill), and

(7) Gliding Consonants are formed without a closure, e.g. [y] and [w]).

2.1.3.3 Voicing (the Activity of the Vocal Cords)

As mentioned above, the vocal cords can assume different positions, modifying the sound produced. When opening slightly, they vibrate producing "voiced" sounds such as [b], [d], [g], [dʒ], [v], [z], [ð], [ʒ], [ŋ], and all English vowels. On the other hand, when producing other sounds, the vocal cords open widely without any vibration, thus producing "voiceless" sounds, e.g. [p], [t], [k], [ʃ], [tʃ], [θ], [s], [f].

The types of English consonants can be summarized in the following table:

Table 2.1
Types of English Consonants

	Point of Articulation															
	Bilabial		Labio-Dental		Dental		Alveolar		Palato-Alveolar		Palatal		Velar		Glottal	
Manner of Articulation	Vl	Vd	Vl	Vd	Vl	Vd	Vl	Vd	Vl	Vd	Vl	Vd	Vl	Vd	Vl	Vd
Plosive	p	b					t	d	tʃ	dʒ			k	g	ʔ	
Fricative			f	v	θ	ð	s	z,r	ʃ	ʒ					h	
Affricate									(tʃ)	(dʒ)						
Nasal		m						n						ŋ		
Lateral								l						(l)		
Rolled								/r/								
Flapped																
Approximant or Semi-vowel		w										y		(w)		

Chart of English Consonants (Ramelan 1994: 108)

2.1.4 Voiced Plosive Consonants [b, d, g]

Ramelan (1994: 110) says that 'English has 6 plosive consonants, produced respectively at bilabial point of articulation [b, p], at alveolar point of articulation

[d, t], and at velar point of articulation [g, k].’ In addition, as cited in Ramelan (1994: 100), ‘there are two classifications of consonants based on the activity of the vocal cord. When the obstruction of the air above the larynx is accompanied by the vibration of the vocal cords it is called voiced. When it is not, then it is said to be voiceless.’ However, in this study, the writer only presents about English Voiced Plosive Consonants [b, d, g].

2.1.4.1. [b]

[b] is made by the two lips, so it is bilabial. It is as same as [p] sound. The lips close the air passage, stopping air in the mouth. When they are opened suddenly, the breath goes out with a plosion, so they are plosives. The only difference is that the vocal cords vibrate when producing the voiced sound [b], but do not vibrate when producing the voiceless [p]. The breath force of [b] is also weaker than that of [p] and the stop is not aspirated.

In order to pronounce the English voiced stop correctly, the students have to attempt to reduce their strength of articulation and the aspiration, since Indonesian voiced stops are lenis, and not aspirated. ‘When [b] is followed by a nasal consonant like [m] or [n] the release of the stoppage is carried out through the nose, so that we hear a nasal plosion. This voiced bilabial stop is partly unvoiced in word initial and final position, but it is fully voiced medially between two voiced sounds or intervocalically’ (Ramelan, 1994).

Indonesian students may have difficulty in pronouncing final voiced stops because in Indonesian the voiced stops are never found in utterance final position.

2.1.4.2. [d]

The sound [d] is made by the tip of the tongue firmly touching the alveolar ridge, and so it is alveolar. It is the same production as the sound [t]. The air is stopped in the mouth, and then released suddenly with a plosion, so they are plosives. Like [p] and [b], the only difference is that the vocal cords vibrate when producing the voiced sound [d], but do not vibrate when producing the voiceless [t]. Moreover, the breath force is weaker and is not aspirated.

In order to pronounce the English voiced alveolar stop correctly, Indonesian students have to use a more backed articulation (English [d] is alveolar, while Javanese [d] is dental) and to reduce strength of articulation. The English [d] is almost the same as Javanese [d] in [dadu] dice. Ramelan (1994) writes:

When [d] is followed by nasal consonants such as in 'didn't' [dɪdn't]. The release of the stop is carried out through the nose which is called a nasal plosion e.g. hidden, pardon, sudden, admit, and garden. When [d] is followed by a lateral consonant, the stop is laterally released such as in the words 'middle' [mɪdl]. The English alveolar [d] becomes dental when it is followed by a dental fricative (assimilation of place of obstruction) for instance in 'width' [wɪðθ], English [d] is fronted before front vowels such as in 'dear' [dɪr], backed before back vowels such as in 'do' [du:], and centralized before central vowels as in 'dirt' [dɜ:rt].

Most Indonesian students have difficulty in pronouncing final voiced [d] such as in 'bed' [bed]. Since in their language the corresponding voiced stop does not occur in utterance final positions, they have to learn to pronounce it correctly by having much practice. The English voiced alveolar stop is partly unvoiced in utterance initial and final positions such as in 'day and aid,' but it is fully voiced

in utterance medial position between voiced sounds or intervocalically as in ‘building, and sadder’.

2.1.4.3. [g]

The sound [g] is produced by the back of the tongue and the soft palate, and so they are velar. The sound which has the same production is [k]. The air passage is blocked so that air is stopped in the mouth, and then released suddenly with a plosion, so they are plosives. The vocal cords vibrate when producing the voiced sound [g], but not when producing the voiceless [k].

In order to pronounce the English voiced velar stop correctly, Indonesian students have to use less strength of articulation. There is a nasal plosion when [g] is followed by a nasal consonant such as in dogmatic, signal, a big man, and dignity. According to Ramelan (1994), ‘the exact point of articulation for [g] is determined by the following vowel in the same syllable. It is fronted before front vowels, which may be symbolized as [g] such as in geese’ [gi:s], backed before back vowels as in goose’ [gu:s]. Neutral before central vowel as in girl’ [gɜ:rl].’

Indonesian students have to master the pronunciation of [g] in word final positions, which may cause some difficulties to them in such words as ‘big’, ‘dog’ etc. In initial and final positions [g] is partly unvoiced as in ‘gay and ‘bag’ respectively, and it is fully voiced between two voiced consonants or intervocalically as in ‘begged’, ago.

2.1.5 Active, Innovative, Creative, Joyful and Effective Learning (PAIKEM)

In a formal education especially in a learning process, a teacher is the one who conducts the class. In other words, the quality of teaching is one of the key

elements determining the quality of the educational system. A good teaching tends to produce graduates with good learning results and vice versa. For that reason, changes are needed in the teaching and learning processes in general use. It is supported by the following statement;

A style of learning that has been developed and widely introduced throughout the country is Active, Creative, Joyful and Effective Learning, which is better known in Indonesian as PAKEM. This name is used because it is designed to promote active participation of students, develop creativity which leads to effective learning, yet is also joyful (<http://beproject.nettraining1-5.pdf>).

It can be said that PAKEM is a learning strategy for a teacher to develop his or her teaching way.

Instead of Active, Creative, Joyful and Effective Learning, there is an additional learning method that is innovative learning. Therefore, in Indonesian it becomes PAIKEM.

According to Ramadhan in his writing about PAIKEM (2008), Active, Innovative, Creative, Joyful and Effective learning can be elaborated as follows:

- (1) Active means that in a learning process the teacher must create the condition in which the students are active to ask question and giving an idea.
- (2) Innovative learning can be adapted from the enjoyable learning. Learning is fun is the key applied in innovative learning. Creating innovative learning can be done by measuring the ability of each student either their visual, auditory or kinaesthetic ability.
- (3) Creative has a purpose for the teacher to create various activities in a learning process so that they can fulfil the different students' abilities.

- (4) Joyful or enjoyable is the condition in which the students feel comfortable and fun in following the lesson. As a result, the students can focus on the lesson with a high time on task.
- (5) Learning process has some learning purposes that should be achieved. Therefore, effective means the students are able to produce something after learning process. In the same hand, the students must master something as a result of the learning process.

‘Applying PAIKEM in a learning process can be seen in every activity happens. Thus, the teacher must be able to show their ability to create that condition. One of the ways is the teacher can use any kind of media and method to increase the students’ enthusiasm including using the environment as a learning source’ (Ramadhan, 2008).

2.1.6 Song as a Teaching Media

Media is derived from the Latin word ‘medium’ that means ‘between’. The term refers to anything that carries information between a source and a receiver. In general, it is a means of communication. Media is also considered as an instructional system of teaching learning process. Instructional medium is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal of teaching learning process. The teacher can select the media from the traditional ones up to the modern ones. In doing this study, the writer uses songs as the media in improving the students’ achievement in pronunciation. And here she discusses more about songs first.

A song consists of lyrics. Meanwhile, a song lyric can be used as another way for people to communicate to the others, to the young people, or to old people and vice versa. In our daily life, we are surrounded by songs. A song is like a magic that can hypnotize us; therefore, when we hear a song we could be brought into the song. For example, when someone is listening to a song, he can be brought into the meaning of the lyrics and the melody will play his emotion or feelings. Sometimes we do not realize that we can sing a song without learning. From a song we can learn many things, for example we can get some more new words, and we also could learn how the words are pronounced.

As songs have magical effects, we can use them in a learning process. It is written that:

Music is a powerful stimulus precisely for students' engagement because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish." Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. (Harmer 2000: 242)

That quotation is also supported by Lo and Fai Li (1998: 8), 'learning English through songs also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting.'

Moreover, 'songs frequently are closer to the real life experiences of the students than most textbook materials, with lyrics that exemplify good examples of authentic language' (Willis & Mason 1994).

2.1.6.1 Definitions of Song

Before talking about the effectiveness of song as a media in learning language, here the writer quotes some definitions of a song from some sources. Jamalus (1988: 5) states that ‘songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices.’ This definition is also supported by (<http://www.allwords.comlquery.php>) which notes that ‘song is a set of words, short poem, etc. to be sung, usually with accompanying music.’

In line with some statements above, Hornby (1995) also defines a song as ‘a short poem or a number of verses set into music and intended to be sung.’ Moreover, the Encyclopedia of Americana (1998) views a song as ‘a short musical work set to a poetic text, with equal importance given to the music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment.’

From the definitions of song above, the writer concludes that song is a kind of art works that is intended to be sung either with or without instrumental accompaniments.

It is also stated that ‘a song is a musical composition that contains vocal parts ("lyrics") that are performed ("sung"), commonly accompanied by musical instruments (exceptions would be a cappella songs). The lyrics of songs are typically of a poetic, rhyming nature, although they may be religious verses or free prose’ (en.wikipedia.org/wiki/Definition/song).

Colloquially, song is sometimes used to refer to ‘any musical composition, including those without vocals; however this usage is, by definition, incorrect. In

music styles that are predominantly vocal-based, such as popular music, a composition without vocals may be called a song but is often called an instrumental' (www.classicalarchives.com).

2.1.6.2 Elements of Song

When a song is played, the listeners will not only listen to its lyric, but also its melody. They enjoy the harmony, the expression and the rhythm. It means that a song is a unity of some music elements. The elements of music are divided into two categories (Jamalus, 1988: 7); those are main elements and expression elements.

The first category is the main elements. It consists of rhythm, melody, harmony, and lyrics. Rhythm is the stretch of movement of the sounds. It becomes the base element in music. It is like how to sound a word. There will be letters read long and short and there can be a pause too. It means that rhythm is how to step the music. Melody is the arrangement of stretch sound. And harmony is the unity of two or more tones that have different level played together. The last is lyrics; it can be said as musical sentences. The second category is the expression elements. It is how the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All the elements above are needed when someone creates a song.

2.1.6.3 Selection of the Song

When the teacher applies song in her/his teaching learning process, she/he should know what kind of song she would bring into the class. This is the problem if the teacher wants to use songs to her class. Harmer (2000: 243) views that there are two ways to solve the problem about the way in selecting the songs to be brought into the class.

The first is to have students bring their own favorite songs to class. If they do this, however, the teacher may want to have time to listen to the songs and try

to understand the lyrics. The second way is to use older songs, to ask students whether the songs still have quality, whether the students like them, despite their antiquity. Teachers then can choose songs, which they like and appropriate to the topic and subject matter.

Besides, another criterion is a selection of a song. As cited on [Lynch](#)'s article entitled 'Using Pop Song' (2005), there are three principal song selection criteria. First, use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable. Second, songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected. Third, they should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.

In this case, the writer prefers choosing English songs which have the three principals above and particularly have some words containing English voiced plosive consonants [b, d, g]. Therefore, she thinks that the songs '*Leaving on a Jet Plane*' by Chantal Kreviazuk and '*Perfect*' by Simple Plan are appropriate for them. The reason why she only focuses on the two songs is also supported by Trapp (1991: 438) who reminds that 'the more repetition you give your students, the more likely it is that they will retain the message.' Moreover, the writer feels

that these songs are more understandable to learners, and have clear pronunciation.

2.1.7 Using Songs to Teach Pronunciation

Teaching pronunciation can be a frustrating activity for the teachers themselves when they are not able to teach their students with a good method and create an enjoyable atmosphere. As Techmeier (1969) stated that ‘the most difficult skill in learning a foreign language is proper pronunciation.’ He felt that if the child does not pronounce a word well, the problem may be that the child does not hear the word correctly. It is important then to emphasize from the outset that pronunciation can be taught effectively, and can be learned to a level that allows functional communication in a wide variety of contexts.

In order to achieve that purpose, a teacher should find an alternative way that is by using English songs. The study of popular songs in the class can be a very effective tool in learning English pronunciation, as well as grammar, and therefore can lead to a more efficient acquisition of English.

As Leith (1979: 540) stated, ‘There is probably not a better nor quicker way to teach phonetics than with songs.’ It is supported by Gatti-Taylor (1980: 466) who believed that phonetic instruction was one good use to which songs could be put, even in beginning classes, stating, ‘it is relatively easy to find song lyrics that stress a particular phoneme.’

According to Techmeier (1969), as well as Urbanic and Vizmuller (1981), ‘singing helped to develop better hearing skills and, as a result, promoted and reinforced good articulation of words.’ Poliquin (1988) also suggested that ‘the

particular value and effectiveness of using songs in language instruction, was specifically to improve pronunciation skills.’

2.1.8 Action Research

2.1.8.1 Definitions of Action Research

As cited by Burns (1999: 30) ‘action research is the application of fact finding to practical problem solving in a social situation with a view to improving [sic] the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen.’ Meanwhile, Ferrance (2000) considers action research as ‘a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.’ These definitions are also supported by Arikunto (2002: 82-85) who states that action research refers to a research on phenomena happened in society or target group, and the result can be directly implemented to the society as one of solutions to the problem using real action in the form of innovative development, which is implemented during the process in detecting and solving the problems. The main features of this research are collaboration between researcher and target group.

In line with some definitions above, Carr and Kemmis (1986: 162) argues that ‘action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.’ In addition, according to Wallace (1998: 4), action research is done by systematically collecting data on your everyday

practice and analyzing it in order to come to some decisions about what your future practice should be.

2.1.8.2 Types of Action Research

Grundy (1988: 353) discusses three modes of action research: technical, practical, and emancipator. Holter and Schwartz-Barcott (1993: 301) also discuss three types of action research, that of a technical collaborative approach, a mutual collaborative approach and an enhancement approach. McCutcheon and Jung (1990: 145-147) discuss three perspectives of action research; a positivist perspective, an interpretive perspective and a critical science perspective. Besides, according to McKernan (1991: 16 -27), three types of action research are (1) the scientific-technical view of problem solving, (2) practical-deliberative action research, and (3) critical-emancipatory action research.

The scientific-technical view of problem solving has a goal to test a particular intervention based on a pre-specified theoretical framework. ‘The nature of the collaboration between the researcher and the practitioner is technical and facilitator. The researcher identifies the problem and a specific intervention, then the practitioner is involved and they agree to facilitate with the implementation of the intervention’ (Holter and Schwartz-Barcott 1993: 301). ‘The communication flow within this type of research is primarily between the facilitator and the group, so that the ideas may be communicated to the group’ (Grundy 1988: 360).

Technology is the skill of action research, the idea being how the event will occur, and the event is the taking of the idea and the thoughts that the researcher has about the event and making them happen.

A project guided by technical action research will have the following characteristics: the project would be instigated by a particular person or group of people who because of their greater experience or qualifications would be regarded as experts or authority figures. Technical action research promotes more efficient and effective practice. It is product directed but promotes personal participation by practitioners in the process of improvement. 'It fosters the disposition characteristic of the artisan within the participating practitioners' (Grundy 1988: 154). This approach to action research results in 'the accumulation of predictive knowledge, the major thrust is on validation and refinement of existing theories and is essentially deductive' (Holter and Schwartz-Barcott 1993: 301).

Meanwhile, on the practical-deliberative action research project 'the researcher and the practitioners come together to identify potential problems, their underlying causes and possible interventions' (Holter and Schwartz-Barcott 1993: 301). The aim of this type is 'to improve practice through the application of the personal wisdom of the participants' (Grundy 1988:357). It is also supported by McKernan (1991: 20) who writes that 'the goal of practical action researchers is understanding practice and solving immediate problems.'

McKernan (1991: 20) feels that the practical model of action research 'trades off some measurement and control for human interpretation, interactive

communication, deliberation, negotiation and detailed description.’ The practitioners involved in the mutual collaborative approach to action research gain a new understanding of their practice; the changes implemented tend to have a more lasting character. However, the changes tend to be connected to the individuals directly involved in the change process, and therefore ‘the interventions tend to be short lived when these individuals leave the system or there is an influx of new people’ (Holter and Schwartz-Barcott 1993: 301).

However, the critical-emancipatory action research has a different point of view. It ‘promotes emancipatory praxis in the participating practitioners; that is, it promotes a critical consciousness which exhibits itself in political as well as practical action to promote change’ (Grundy 1988: 154). There are two goals for the researcher using this approach according to Holter and Schwartz-Barcott (1993: 302):

One is to increase the closeness between the actual problems encountered by practitioners in a specific setting and the theory used to explain and resolve the problem. The second goal, which goes beyond the other two approaches, is to assist practitioners in identifying and making explicit fundamental problems by raising their collective consciousness.

Grundy views (1988: 358) that:

Emancipated strategic action follows from the disposition of critical intent which motivates action and interaction at all stages of emancipatory action research and is particularly important in the development of the theoretical perspective which informs and underpins a project. This mode of emancipatory action research does not begin with theory and end with practice, but it is informed by theory and often it is confrontation with the theory that provides the initiative to undertake the practice.

From Grundy's opinion, it can be concluded that the dynamic relationship between theory and practice in emancipatory action research entails the expansion of both theory and practice during the project.

From the three types of action researches above, it can be summarized that they are not differ in the methodologies, but rather in the underlying assumptions and world views of the participants that cause the variations in the application of the methodology. In Grundy's (1988: 363) opinion, the differences in the relationship between the participants and the source and scope of the guiding "idea" can be traced to a question of power. In technical action research it is the "idea" which is the source of power for action and since the "idea" often resides with the facilitator, it is the facilitator who controls power in the project. In practical action research power is shared between a group of equal participants, but the emphasis is upon individual power for action. Power in emancipatory action research resides wholly within the group, not with the facilitator and not with the individuals within the group.

Another point of view about the different types of action research was explained by Ferrance, cited in http://www.alliance.brown.edu/pubs/themes_ed/act_research.pdf. She views that the types of action research are divided depending upon the participants involved. A plan of research can involve (1) a single teacher investigating an issue in his or her classroom; (2) a group of teachers working on a common problem; (3) a team of teachers and other focusing on a school; or (4) district-wide issue.

Individual teacher's research usually focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents. The problem is one that the teacher believes is evident in his or her classroom and one that can be addressed on an individual basis. The research may then be such that the teacher collects data or may involve looking at a student's participation.

Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms. These teachers may be supported by individuals outside of the school, such as a university or community partner.

School-wide research focuses on issues common to all. For example, a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways. Teams of staff from the school work together to narrow the question, gather and analyze the data, and decide on a plan of action. An example of action research for a school could be to examine their state test scores to identify areas that need improvement, and then determine a plan of action to improve student performance.

District-wide research is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based,

performance-based, or processes for decision-making. A district may choose to address a problem common to several schools or one of organizational management. Collecting data from all participants needs a commitment from staff to do their fair share and to meet agreed-upon deadlines for assignments. On the positive side, real school reform and change can take hold based on a common understanding through inquiry. The involvement of multiple constituent groups can lend energy to the process and create an environment of genuine stakeholders.

2.2.8.3 Steps in Action Research

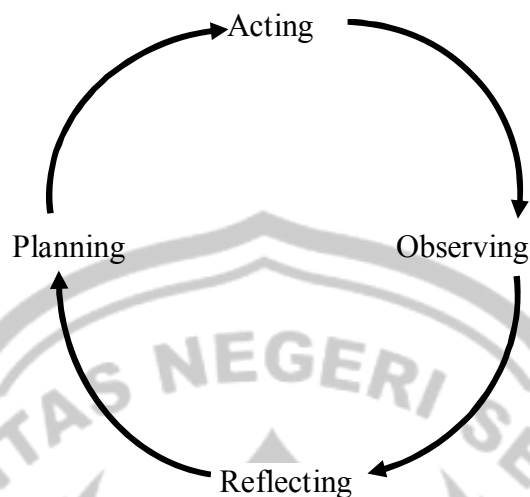
In conducting action research, the researcher can take some steps. As quoted in Arikunto (2002: 92), Lewin describes action research as a spiral of steps. Each step has four stages; (1) planning, (2) acting, (3) observing, and (4) reflecting.

A planning is about the activity of making consideration as a problem solving. It is started by trying to find out the students' problem in learning something, and then followed by trying to choose the materials, choosing the technique, preparing the facilities, making a lesson plan, and making an instrument.

The second stage is acting. It is the implementation of planning which is already made. It may cover three steps; giving a pre-test, a treatment and a post-test. Observing is about trying to get the information of students' response after the teaching and learning process. It aims to know how far the technique used in the teaching and learning process influence the students. The last stage, reflecting, is trying to analyze the result of the study, whether or not the teaching and learning process is successful.

The relationship of the four stages is drawn briefly as follows:

Diagram 2.1
Steps of Action Research



In addition, Ferrance (2000) writes that there are five phases of inquiry in conducting the action research: (1) Identification of problem area; (2) Collection and organization of data; (3) Interpretation of data; (4) Action based on data; (5) Reflection.

(1) Identification of problem area

Teachers often have several questions they wish to investigate; however, it is important to limit the question to one that is meaningful and related to daily work. Careful planning at this first stage will limit false starts and frustrations. There are several criteria to consider before investing the time and effort in “researching” a problem. The most important thing is making a question.

An important guideline in choosing a question is to ask if it is something over which the teacher has influence. Is it something of interest and worth the time and effort that will be spent? Sometimes there is a discrete problem that is readily identifiable or the problem to be studied may come from a feeling of discomfort or tension in the classroom. For example, a teacher may be using the latest fashionable teaching strategy such as using a higher-order question,

avoiding jargon, not already have an answer, yet not really knowing or understanding what or how kids are learning.

(2) Collection and organization of data

The collection of data is an important step in deciding what action needs to be taken. Multiple sources of data are used to better understand the scope of happenings in the classroom or school. There are many vehicles for collection of data such as interviews, portfolios, diaries, field notes, audio tapes, photos, memos, records, anecdotal, questionnaires, focus groups, checklists, journals, individual files, logs of meetings, videotapes, case studies, surveys, records tests, report cards, attendance, self-assessment, samples of student work, projects, and performances.

Select the data that are most appropriate for the issue being researched. Are the data easy to be collected? Are there sources readily available for use? How structured and systematic will the collection be? Use at least three sources (triangulation) of data for the basis of actions. Organize the data in a way that makes it useful to identify trends and themes. Data can be arranged by gender, classroom, grade level, school, etc.

(3) Interpretation of data

Analyze and identify major themes. Depending upon the question, teachers may wish to use classroom data, individual data, or subgroup data. Some of the data are quantifiable and can be analyzed without the use of statistics or technical assistance. Other data, such as opinions, attitudes, or checklists, may be summarized in table form. Data that are not quantifiable can be reviewed holistically and important elements or themes can be noted.

(4) Action based on data

Use the information from the data collection and review of current literature, design a plan of action that will allow you to make a change and to study that change. It is important that only one variable be altered. As with any experiment, if several changes are made at once, it will be difficult to determine which action is responsible for the outcome. While the new technique is being implemented, continue to document and collect data on performance.

(5) Reflection

Assess the effects of the intervention to determine if improvement has occurred. If there is improvement, do the data clearly provide the supporting evidence? If no, what changes can be made to the actions to elicit better results?

As a result of the action research project, identify additional questions raised by the data and plan for additional improvements, revisions, and next steps.

2.3 Analytical Framework

There are a lot of points of views about the way in conducting an action research. However, in this study the writer is going to use the steps in doing the action research proposed by Kurt Lewin. As explained above, Kurt Lewin describes 'the action research as a spiral of steps which has four stages in the process. They are planning, observing, acting and reflecting.' Moreover, this research will be conducted through two cycles, cycle 1 and cycle 2. Each cycle covers a pre-test, some continuous treatments, and two time post-tests. The effectiveness of using English songs can be determined by comparing the mean of each test result. In addition, the steps in doing this cycle will be explained further in the next chapter.

CHAPTER III

METHOD OF INVESTIGATION

This chapter contains six sections. Section one presents the design of the research. Section two gives the image of the object in conducting the research. This is followed by section three which discusses about the role of the researcher in this study. The fourth section describes some instruments used in the research. The next section explains about the procedure of data collection. The last section presents the procedure of data analysis.

3.1 Research Design

The research design used in this study was classroom action research. As the writer has explained in the previous chapter, she used action research model from Lewin which was shown in the diagram 2.1 on the previous chapter. There were two cycles in conducting the action research. Each cycle consisted of four stages below.

1.1.1. Planning

This stage was started by trying to find out the students' problem in pronouncing English voiced plosive sound [b, d, g]. Then, it was followed by the preparation for teaching activities such as choosing the English songs, choosing the technique used and the way to carry out this technique, making a lesson plan and making an instrument. The next one was the preparation for data analysis

during the research process. All of these preparations were done both in cycle one and two. However, in cycle 2, the writer had to revise the plan in order to get a better result of the teaching process.

1.1.2. Action

There were some steps in doing the action. The first cycle covered three steps and two steps in the second cycle. They were listed below:

1.1.1.1. Giving a Pre-test

After finding out the problem, the writer then began to collect the data by firstly giving a pre-test to the subjects. It was done to decide what actions should be taken. The students were asked to pronounce some words that produce English voiced plosive consonants [b, d, g]. Their pronunciation was recorded using a headphone and an audio recording program. The pre-test was given only in cycle 1.

1.1.1.2. Giving a Treatment

The writer gave the treatment to the students by teaching pronunciation using English songs. In cycle 1, she used audio tape as the media to play the song whereas in cycle 2, the technique of teaching was modified by using a video as the media to play the song. The steps in giving the treatment would be explained deeper below:

- (1) the writer distributed the lyrics of the song to the students,
- (2) she asked some question related to the song and discussed the song,
- (3) before the students listened to the song, they were asked to read the bold words in the lyric,
- (4) she played the song and then students listen to the song,

- (5) the students and the writer discussed some bold words,
- (6) she played the song once again while the students listened to the song, especially the pronunciation of some bold words,
- (7) the students sang the song together,
- (8) some students were asked to sing the song in front of the class, and
- (9) the last, the writer asks the students to pronounce some bold words once again.

1.1.1.3. Giving a Post-test

After giving the treatment, the writer had to find out the effect of the treatment by giving a post-test in each cycle. By conducting the post-test the writer was able to determine if improvement has occurred. The material and the process of taking the post-test were the same as those on the pre-test.

1.1.3. Observing

At this stage, the writer took field notes of each student during the teaching learning process. The notes taken were about their participation, behavior, interests and improvement. Moreover, she also tried to find out the information of the students' response after the teaching learning process by using questionnaire given after doing the post-test.

1.1.4. Reflecting

Reflection was used to establish the next steps of the research. In other words, a reflection was the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research. The analysis of this research was done

to score the students pronunciation of English voiced plosive consonants [b, d, g]. Since the objective of this research was to find out whether the use of English songs is effective or not, the writer had to modify the action and went to the second cycle if there is a failure in cycle 1 process.

3.2 Object of the Study

The object of this study was the students of eight grades in SMP N 3 Tegal. SMP N 3 Tegal is one of the best schools in Tegal city. It has 5 eight grade classes; they are 8A, 8B, 8C, 8D, 8E. In this study, the writer only uses 8A class as the participants. It is because the students in this class have variation ability if it is compared with the other classes.

3.3 Role of the Researcher

As stated before that the writer used a collaborative action research. There was collaboration between the teacher and the writer. Therefore, she here played role as a researcher. The writer observed and studied about the students' pronunciation. Then analyzing the students' problem in pronouncing English voiced plosive sound [b, d, g].

3.4 Research Instrument

According to Arikunto (2002: 149), 'instrument is a device used during the research process using a method'. In obtaining the data, the writer used some kinds of instrument. In this research, the instruments used were:

1.1.1. Test

The test was conducted in the beginning of the first cycle called pre-test and the end of each cycle called post-test. They can be found in Appendix 3. The students' were asked to pronounce some words containing English voiced plosive sound. Their pronunciation was recorded using audio recorder. Therefore, the objectives of the test were to see the students' ability in enhancing English voiced plosive sound [b, d, g] before the treatment and later to see the result of the change after giving the treatment.

1.1.2. Questionnaire

'Questionnaire is a number of written questions used to get information from respondents' (Arikunto 2002: 151). 'Questionnaire has the advantage of being easier and less time consuming to administer than interviews and the responses of larger number of informants can be gathered' (Burns 1999: 129).

According to Burns, there are three types of response items which are generally used in questionnaire. They are closed items, scale items and open-ended items. In constructing the questionnaire as the instrument of the study, the writer will use 'closed items where informants are asked to select from fixed alternative questionnaire. It is because the closed item is quick to answer, easy to code and no difference between articulate and inarticulate respondents' (<http://www.tardis.ed.ac.uk/~kateqmcwebq4.htm>). The questionnaire was given after the students have finished doing the post-test.

1.1.3. Field Notes

Notes or field notes are descriptions and accounts of events in the research context which are written in a relatively factual and objective style. The use of field notes is to give a view about the classroom participants and interactions and a record of the explanation of the teaching learning issues. It is supported by Burns (1994) who stated 'note information focuses on answering who/what/where/when/how/why questions and can be organized in different categories to record descriptions, reflections or analyses of events.'

3.5 Procedure of Data Collection

'Techniques for collecting action research data are generally qualitative in nature' (Nunan, 1989) reflecting the primary purpose to investigate practice critically and to work towards changing it within the context of the teaching situation. Burns (1999: 79) has categorized the method of collecting data in action research into the two broad groups, observational and non-observational methods. 'The various techniques for data collection are notes, diaries/journals, recordings, transcripts and diagrams. On the other hand, the non-observational methods are conducted through interviews and discussions, questionnaires and surveys, life/career histories and documents.'

In doing this study, the writer obtained data by using a test and a questionnaire. The audio tape recording was used to record the data of students' achievement in pronouncing English words. It was because with audio tape

recording technique an accurate and detailed data of the students' pronunciation achievement could be gained.

The way to gain the data either through the pre-test or post-test was by recording the students' pronunciation. Each of the students pronounced some words containing the sound of English voiced plosive [b, d, g]. Their pronunciation was recorded by using headphone and audio recording program or by using tape recording as an alternative device. In order to analyze the students' pronunciation much easily and clearly than by going backwards and forwards on a tape, the writer then transcribed each word into the phonetic transcription. She used Oxford Advanced Learner's Dictionary as the reference of the phonetic transcription standard.

The other procedure to collect the data was by giving a questionnaire. The writer used closed item which consisted of five questions and three options. The respondents were asked to select one of the options from a fixed alternative questionnaire. The questionnaire was given after the students had finished doing the post-test in the second cycle.

Besides, using field notes technique was also done by the writer. She systematically kept notes of the classroom, for example:

(1) Students' participation

In this study, the students' participation in the teaching and learning activities such as listening to the songs, repeating the pronunciation drill from the teacher, etc, were researched. The writer took a note whether they followed all of the activities actively or passively.

(2) Students' interest and motivation

The writer observed the students' interest in learning English pronunciation through songs whether or not they really enjoyed the activities and later they might be motivated in learning English.

(3) Students' improvement in pronouncing English voiced plosive sound

Then, during the classroom action research cycles, the writer took a note about the students' improvement in pronouncing English voiced plosive consonants starting from the process of giving pre-test.

3.6 Procedure of Data Analysis

In analyzing the data, the following steps were taken:

1.1.1. Transcribing the Students' Pronunciation

In this step, the writer made the transcription of the students' sound by listening to their voice several times to make the pronunciation clear.

1.1.2. Determining the Students' Pronunciation

After the students' pronunciation was transcribed, the writer compared it to the standard pronunciation transcription whether they had pronounced the English voiced plosive sound correctly or wrongly.

1.1.3. Giving Score of the Test

The scoring focused only on the students' pronunciation of English voiced plosive consonants [b, d, g]. The scoring scale of the test is listed below:

Table 3.1
Scoring Scale of Test

2	acceptable pronunciation
1	comprehensible, partially correct pronunciation
0	silence, seriously incorrect pronunciation

The Scoring Scale of the Test (H. Douglas Brown: 145)

1.1.4. Finding the Mean of each Test

After the respondent's scores were found, the writer then found the mean of each test. The calculation of the mean was done by dividing the sum of all respondent's scores with the total number of the respondents. The formula applied is as follows:

$$\text{the mean} = \frac{\text{sum of scores}}{\text{the total numbers of respondents}}$$

$$M = \frac{\sum x}{n}$$

1.1.5. Analyzing the Questionnaire and followed by Giving the Score

The questionnaire was analyzed through the following steps:

- (1) Grading the Items of the Questionnaire.

The questionnaire consisted of five questions and each of them had three options (a, b, and c). Each option had a score that shows the quality of each indicator. The scores range from 1 to 3 as shown in the table below:

Table 3.2
The Score Point

Option	Point
A	1
B	2
C	3

The Questionnaire Score Range (Oppenheim, 1992: 264)

The scores that range from 1 to 3 is explained below;

- (1) if the students choose a, the score is 1,
- (2) if the students choose b, the score is 2,
- (3) if the students choose c, the score is 3.
- (2) Determining the Grade Score.
- (3) Tabulating the Data of Questionnaire.
- (4) Finding the Mean
- (5) Matching the Mean to the Criterion

1.1.6. Interpreting the data finding

The last procedure in analyzing the data was interpreting the results of the data. It was obtained by comparing the students' pronunciation achievement on pre-test and post-test, its relation with the result of the questionnaire, and the field notes of the students' activities. The interpretation was used to make a description about the improvement of the students' achievement in pronouncing English voiced plosive sound [b, d, g].

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter contains two sections. Section one explores the result of the study includes all of the data analyses. Section two presents the discussion of the research finding.

4.1 Result of the Study

In this study, the writer researched about the aspect of pronunciation and then analyzed the improvement or change, whether it appeared or not. The study was conducted in two cycles that were done in four meetings in cycle 1 and three meetings in cycle 2. The first meeting in cycle 1 aimed to gain the data by recording the students' pronunciation and was considered as a pre-test. This meeting was conducted in 40 minutes. The second and third meetings were conducted firstly in 80 minutes and secondly in 40 minutes. Then, the writer arranged the fourth meeting to take the post-test 1. In addition, in cycle 2 there were only three meetings. The first and second meetings which were conducted totally in 120 minutes were organized by giving the treatment to the students. The last meeting which was done in 80 minute was used to hold post-test 2.

By conducting those two cycles, the writer could gather some data both quantitative and qualitative as the result of the research. The quantitative data were gathered from the results of each test by comparing the average mean of the

students' improvement of pronunciation quality from the results of pre-test, post-test 1, post-test 2, whereas the qualitative data were gathered from the analysis of recording, field notes, and questionnaire.

4.1.5 Analysis of First Cycle

The first cycle was conducted in three steps; they were pre-test, treatment, and post-test 1. This cycle started on Wednesday, 12 May 2010. The writer needed totally 6x40 minutes which was divided into four meetings. Besides giving the pre-test at the beginning of the cycle, she also gave a treatment about how to enhance the students' pronunciation of English voiced plosive consonants by using songs. The students were treated to get accustomed to listening to the song repeatedly and then practicing the pronunciation of some words in the song containing English voiced plosive consonants properly.

4.1.5.1. Analysis of the Pre-Test

Before giving the treatment, firstly the writer conducted a pre-test in order to know the students' ability in pronouncing English voiced plosive consonants. It was conducted on Wednesday, 12 May 2010 and followed by 34 students. The pre-test consisted of 30 words which contained the pronunciation of English voiced plosive consonants which is inserted in Appendix 3. The method used to gather the data for this study is achievement test. Moreover, the method of data analysis was by describing students' pronunciation through its phonetic transcription. Based on those data, later she identified the students' pronunciation achievement before they got the treatment. The standard pronunciation used in

this study as mentioned before was standard pronunciation on Oxford Learner's Dictionary.

Here is the result of the students' pronunciation achievement on the pre-test.

Table 4.1

The Students' Pronunciation Achievement of Pre-test

No	Test-Code	The scoring of pronunciation achievement	The percentage of pronunciation achievement
1	S-1	24	40%
2	S-2	27	45%
3	S-3	30	50%
4	S-4	27	45%
5	S-5	26	43.33%
6	S-6	29	48.33%
7	S-7	29	48.33%
8	S-8	24	40%
9	S-9	27	45%
10	S-10	24	40%
11	S-11	27	45%
12	S-12	31	51.67%
13	S-13	34	56.57%
14	S-14	31	51.67%
15	S-15	30	50%
16	S-16	36	60%
17	S-17	37	61.67%
18	S-18	40	66.67%
19	S-19	38	63.33%

20	S-20	40	66.67%
21	S-21	30	50%
22	S-22	33	55%
23	S-23	32	53.33%
24	S-24	33	55%
25	S-25	33	55%
26	S-26	26	43.33%
27	S-27	29	48.33%
28	S-28	30	50%
29	S-29	26	43.33%
30	S-30	30	50%
31	S-31	25	41.67%
32	S-32	36	60%
33	S-33	29	48.33%
34	S-34	29	48.33%
Total		1032	1720%
Mean		30.35	50.58%

The result of the average or mean of the students test was 50.58%. It showed that most of the students got scores less than 40. When the students were doing the pre-test, the writer noted down some points that might be the causes of their weaknesses in pronunciation. The main cause was that they were not used to using the words given by the writer, although they said that they were familiar with the first song given. They did not know how to pronounce the words correctly.

The dialect also influenced their pronunciation of English voiced plosive consonants. According to the previous study conducted by Maulinda (2008), it was

said that not all the Tegal Javanese students pronounced English consonants [b, d, g] in final position correctly, although they are expected to have better pronunciation of [b, d, g] because of their dialect. After analyzing the transcription of the students' pronunciation, she also found out the same result; that is most of the students could not pronounce English voiced plosive consonants in final position correctly. They changed those consonants into [p, t, k].

4.1.5.2. Analysis of the Treatment

After doing the pre-test, the writer then started to give the treatment. In this first cycle of the research, the treatment was conducted twice, on Monday, 17 May 2010 and Wednesday, 19 May 2010.

First of all, the English song 'Leaving on a Jet Plane' was played once and the students were asked to listen to the song carefully. After playing the song, the writer distributed the song's lyric and asked the students to pay attention to some bold words while listening to the songs again. She asked the meaning of the song. The students gave their own opinions enthusiastically. She then asked the students to sing the song together loudly.

In the second meeting, the writer firstly played the song and asked the students to sing the song together. Then, she gave the pronunciation drill of some words containing [b, d, g] in the lyric. The students pronounced the words repeatedly.

4.1.5.3. Analysis of Post-test 1

In the end of the first cycle, the writer conducted a post-test 1 on Monday, 24 May 2010. In this test, the students were also asked to read the same words

given in the previous pre-test. The result of the students' achievement can be seen in the table below.

Table 4.2
The Students' Pronunciation Achievement of Post-test 1

No	Test-Code	The scoring of pronunciation achievement	The percentage of pronunciation achievement
1	S-1	34	56.57%
2	S-2	41	68.33%
3	S-3	37	61.67%
4	S-4	38	63.33%
5	S-5	39	65%
6	S-6	43	71.67%
7	S-7	40	66.67%
8	S-8	41	68.33%
9	S-9	34	56.57%
10	S-10	40	66.67%
11	S-11	37	61.67%
12	S-12	33	55%
13	S-13	39	65%
14	S-14	40	66.67%
15	S-15	41	68.33%
16	S-16	40	66.67%
17	S-17	36	60%
18	S-18	44	73.33%
19	S-19	43	71.67%
20	S-20	42	70%
21	S-21	35	58.33%
22	S-22	40	66.67%
23	S-23	37	61.67%

No	Test-Code	The scoring of pronunciation achievement	The percentage of pronunciation achievement
24	S-24	40	66.67%
25	S-25	38	63.33%
26	S-26	39	65%
27	S-27	41	68.33%
28	S-28	39	65%
29	S-29	35	58.33%
30	S-30	40	66.67%
31	S-31	34	56.57%
32	S-32	42	70%
33	S-33	37	61.67%
34	S-34	40	66.67%
Total		1319	2198.06%
Mean		38.79	64.65%

From the table above, it can be seen that the percentage of the students' pronunciation achievement in the post-test 1 showed a tendency to increase from 50.58% to 64.65%. In other words, the effect of the treatment could be shown little by little. The score increased although not really significant. In this case, most of the students still got difficulties in pronouncing some words containing the consonants [b] and [d].

4.1.6 Analysis of the Second Cycle

4.1.5.1. Analysis of the Treatment

The second cycle started by directly giving the treatment without holding the second pre-test. The treatment of the second cycle was also conducted twice, on Wednesday, 26 May 2010 and Monday, 31 May 2010.

In this second cycle, a different song was used but still contained English voiced plosive consonants. The treatment done was also the same as the first cycle, but the media used was different. The students listened to the song entitled '*Perfect*' while watching its video. After distributing the lyric, the students were asked to listen and watch the video while paying attention to the bold words. Then they had to imitate the singer's pronunciation by singing it loudly.

In the second meeting, the writer firstly played the song and asked the students to sing the song together. Then, she gave the pronunciation drill of some words containing [b, d, g] in the lyric. The students pronounced the words repeatedly.

In order to make the students to become more active, the writer asked one of them to sing the song in front of the class. At the end of the meeting, she had discussion with the students about all of the activities that had been done.

4.1.5.2. Analysis of Post-test 2

In the end of cycle 2, the writer conducted post-test 2 on Wednesday 2 June 2010. As the same as the pre-test, and post-test 1, the students were asked to read 30 words containing English voiced plosive consonants. The table below showed the students' score of post-test 2.

Table 4.3
The Students' Pronunciation Achievement of Post-test 2

No	Test-Code	The scoring of pronunciation achievement	The percentage of pronunciation achievement
1	S-1	42	70%
2	S-2	45	75%
3	S-3	42	70%
4	S-4	48	80%
5	S-5	49	81.67%
6	S-6	43	71.67%
7	S-7	44	73.33%
8	S-8	48	80%
9	S-9	35	58.33%
10	S-10	40	66.67%
11	S-11	38	63.33%
12	S-12	40	66.67%
13	S-13	39	65%
14	S-14	42	70%
15	S-15	47	78.33%
16	S-16	40	66.67%
17	S-17	37	61.67%
18	S-18	53	88.33%
19	S-19	45	75%
20	S-20	55	91.67%
21	S-21	37	61.67%
22	S-22	44	73.33%
23	S-23	39	65%
24	S-24	52	86.67%
25	S-25	38	63.33%

No	Test-Code	The scoring of pronunciation achievement	The percentage of pronunciation achievement
26	S-26	43	71.67%
27	S-27	43	71.67%
28	S-28	40	66.67%
29	S-29	37	61.67%
30	S-30	50	83.33%
31	S-31	36	60%
32	S-32	44	73.33%
33	S-33	40	66.67%
34	S-34	45	75%
Total		1460	2433%
Mean		42.94 %	71.56%

The result of the students' pronunciation achievement in the second post-test rose from 64.65% to 71.56%. Most of them can pronounce more than 20 words correctly.

After analyzing the result of post-test 2, the writer found that most of the students still had difficulty in pronouncing [b, d, g] in the final utterance. They changed the sounds into [p, t, k].

4.1.7 Analysis of Field Notes

4.1.7.1. *Students' Participation and Interest*

When the students received the explanation about the objective of this research and the activity they were going to do, the writer found out that the students felt so curious with that. They were interested in the new way of learning English

especially pronunciation which was done by the writer. In spite of being confused when they had to do the pre-test, the students were still cooperative in this activity. After doing the pre-test, they followed the treatment. The students showed their interest and enthusiasm during the activity in the first cycle. They listened to the first song entitled 'Leaving on a Jet Plane' seriously, while trying to sing it loudly. When they were finally asked to imitate the singer's pronunciation, and practiced to pronounce some words containing English voiced plosive consonants in the lyric, they could do it well. They really enjoyed the learning process in this first cycle.

During the treatment of the second cycle, the students became more cooperative and active. It could be seen when the writer played a different song and presented the video containing the song. Moreover, while doing the discussion, some students actively asked some questions and gave their opinions. They became more enthusiastic when the writer asked one of the students to sing the song in front of the class. Instead of feeling bored, they showed enjoyment in following all of the activities in this second cycle. They did not feel confused again when they had to do the post-test. In other words, the students participated actively during the research.

4.1.7.2. Students' Difficulty and Improvement in Pronouncing English Voiced Plosive Sound

The writer observed that the students had some reasons why they found it hard to study English. Some students admitted that they do not like English because what came in their mind was that English was such a difficult language to

be learnt and understood. They felt hard to memorize all the English structures and vocabularies. Some others were actually interested in learning English but they had not found a better way to learn it.

Related to English pronunciation, the writer noted down about the students' difficulty in imitating the English sounds. The problems were lack of practices and they had limited vocabularies. Therefore, when they found new vocabularies they had not known before, they would not know how to pronounce them correctly. Moreover, some students were still nervous and lacked of confidence when they were asked to pronounce some words aloud. Their pronunciations were still influenced by their local dialect or accent which caused their English pronunciations to be intelligible.

4.1.7.3. Classroom Situation

Before the activity began, some students were busy talking to each other. However, once the writer greeted them and gave explanation about what they were going to do, the students paid a full attention. They became cooperative and tried to understand her explanation well. The situation changed when the writer asked the students to do the pre-test. At first, they had no idea in their mind about what they were going to do, so they kept asking questions. Yet, after she gave them clearer explanation, they were ready to do the pre-test. It happened also during the treatment activity. When they felt confused, they would raise their hand and asked some questions orderly. This situation was going on until the activity finished.

4.1.8 Analysis of the Questionnaire

After doing all of the treatment, the last activity to be done was distributing the questionnaires to the students. It was given on Wednesday, 2 June 2010 after the students had finished doing the second post-test. The questionnaire consisted of 5 questions which aimed to gather the information about the students' personal responses in pronouncing English voiced plosive consonants by using English songs.

The questionnaire given to the students then has been analyzed through the following steps.

4.1.8.1. Grading the Items of the Questionnaire

As stated before that the questionnaire consisted of five questions and each of them has three options (a, b, and c). Each option was given a score that showed the quality of each indicator. The scores range from 1 to 3 as shown in the table below:

Table 4.4
Questionnaire's Grading Item

Option	Point	Meaning
A	1	Low
B	2	Medium
C	3	High

Scoring Procedure of Graded Questionnaire (Arikunto 2002: 215)

The scores that range from 1 to 3 is explained below;

- (1) if the students choose a, the score is 1,
- (2) if the students choose b, the score is 2, and

(3) if the students choose c, the score is 3.

4.1.8.2. Determining the Grade Score

Providing the graded score is very important, since the result of the mean was not in round figure, but in decimal. The result of the questionnaire analysis of each question can be classified into a range of means below:

Table 4.5
Classification of Graded Score

Range of mean	Students' interest	The advantage	Students' motivation	The relevancy	Sustainability
0.01-1.00	Low	Do not help students	Low	Not relevant	Not necessary
1.01-2.00	Medium	Help	Medium	Relevant	Necessary
2.01-3.00	High	Help students very much	High	Very relevant	Very necessary

4.1.8.3. Tabulating the Data of Questionnaire

In order to make the result of was clearly readable; the data of the questionnaire then must be tabulated. The tabulation of the questionnaire's data was presented in Appendix 7.

4.1.8.4. Finding the Mean

The formula used for computing the mean is as follows:

$$M = \frac{\sum x}{n}$$

where,

M : mean,

$\sum x$: the sum of item scores, and

n : the number of the students.

The result of computing the mean of each question is described below:

(1) Student's interest

$$M = \frac{88}{34} = 2.58$$

(2) Relevancy

$$M = \frac{73}{34} = 2.15$$

(3) Advantage

$$M = \frac{94}{34} = 2.76$$

(4) Student's motivation

$$M = \frac{88}{34} = 2.58$$

(5) Sustainability

$$M = \frac{76}{34} = 2.23$$

4.1.8.5. *Matching the Mean to the Criterion*

The next step that the writer did was matching the mean of the students' response in each question to the classification of graded scores. The interpretation of the questionnaire analysis was presented below:

Table 4.6
Category of the Criterion

Issue	Mean	Category
Student's interest	2.58	High
Relevancy	2.15	Help students very much
Advantage	2.76	High
Student's motivation	2.58	Very relevant
Sustainability	2.23	Very necessary

4.1.8.6. Concluding the Questionnaire Result

Based on the result of matching the mean to the criterion, it can be concluded that the students' interest in learning English by using songs is high, the vocabularies that were presented in the songs used in this action research and the vocabularies that the students ever got were relevant. Besides that, the songs have high advantages for the students. Songs help the students to improve their confidence and motivate the students in learning English. Moreover, the students are having high motivation in taking a part to the activities of teaching learning process, and in other words, this program is very important to the students.

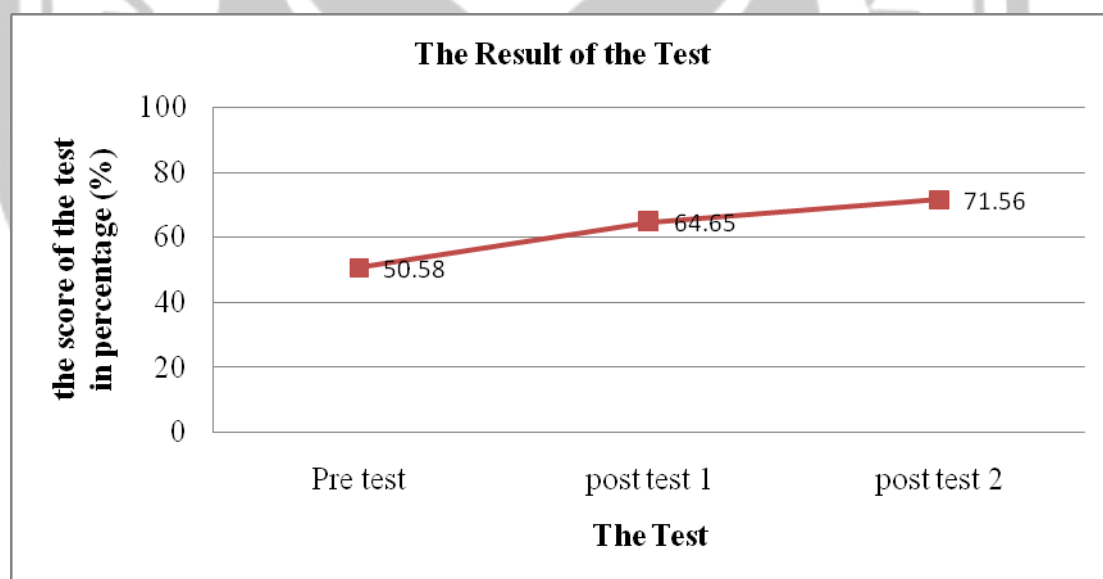
4.2 Discussion

At first, the students still got difficulties in getting along in the activities because they never had such learning activities. However, the activities could run well. In the next meetings, the students could enjoy the learning process and they felt more relaxed. They seemed interested and happy in taking parts in the activities. It was shown from their willingness to do what the writer asked them to do.

After listening to the song, the writer often asked some questions related to the song to the students. This warming up activity was done in order to train the students' confidence in giving their opinion by using English.

Before and after the learning process, the writer gave the pre-test and the post-test to the students by reading the underlined words on the lyrics. The result of the post-test shows that the students make the improvement on their pronunciation. The increase of the test scoring can be showed in the diagram below:

Diagram 4.1
Result of the Test



From the diagram above, it can be seen that in the pre-test, the percentage of the mean of the students' pronunciation is 50.58%. Then, in post-test 1, it increased 14.07% to become 64.65%. Moreover, the mean score of the students' pronunciation in post-test 2 also increased to the percentage score 71.56%. In

addition, the improvement of each students score from the pre-test, post-test 1, and post-test 2 can be seen in Appendix 5.

Based on the result of the pre-test, it can be concluded that from the 30 words given, the range of the poor pronunciation made by the students is around 20 words. The percentage of the pronunciation achievement is mostly less than 50.00%. It was because they were not really familiar with some words such as bag, goodbye, babe, could, played, proud, back, again. As a result, they pronounced the words at random.

In the post-test, the students can show a greater improvement than before in pronouncing English voiced plosive consonants. The range of a poor pronunciation is narrower than the result in the pre-test. It is around 15 words.

The last activity was giving post-test 2. From the result of the test, it can be shown that the students make the significant improvements. They can pronounce some words which contain [b, d, g] in front and initial position. However, they still get difficulties in pronouncing some words containing the consonant [d] which are in the final position such as around, proud, pretend, spend, said, and understand.

In short, the improvement from the result of pre-test, post-test 1, and post-test 2 can be seen clearly. It can be concluded that the use of songs as the media to enhance the students' ability in pronouncing English voiced plosive consonants is effective. In the end, most of the students can pronounce the words well. In addition, the students' improvement was also supported by the students' interest

in the songs and their motivation in taking part in the activities of the learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains two sections. Section one presents the conclusions of the research result. Section two gives the writer's suggestions related to the research that has been done.

5.1 Conclusions

After conducted this study the writer concludes that the progress of the mean score that is 20.98% shows that using English songs as media to teach English voiced plosive sound [b, d, g] is effective to enhance the students' pronunciation achievement. However, the writer finds out that the students still get difficulties in pronouncing words where the English plosive voiced consonants especially the sound [d] which comes in final position.

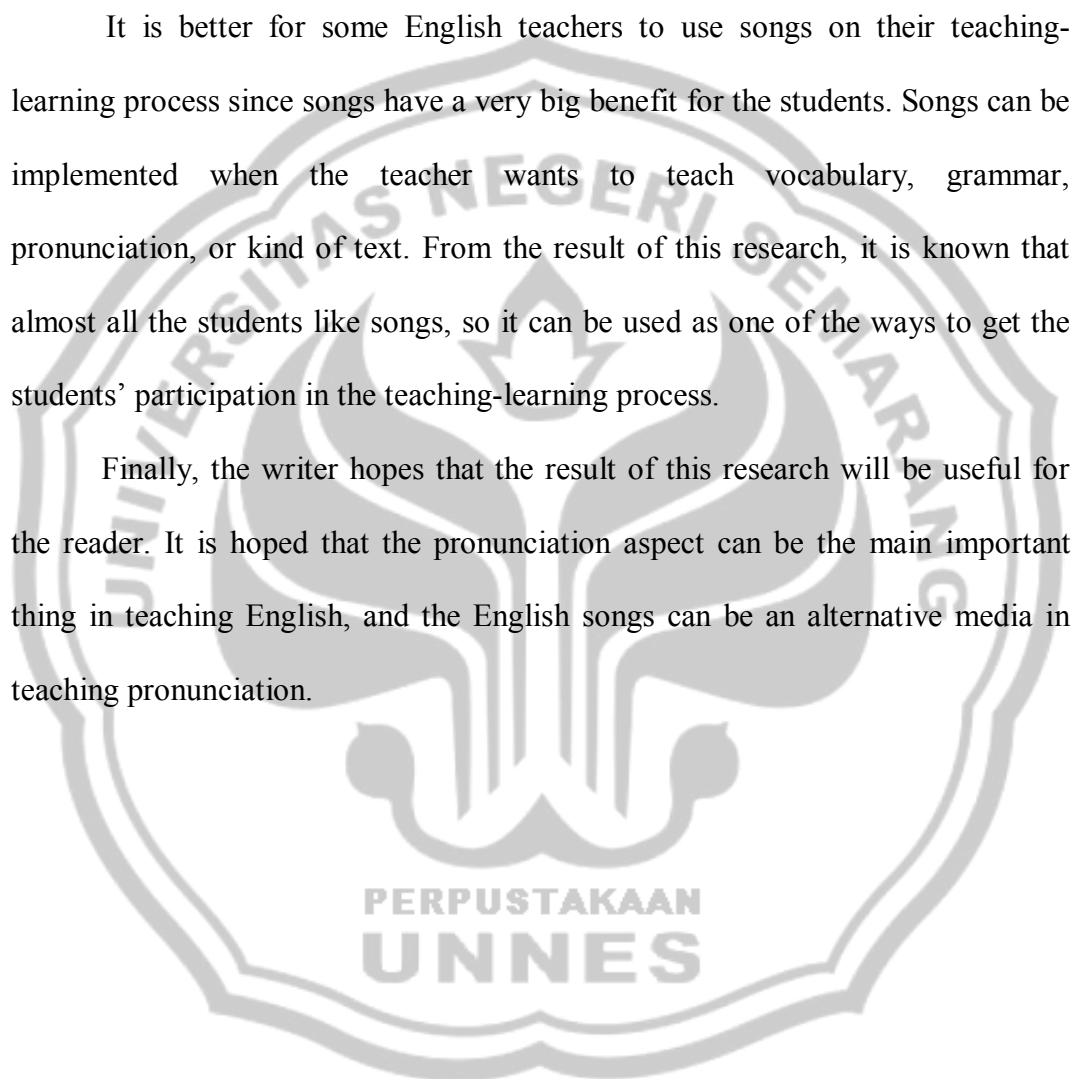
In addition, the effectiveness of using English songs can be seen extensively through the analyses of a questionnaire and field note. From the result of the questionnaire, it can be seen that the use of songs in the teaching-learning process has some benefit for the students. They not only learn about how the words pronounced but also master English vocabularies. Moreover, the analysis of the field note shows that most of the students are interested in learning English by using songs. It seems that they feel more relax instead of threatened with the

theory. Their motivation in learning English increases and they expect that this kind of program will be given regularly and continuously.

5.2 Suggestions

It is better for some English teachers to use songs on their teaching-learning process since songs have a very big benefit for the students. Songs can be implemented when the teacher wants to teach vocabulary, grammar, pronunciation, or kind of text. From the result of this research, it is known that almost all the students like songs, so it can be used as one of the ways to get the students' participation in the teaching-learning process.

Finally, the writer hopes that the result of this research will be useful for the reader. It is hoped that the pronunciation aspect can be the main important thing in teaching English, and the English songs can be an alternative media in teaching pronunciation.



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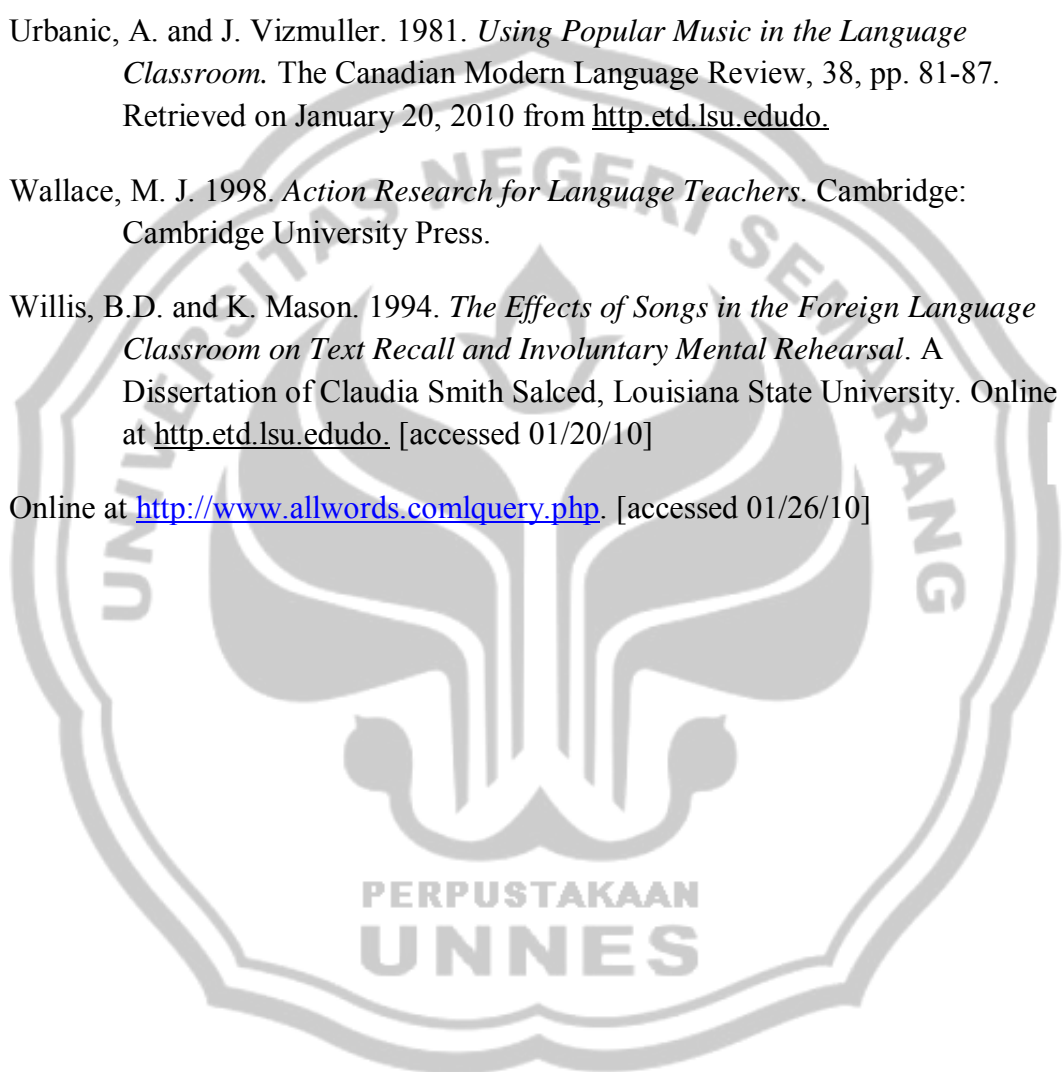
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APPENDIX 1

ATTENDANT LIST

DAFTAR NAMA SISWA

SMP NEGERI 3 KOTA TEGAL TAHUN PELAJARAN 2009/2010

Kelas : VIII A

Mata pelajaran:

Wali Kelas : Hj. Wuryaningsih, S.Pd.

Guru Mapel :

No	Nomor Induk	Nama	L/P				Ket
1	8390	Ade Yuni Astuti	P				
2	8391	Aderia Fatakomala	P				
3	8403	Arif Burhanuddin	L				
4	8405	Arif Munandar	L				
5	8408	Arum Setiawati	P				
6	8420	Derista Putra Permata	P				
7	8425	Dhesta Dwi Akromul Huda	L				
8	8429	Dwi Retno Yuliasih	P				
9	8431	Endah Sulistiani	P				
10	8434	Fahmi Sahrul Aji	L				
11	8436	Farida Sofiyati	P				
12	8443	Galuh Sekar Sari	P				
13	8444	Ganes Alyyanio	L				
14	8446	Gita Atikasari	P				
15	8449	Hestu Yuris Maulida	P				
16	8451	I Gusti Ngurah Kresna J.A.	L				
17	8454	Intan Ayuningratih	P				
18	8461	Khairunafi Indah Hapsari	P				
19	8462	Khikmah Arsyi Zakiyah	P				
20	8483	Moh. Ali Fathurrohman	L				
21	8485	Mohamad Farid Maulana	L				

22	8488	Muhammad Nurhadi A.	L				
23	8493	Nadea Tiara Asmarani	P				
24	8498	Novitasari	P				
25	8501	Nur Lazuardi Pradana	L				
26	8510	Retno Hartinah	P				
27	8514	Risky Dwi Aji	L				
28	8524	Ruri Arista Amalia	P				
29	8526	Satria Putra Arbain	L				
30	8532	Sri Ayu Sulistiawati	P				
31	8534	Susela Nova Rina	P				
32	8546	Tubagus Sani Zidi Rachmani	L				
33	8561	Zuhriyah	P				
34	8472	Bimo Anugrah Prasetyo	L				

Jumlah siswa :

Laki-laki : 14 siswa

Perempuan : 20 siswa

Jumlah : 34 siswa

PERPUSTAKAAN
UNNES

APPENDIX 2

SONG LYRICS

Leaving on a Jet Plane By: Chantal Kreviazuk	
<p> All my bags are packed I'm ready to go I'm standing here outside your door I hate to wake you up to say goodbye But the dawn is breaking Its early morn The taxi's waiting His blowing his horn Already I'm so lonesome I could die So kiss me and smile for me Tell me that you'll wait for me Hold me like you'll never let me go Cause I'm leaving on a jet plane Don't know when I'll be back again Oh babe, I hate to go There's so many times I've let you down So many times I've played around I tell you now, they don't mean a thing Every place I go, I'll think of you Every song I sing, I'll sing for you When I come back, I'll bring your wedding ring </p>	<p> So kiss me and smile for me Tell me that you'll wait for me Hold me like you'll never let me go Cause I'm leaving on a jet plane Don't know when I'll be back again Oh babe, I hate to go Now the time has come to leave you One more time Let me kiss you Then close your eyes I'll be on my way Dream about the days to come When I won't have to leave alone About the times that I won't have to say Oh, kiss me and smile for me Tell me that you'll wait for me Hold me like you'll never let me go Cause I'm leaving on a jet plane Don't know when I'll be back again Oh babe, I hate to go But, I'm leaving on a jet plane Don't know when I'll be back again Oh babe, I hate to go But, I'm leaving on a jet plane Leaving on a jet plane (7x) </p>

Perfect
By : Simple Plan

<p>Hey dad look at me Think back and talk to me Did I grow up according to plan? Do you think I'm wasting my time Doing things I wanna do? But it hurts when you disapprove all along</p> <p>And now I try hard to make it I just want to make you proud I'm never gonna be good enough for you I can't pretend that I'm alright And you can't change me</p> <p>Cause we lost it all Nothing lasts forever I'm sorry I can't be perfect Now it's just too late and We can't go back I'm sorry I can't be perfect</p> <p>I try not to think About the pain I feel inside Did you know you used to be my hero? All the days you spend with me Now seem so far away And it feels like you don't care anymore</p>	<p>And now I try hard to make it I just want to make you, proud I'm never gonna be good enough for you I can't stand another fight And nothing's alright</p> <p>Cause we lost it all Nothing lasts forever I'm sorry I can't be perfect Now it's just too late and We can't go back I'm sorry I can't be perfect</p> <p>Nothing's gonna change the things that you said Nothing's gonna make this right again Please don't turn your back I can't believe it's hard Just to talk to you But you don't understand</p> <p>Cause we lost it all Nothing lasts forever I'm sorry I can't be perfect Now it's just too late and We can't go back I'm sorry I can't be perfect</p>
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APPENDIX 3

TEST INSTRUMENT

Pronounce these words loudly and properly!

- 
- The page features a large, faint watermark of the Universitas Negeri Semarang logo in the background. The logo is circular with a stylized flame or flower-like symbol in the center. The text 'UNIVERSITAS NEGERI SEMARANG' is written around the top inner edge of the circle, and 'PERPUSTAKAAN UNNES' is written at the bottom.
1. bag
 2. ready
 3. go
 4. standing
 5. door
 6. goodbye
 7. could
 8. hold
 9. blowing
 10. die
 11. down
 12. played
 13. around
 14. wedding
 15. babe
 16. dad
 17. back
 18. did
 19. grow
 20. proud
 21. good
 22. pretend
 23. about
 24. inside
 25. days
 26. spend
 27. said
 28. again
 29. believe
 30. understand

APPENDIX 4

1. Bag	: [bæg]	16. Dad	: [dæd]
2. Ready	: ['redi]	17. Back	: [bæk]
3. Go	: [gəʊ]	18. Did	: [dɪd]
4. Standing	: ['stæn.dɪŋ]	19. Grow	: [grəʊ]
5. Door	: [dɔːr]	20. Proud	: [praʊd]
6. Goodbye	: ['gʊd.baɪ]	21. Good	: [gʊd]
7. Could	: [kʊd]	22. Pretend	: [prɪ'tend]
8. Hold	: [həʊld]	23. About	: [ə'baʊt]
9. Blowing	: [bləʊɪŋ]	24. Inside	: [ɪn'saɪd]
10. Die	: [daɪ]	25. Days	: [deɪz]
11. Down	: [daʊn]	26. Spend	: [spend]
12. Played	: [pleɪd]	27. Said	: [sed]
13. Around	: [ə'raʊnd]	28. Again	: [ə'geɪn]
14. Wedding	: ['wed.ɪŋ]	29. Believe	: [bɪ'li:v]
15. Babe	: [beɪb]	30. Understand	: [ˌʌn.də'stænd]

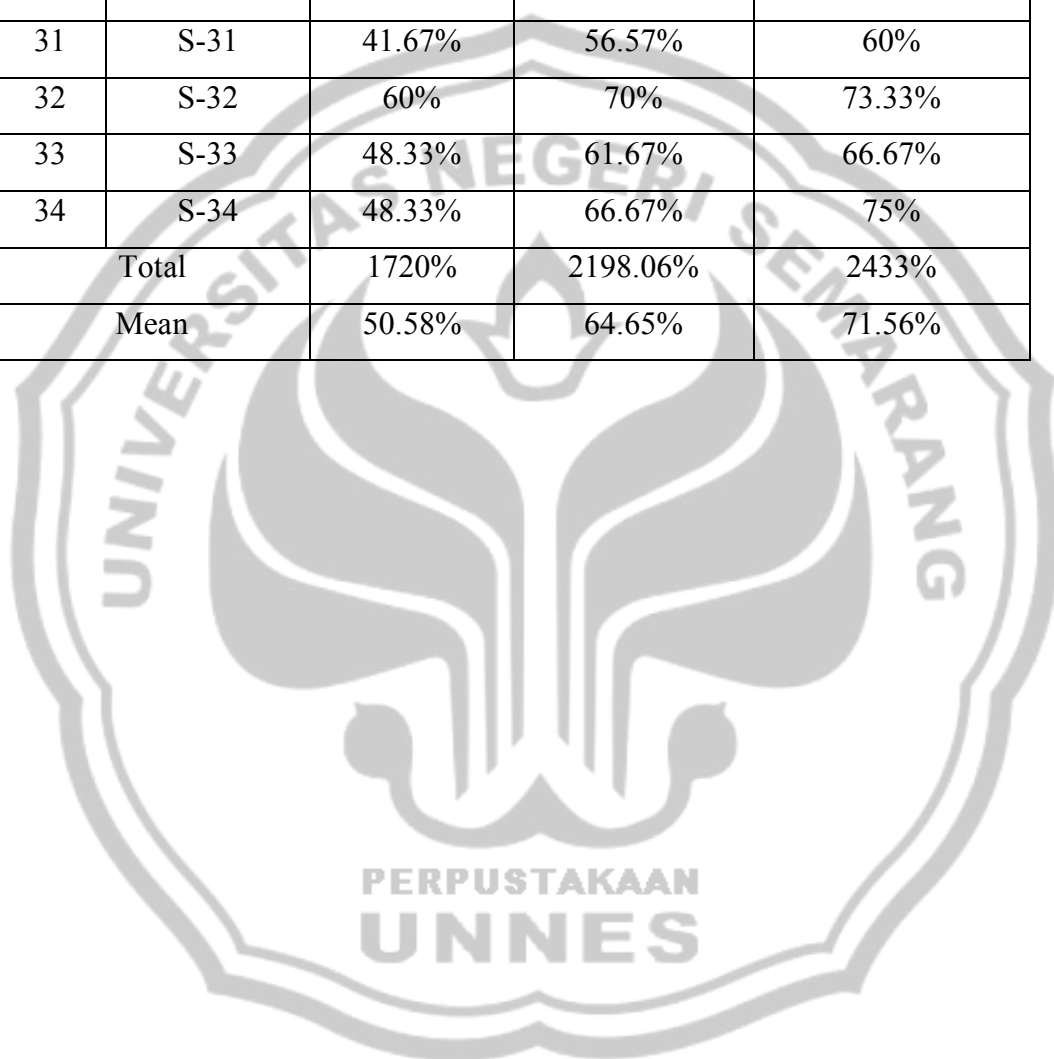
PHONETIC TRANSCRIPTION

PERPUSTAKAAN
UNNES

APPENDIX 5
THE PERCENTAGE OF THE IMPROVEMENT OF
THE STUDENT'S TEST SCORE

No	Test-Code	Pre-test	Post-test 1	Post-test 2
1	S-1	40%	56.57%	70%
2	S-2	45 %	68.33 %	75%
3	S-3	50%	61.67%	70%
4	S-4	45%	63.33%	80%
5	S-5	43.33%	65%	81.67%
6	S-6	48.33%	71.67%	71.67%
7	S-7	48.33 %	66.67 %	73.33%
8	S-8	40%	68.33%	80%
9	S-9	45%	56.57%	58.33%
10	S-10	40%	66.67%	66.67%
11	S-11	45%	61.67%	63.33%
12	S-12	51.67%	55%	66.67%
13	S-13	56.57%	65%	65%
14	S-14	51.67%	66.67%	70%
15	S-15	50%	68.33%	78.33%
16	S-16	60%	66.67%	66.67%
17	S-17	61.67%	60%	61.67%
18	S-18	66.67%	73.33%	88.33%
19	S-19	63.33%	71.67%	75%
20	S-20	66.67%	70%	91.67%
21	S-21	50%	58.33%	61.67%
22	S-22	55%	66.67%	73.33%
23	S-23	53.33%	61.67%	65%
24	S-24	55%	66.67%	86.67%

25	S-25	55%	63.33%	63.33%
26	S-26	43.33%	65%	71.67%
27	S-27	48.33%	68.33%	71.67%
28	S-28	50%	65%	66.67%
29	S-29	43.33%	58.33%	61.67%
30	S-30	50%	66.67%	83.33%
31	S-31	41.67%	56.57%	60%
32	S-32	60%	70%	73.33%
33	S-33	48.33%	61.67%	66.67%
34	S-34	48.33%	66.67%	75%
Total		1720%	2198.06%	2433%
Mean		50.58%	64.65%	71.56%



APPENDIX 6

ANGKET

Jawablah pertanyaan-pertanyaan berikut ini dengan menyilang salah satu jawaban a, b atau c!

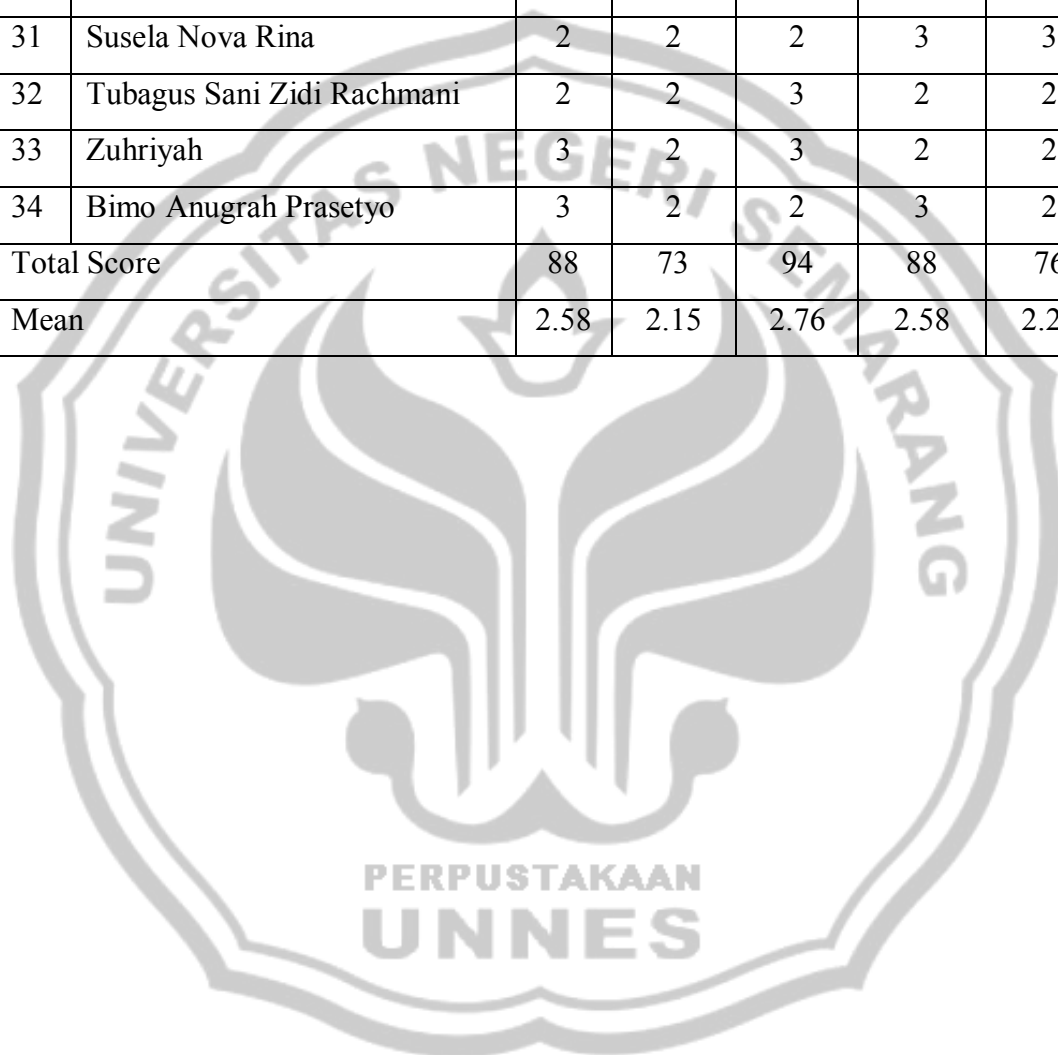
- 1 Apakah anda menyukai lagu-lagu yang diberikan?
 - a. tidak suka
 - b. suka
 - c. sangat suka
- 2 Apakah kata-kata yang ada dalam lagu pernah anda dengar tetapi anda masih mengalami kesulitan untuk mengucapkannya?
 - a. tidak
 - b. kadang-kadang
 - c. sering
- 3 Apakah lagu-lagu yang diberikan dapat membantu anda memperbaiki pengucapan anda dalam berbahasa Inggris khususnya pengucapan english voiced plosive sound [b, d, g] ?
 - a. tidak
 - b. membantu
 - c. sangat membantu
- 4 Apakah kegiatan dalam menggunakan lagu ini menambah kesukaan anda dalam belajar bahasa Inggris?
 - a. tidak
 - b. sedikit membantu
 - c. sangat membantu
- 5 Apakah kegiatan pembelajaran bahasa Inggris khususnya pembelajaran pengucapan (pronunciation) dengan menggunakan lagu perlu dilakukan secara terus menerus?
 - a. tidak perlu
 - b. perlu
 - c. sangat perlu

APPENDIX 7

TABULATING DATA OF THE QUESTIONNAIRE

No	Name	Number of questions				
		1	2	3	4	5
1	Ade Yuni Astuti	2	3	3	3	2
2	Aderia Fatakomala	3	2	2	3	2
3	Arif Burhanuddin	3	3	3	3	3
4	Arif Munandar	3	3	3	3	2
5	Arum Setiawati	3	2	3	3	3
6	Derista Putra Permata	2	2	2	2	3
7	Dhesta Dwi Akromul Huda	3	2	3	3	3
8	Dwi Retno Yuliasih	2	2	2	3	2
9	Endah Sulistiani	3	2	3	3	2
10	Fahmi Sahrul Aji	3	2	3	3	2
11	Farida Sofiyati	3	2	3	3	3
12	Galuh Sekar Sari	3	2	3	3	2
13	Ganes Alvyanio	2	2	3	2	2
14	Gita Atikasari	2	2	3	2	3
15	Hestu Yuris Maulida	3	2	3	2	2
16	I Gusti Ngurah Kresna Jaya A.	3	2	3	2	2
17	Intan Ayuningratih	2	2	3	2	2
18	Khairunafi Indah Hapsari	3	2	3	3	2
19	Khikmah Arsyi Zakiyah	3	2	3	2	2
20	Moh. Ali Fathurrohman	2	2	3	2	2
21	Mohamad Farid Maulana	3	3	3	2	2
22	Muhammad Nurhadi Akmal	2	2	2	3	2
23	Nadea Tiara Asmarani	2	2	3	3	2
24	Novitasari	3	2	3	3	2

25	Nur Lazuardi Pradana	2	2	3	3	2
26	Retno Hartinah	3	2	2	2	2
27	Risky Dwi Aji	2	2	2	2	2
28	Ruri Arista Amalia	3	2	3	3	3
29	Satria Putra Arbain	2	3	3	3	2
30	Sri Ayu Sulistiawati	3	2	3	2	2
31	Susela Nova Rina	2	2	2	3	3
32	Tubagus Sani Zidi Rachmani	2	2	3	2	2
33	Zuhriyah	3	2	3	2	2
34	Bimo Anugrah Prasetyo	3	2	2	3	2
Total Score		88	73	94	88	76
Mean		2.58	2.15	2.76	2.58	2.23



APPENDIX 8

LESSON PLAN

Year/Semester	: VIII / II
Theme	: Pronunciation
Resource and Media	: a. English songs b. Laptop c. Speaker
Basic competence	: Listening and Speaking
Time allotment	: 3 x 40 minutes
Indicator	: By the end of the lesson, students should be able to pronounce English voiced plosive sounds [b, d, g] correctly.

Teaching and learning activities

A. Building knowledge of the field

1. The teacher opens the lesson by greeting the students.
2. The teacher leads the student into the material.
3. The teacher distributes the lyric of the song entitled leaving on a jet plane.
4. The teacher asks the students to read the lyric.
5. The teacher plays the song and asks the students to listen to the song.
6. The teacher asks some question related to the song.
7. The students give response.
8. The teacher plays back the song and asks the students to pay attention to some underlined and bold printed words.
9. The students listen to the song.

B. Modeling of Text

1. The teacher gives model by singing the song.
2. The teacher asks the students to sing the song together.

3. The teacher pronounces some underlined and bold printed words containing English voiced plosive sounds [b, d, g] in the lyric.
4. The students are asked to repeat the teacher's pronunciation.
5. The teacher does the pronunciation drills.

C. Joint Construction of Text

1. The teacher asks the students to play a game.
2. The teacher asks the students to sing the song and pause in the underlined word.
3. The student pronounces the word.
4. The teacher corrects the students' error and gives encouragement.

D. Independent Construction of Text

1. The students are asked to come in front of the class one by one.
2. The teacher asks the student to pronounce some words containing English voiced plosive sounds [b, d, g].
3. The teacher records the student's pronunciation.
4. The students' performance in no.3 is graded.

Tegal, 12 May 2010
The Researcher,

Asri Tiara Farhati
2201406564

APPENDIX 9

RESEARCH DOCUMENTATIONS



Picture 1

The students read the lyric of the song



Picture 2

The students sing the song together



Picture 3
The student is doing the test



Picture 4
The researcher is giving the pronunciation drill



Picture 5

Laptop and speaker which are used to as media to play the songs

