

## I. INTRODUCTION

### A. Background of the Problem

Pronunciation becomes part of language aspect which plays an important role in mastering English. Although the target of mastering English is not to make the learner speak as native, at least learners are eligible to pronounce English sounds correctly, so that his utterance is easy to be understood.

However, it is not easy to make students to pronounce English sounds correctly. We can find many people says “*wid*” for the words “*with*” because of the transfer of “/ ð /, into “/d/” from their mother tongue (Indonesian), or read /*dæt*/ for the words ‘*that*’ which must be read as /*ðæt*/. The main problem faced by learner of Elementary School is that pronouncing English sounds is not their habit. Seeing this fact, it is necessary to introduce right pronunciation since young age in order to make them pronounce English sounds as a habit.

It is not easy to make students learn how to pronounce English sounds correctly. When we use ‘reading aloud’ or ‘repeat after teacher’ method to increase students’ pronunciation ability, it may be interesting at the first time, but will be boring next. We can analyze that it is because teacher just asking them to read aloud and parroting without using interesting intonation and tone. As we have

known before that, children are easy-to-be-bored if the activity is unable to attract them.

This case happened in most of Indonesian Elementary School which involved English as one of the School subject. Researcher found that students in SDN 2 Rukti Harjo find difficulties in pronouncing English sounds, especially for friction consonants. Their gain in English pronunciation was still low. When the students were asked to pronounce English sounds by reading aloud a simple descriptive text, most of them found difficulties to pronounce friction consonants. Only about 18% students passed the passing grade of pronunciation scoring system.

Researcher also found many aspects caused this condition, and one of the causes was uninteresting media, technique, and material. Learners feel that learning English was not interesting because of the way teacher deliver the material didn't attract them.

The implementation of suitable technique, material and media is important, because it can create a pleasant situation and encourage students to learn English. To find appropriate technique, media and material for teaching pronunciation for children, we have to see the consideration of choosing a suitable technique, media and material that they should be enjoyable, interesting, challenging and avoid the children's boredom. Children's enthusiasm depends on the teacher's technique (Brand in Saptorini 2006). In this research, the researcher uses children song as an alternative media, because it can create an enjoyable teaching learning activity which can make students forget that they are learning.

Another reason why we use song in teaching English pronunciation to children is because tone from the song will interest them, when they are presented enthusiastically. It is necessary for teacher to motivate children to interact with the song in enjoyable way because children will eagerly imitate their teacher pronouncing the English sound, which is delivered in interesting intonation and tone.

In conducting the research, firstly the researcher did pre-research at SDN 2 Rukti Harjo. This school becomes pilot project of Elementary School with National Standard in Seputih Raman Lampung Tengah. This school has two classes (A and B) for each grade. Although this school has an English teacher, but the achievement in students' pronunciation needs to be increased.

The research is focused on friction consonants, especially /ð/, /θ/, /ʃ/. Researcher chooses /ð/, /θ/, /ʃ/ sounds, because so many children song consist of those three sounds. Another reason why researcher chooses those sounds was because the material for students in fifth grade of Elementary School appropriate with those three friction consonants. So far, there was no research about increasing pronunciation of friction consonants (/ð/, /θ/, /ʃ/) through song, which takes elementary school's students as the subject. Due to this reason, the researcher was interested in implementing song as media to teach pronunciation in this school.

## **B. Research Problems**

Based on the research background above, the writer formulates the problems:

1. Can song increase the students' pronunciation ability especially in pronouncing (/ð/, /θ/, /ʃ/) sounds of friction consonants at the fifth grade of SDN 2 Rukti Harjo?
2. Can song increase the quality of the teacher's teaching performance when the teacher is implementing song as the media to teach pronunciation?
3. Can teaching (/ð/, /θ/, /ʃ/) sounds of friction consonants through song increase students' participation during the teaching learning process?

## **C. The Objectives of the Research**

The objectives of this research are as follows:

1. To find out whether song can increase the students' pronunciation ability especially in pronouncing (/ð/, /θ/, /ʃ/) sounds of friction consonants at the fifth grade of SDN 2 Rukti Harjo
2. To find out whether song can increase the quality of the teacher's teaching performance when the teacher is implementing children song as the media to teach pronunciation
3. To find out whether teaching (/ð/, /θ/, /ʃ/) sounds of friction consonants through song increase students' participation during the teaching learning process

## **D. The Uses of the Research**

This research is useful both practically and theoretically.

1. Theoretically:

The result of this Classroom Action Research support the theory about the implementation of song as teaching media used to improve the students' pronunciation ability.

2. Practically:

Hopefully, this research is useful for the English teacher, students, and also school.

a. The teacher

Through this research, the teacher can apply children song as one of media that can improve her students' pronunciation ability and also improve her performance in teaching.

b. The students

The implementation of children song as media in this research will make the students get accustomed to using the correct pronunciation so that it can improve the student' pronunciation ability and also their learning activities during the teaching and learning process.

c. The school

The result of this research can be used as a consideration whether the school will implement children song as media for all grades of students so as to improve their pronunciation ability or not.

## **E. Scope of the Research**

The research was conducted in SDN 2 Rukti Harjo Seputih Raman, Lampung Tengah and the subject of the research was the students class 5B of 2008/2009 academic years.

The research was focused on song as the media to increase students' ability in pronouncing English sounds. Students in this school have not taught English Subject by using song before. The sounds of English that became the focus on this research were /ð/, /θ/, and /ʃ/ sounds of friction consonant. As researcher had explained before, that the reason why researcher chose those three sounds were so many children song consist of those three sounds, and it was because the material for students in fifth grade of Elementary School appropriate with those three friction consonants.

In this research, the researcher held two cycles because in the second cycle the indicators of the research have been achieved. The first cycle was done based on the problems of the research then the next cycle was done based on the result of the analysis and reflection from the first cycle. In this research, researcher acted as observer, and the teacher was the English teacher of the school itself.

The focus of this research is on improving the students' pronunciation ability especially in pronouncing /ð/, /θ/, and /ʃ/ sounds of friction consonant. However, the researcher also observed the students' learning activities when song was being implemented as teaching media and the teacher's performance when she implemented song in the class. The researcher decided to observe those three

aspects because the researcher assumed that the result of the learning product, that is the students' pronunciation ability is also determined by the learning process occurred in the class which covers the students' learning activities and the teacher's teaching performance.

## **H. Definition of Terms**

**Pronunciation** is the way a word or a language is usually spoken; the manner in which someone utters a word in English

**Song** is a short poem or verses set to music and intended to be sung.

**Teacher's performance** is the way in which a teacher behaves in the process of teaching.

**Students' activities** are the activities done by the students during teaching and learning process. The activities cover visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, and emotional activities.