

**TEACHING PRONUNCIATION OF FRICATIVE AND  
AFFRICATE SOUNDS THROUGH ENGLISH  
SONGS AT GRADE 8 STUDENTS OF  
SMPN 8 BANDAR LAMPUNG**

**(An Undergraduate Thesis)**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
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BANDAR LAMPUNG  
2019**

## ABSTRACT

### TEACHING PRONUNCIATION OF FRICATIVE AND AFFRICATE SOUNDS THROUGH ENGLISH SONGS AT GRADE 8 STUDENTS OF SMPN 8 BANDAR LAMPUNG

By

**Dewa Ayu Rini**

There are some absences of English sounds in Indonesian which become problems of pronouncing them, such as /θ/, /ð/, /ʒ/, /ʃ/ and /dʒ/. Though, many studies revealed that song has positive image and effect which creates a harmonious atmosphere and improves students' ability in learning EFL including pronunciation aspect.

The objectives of the current study were to explore whether song could significantly increase students' capability in pronouncing certain English consonants (/θ/, /ð/, /ʒ/, /ʃ/ and /dʒ/), and find out whether students had the same difficulty in pronouncing /θ/, /ð/, /ʒ/, /ʃ/ and /dʒ/ consonants. One group pre-test and post-test design was used in this research while the data were taken by using pronunciation test from 24 students of grade 8 of SMP Negeri 8 Bandar Lampung in odd semester of academic year 2016/2017. The data were analyzed using Paired T-Test and SPSS version 16.0. The result shows that there is a statistically significant increase of the students' achievement in pronouncing /θ/, /ð/, /ʒ/, /ʃ/ and /dʒ/ consonants. The data in this study also shows that students have different difficulties in pronouncing /θ/, /ð/, /ʒ/, /ʃ/ and /dʒ/ consonants.

Having analyzed the problems and the findings of the research which was only focused on segmental feature of pronunciation, it is suggested for further research to investigate other sounds including suprasegmental feature. Beside, a general repetitious mistake in pronouncing /ð/ sounds was found. Therefore, more comprehensive study in this area is necessary to identify more substantial pronunciation problems. However, applying songs in teaching learning process could give beneficial impacts in learning EFL.

**Keywords:** affricate, fricative, pronunciation, song.

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**By**

**DEWA AYU RINI**

**An Undergraduate Thesis**

Submitted in a Partial Fulfillment of  
the Requirements for S-1 Degree

in

The Language and Arts Department of  
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**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
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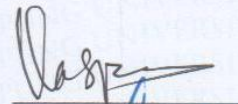
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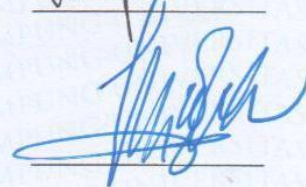
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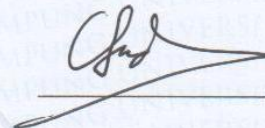
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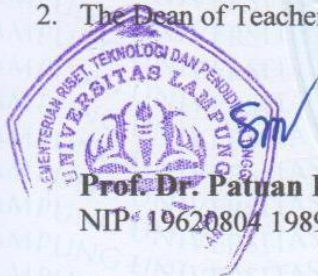
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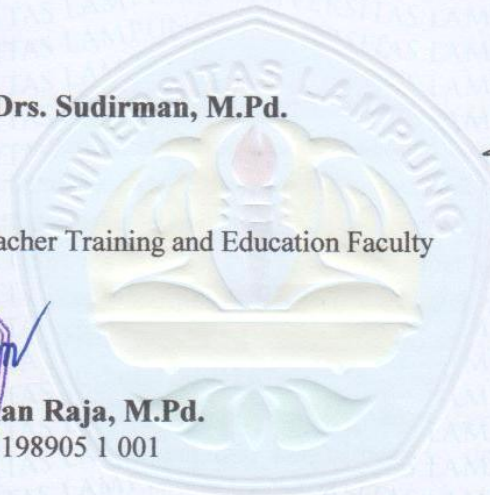


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## **CURRICULUM VITAE**

Dewa Ayu Rini was born on 29<sup>th</sup> of November 1994 in Pugung Raharjo, Lampung. She is the second child of Mr. Dewa Gede Susantre and Mrs. Yuni Susantre, and the only sister of elder and younger brothers. In 1999, she entered a kindergarten school at TK Aisyiyah Bustanul Atfhal Sidorejo and a year later she was enlisted at SDN 1 Sidorejo. After graduating from TK Aisyiyah Bustanul Atfhal Sidorejo in 2006, she entered SMPN 1 Bandar Sribhawono and graduated in 2009 then continued her study at SMAN 1 Bandar Sribhawono.

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## **DEDICATION**

For the lights of my life:  
**Dewa Gede Susantre & Yuni Susantre**  
(my beloved parents)



## **MOTTO**

“No one who does good work  
will ever come to a bad end, either here or in the world to  
come”

(Bhagavad Gita, 6:40)

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Bandar Lampung, May 2019

The writer,

Dewa Ayu Rini

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## **I. INTRODUCTION**

In order to have clear direction in doing a research, introduction is very important to be explored. Therefore, this chapter discusses the introduction of the research. It consists of background, limitation of problems, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

### **1.1. Background of the Problem**

It is undoubted that pronunciation becomes a very important aspect of language, especially in spoken form. Otlowsky (1992: 1) says pronunciation is a way to speak a word especially a way which is generally expected or understood. So, it is the way of producing speech sounds that we use to make a meaning. Beside, Allen (1960: 35) states that pronunciation is one of element of the language that has big contribution for better English speaking. In this case, pronunciation seems to be the first and most important thing native speakers notice during a conversation. Pronouncing a language properly is a key aspect when understanding and making ourselves understood. Thus, learning pronunciation is very important to be taught.



Although the aim of learning English is not to make the learners can speak as native's like, but it must be realized that at least the pronunciations of the utterances are eligible and understandable. As Celce et. al. (1996: 23) says that the most important part of learning a second language rests of pronunciation. These are also supported by Burns (2003) who concedes that learners are more likely to communicate effectively when they have good pronunciation and intonation despite of minor inaccuracies in vocabulary and grammar.

However, pronouncing English sounds is not easy for Indonesian learners. There might be a problem because of the differences of the sounds system between English and Indonesian. According to Aini et. al. (2013: 2) there are some vowel and consonant sounds which are not found in Indonesia, such as /i:/, /u:/, /ɔ/, /ɑ:/, /ɜ:/, /ʌ/, /θ/, /ð/, /ʒ/, /ʃ/, and /dʒ/. Consequently, when the students pronounce words, the sounds of the words will be influenced by their first language (L1)–in this case Bahasa Indonesia. It seems that they substitute the sounds which are familiar to them with the nearest sounds in their L1. According to Sahulata (1988: 58), in attempting second language (L2) students tend to use the sounds of their L1. When students use their L1 sounds as substitutions for the target language sounds, it will change the pronunciation and the words they uttered will have different meaning which will make their utterances become confusing. Therefore, English sounds are very crucial to be learnt to make the learners becomes familiar and able to pronounce them correctly in order to make an effective communication.

Besides, it is not easy to make students learn how to pronounce English sounds correctly. We can find many students say /det/ for 'that' which must be pronounced as /ðæt/ because of the transfer of /ð/ into /d/, /wɪt/ for 'with' (/wɪð/), /tɪŋ/ for 'think' (/θɪŋk/), /meser/ for 'measure' /meʒe(r)/, and many others. The writer also finds the same problem when she was teaching at SMA Negeri 1 Bandar Negeri Suoh and doing pre-observation in SMP Negeri 8 Bandar Lampung. The students have difficulties in pronouncing not only unfamiliar words, but also familiar words. These cases show that the teaching learning process does not effectively make the students able to pronounce them correctly.

As we know, there are many factors which affect the success or failure as a result of teaching learning process especially in pronunciation. One of them is environment or situation where and how is the teaching learning process done. In many cases, learning process is boring and uninteresting because the technique used by the teacher, or the way teacher delivers the materials is not attracting the students.

In teaching English, the implementation of suitable technique, material, and media are very important, because it can create a pleasant environment and encourage students to learn English. As a teacher, we have to consider it to be an enjoyable, interesting, challenging, and avoid students' boredom.

In this case, teacher's role is needed to make them eager to learn and practice a lot, because his or her creativity in using media, applying techniques, and delivering the materials will attract and motivate the students to learn and practice their pronunciation. Therefore, the teacher should be able to combine

suitable media, technique and material to create an enjoyable teaching learning situation and encourage students to learn and practice a lot. Due to this reason, the writer proposed one possible way to solve this problem which was using song as a medium of teaching pronunciation.

Based on some previous studies, such as Saptorini (2006), Sumantri (2011), and Octaviani (2014), it could be concluded that song has positive image of making situation become enjoyable and interesting. The findings show that using song as a medium in teaching pronunciation has positive effect which improves the students' ability in pronouncing words. Even more, it can motivate individual through certain type of song. That is why song was considered by the writer as a suitable medium in teaching pronunciation because it has a harmony of tone which can interest the students. It was good to gain their interest because it also affects their attitude towards the teaching learning process. The writer assumed that using song as medium in teaching pronunciation made the teaching learning process became more interesting and enjoyable. Thus, it reduced students' boredom and encouraged them to learn and practice pronouncing words in joyful way.

Another reason why the writer chose song as a medium of teaching pronunciation is because song promotes an authentic material. It is sung by native speaker; therefore they heard and learnt directly from the singers who have background of English native speaker. Related to the use of songs in learning English pronunciation, McCarthy (1985: 37) claims:

*“Songs naturally introduce pronunciation, grammatical structures and idiomatic expressions of the language with proper selection. Songs can be*

*used at any level of language skill. Even such simple things as nursery rhymes help language and speech development because of pitch awareness, dynamic, tempo and meter. Music and songs cannot be separated. Music stirs memories and creates a harmonious atmosphere in the classroom. With all of that going for it, imagine how useful it can be for class, which is studying English as a foreign language.”*

According to this statement, teacher could use songs as a medium of teaching pronunciation at any level. Moreover, it could create a harmonious atmosphere in the classroom so the teaching learning process would be more enjoyable. For instance, using songs as medium of teaching pronunciation was very useful to help the teacher to solve the problems faced by the students and had significant impact to the students' achievement in pronouncing English fricative and affricate consonants.

## **1.2. Limitation of Problems**

Considering the background of the research, the writer limited the problem in order to focus this research on specific problem. Based on the writer perspective, she considered that the problem which mostly appeared in pronunciation was the students' difficulties in pronouncing consonant sounds which were not familiar for Indonesian, they are /θ/, /ð/, /ʒ/ which belong to fricatives (friction consonants), and /tʃ/ and /dʒ/ which belong to affricates (stop consonants) in isolated words (including initial, medial, and final position). The writer chose these sounds by considering the suggestions from some related previous researches and in order to focus on those five sounds which were not familiar for Indonesian learner. Besides, the writer only focused on the segmental feature of the pronunciation.

### 1.3. Formulation of the Research Questions

Based on the background above, the writer formulated the problems as followed:

1. Is there any significant increase of students' pronunciation achievement in pronouncing certain friction consonants /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), and /ʒ/ (voiced palato-alveolar fricative) and stop consonants /tʃ/ (voiceless palato-alveolar affricate) and /dʒ/ (voiced palato-alveolar affricate) at the second year students of SMPN 8 Bandar Lampung after being taught using English songs?
2. Do students have the same difficulties in pronouncing certain friction consonants /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), and /ʒ/ (voiced palato-alveolar fricative) and stop consonants /tʃ/ (voiceless palato-alveolar affricate) and /dʒ/ (voiced palato-alveolar affricate)?

### 1.4. Objectives of the Research

In relation to the background of the problem above, the writer proposed the following objectives of the research:

1. To find out whether there is significant increase of students' pronunciation achievement in pronouncing certain friction /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), /ʒ/ (voiced palato-alveolar fricative) and stop consonants /tʃ/ (voiceless palato-alveolar affricate) and /dʒ/ (voiced palato-alveolar affricate) at the second year students of SMPN 8 Bandar Lampung after being taught using English songs or not.



2. To find out whether students have the same difficulties in pronouncing certain friction /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), /ʒ/ (voiced palato-alveolar fricative) and stop consonants /tʃ/ (voiceless palato-alveolar affricate) and /dʒ/ (voiced palato-alveolar affricate) or not.

### **1.5. Uses of the Research**

The uses of this research are precisely expected to:

1. Theoretically:

The result of this research can be used as references for other researches in the future and support the theory about implementation of songs for teaching pronunciation.

2. Practically, this study can be used as:

- a. Information to the teachers to apply song as one of teaching media which can improve students' pronunciation and also his/her teaching performance.
- b. Reference for students to use song as medium to improve their pronunciation and encourage them to practice their pronunciation using songs by themselves.

### **1.6. Scope of the Research**

This research was conducted at SMPN 8 Bandar Lampung and the subject of the research was the eighth grade students in academic year 2016/2017. It involved one class consisting of 24 students as the subject. The research was

focused on using English songs as the medium in teaching pronunciation of /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), /ʒ/ (voiced palato-alveolar fricative), /tʃ/ (voiceless palato-alveolar affricate), and /dʒ/ (voiced palato-alveolar affricate) sounds in isolated words (including initial, medial, and final position) and students' difficulties in pronouncing certain fricative or friction (/θ/, /ð/, and /ʒ/) and affricate or stop consonants (/tʃ/ and /dʒ/).

### **1.7. Definitions of Terms**

There are some definitions of conceptual word presented in order to have similar perception.

1. Pronunciation is a way to produce a word which is generally expected or understood.
2. Song is a short poem or verses set to music and intended to be sung.
3. Consonant is speech sound made by definite interference on the vocal organ with the air stream.
4. Fricatives or friction consonants are consonants with the characteristic that when they are produced, air escape through a small passage and makes hissing sound.
5. Affricates (stop consonant) are consonants that are formed by stopping the flow of air and then releasing the air slowly so that a friction sound is produced.

## **II. LITERATURE REVIEW**

This chapter discusses theoretical foundation of this research. It presents review of related research of teaching pronunciation, concept of pronunciation, basic sounds of English, concept of teaching pronunciation, concept of song, song related to English teaching, criteria of selecting songs, procedure of teaching pronunciation through song, advantages and disadvantages, theoretical assumption and hypotheses.

### **2.1. Review of Related Research**

There are several studies in teaching English pronunciation using song. The researcher reviewed Ratnasari (2007) who conducted an action research of seventh grade students of MTs Annur Jepara in academic year 2006/2007. The research was about using songs to improve students' achievement in pronouncing English words. The study found that using songs is effective to improve students' pronunciation and very beneficial to facilitate them in learning English.

Beside, Aini (2013) conducted a research about improving students' pronunciation of alveopalatal sounds through English songs at SMA Negeri 4 Palu. The result showed that using songs is effective to improve students' pronunciation of alveopalatal sounds.

Saptorini (2006) did a research about analyzing the process of teaching pronunciation through children songs at Palm Kids. She used children songs to see the problems in teaching pronunciation. She found that enthusiasm is very important in teaching pronunciation. It created an enjoyable situation in the class. Therefore, the students could receive the material well.

Octaviani (2014) had also done her research about the application of teaching pronunciation using song at SMA Negeri 1 Pare. In her research, she found that the application of teaching pronunciation using songs gives students' good responses. It made the students become interested in teaching learning process. They became more active and enjoy the class.

There were also two other researches about teaching pronunciation of friction consonants using songs. The researches were done by Herninda (2010) at five grade students of SD Negeri 2 Rukti Harjo and Putra (2015) at first grade students at SMA Negeri 15 Bandar Lampung. Both, found that using song create a pleasant situation and encourage the students to learn English pronunciation. The students also became more active and directly involved.

Barely speaking, the use of songs in teaching pronunciation gives some benefits to the teachers and also students. It could create an enjoyable situation in the class which encourages the students to actively involve during the process and increase their ability in pronouncing English words.

## 2.2. Pronunciation

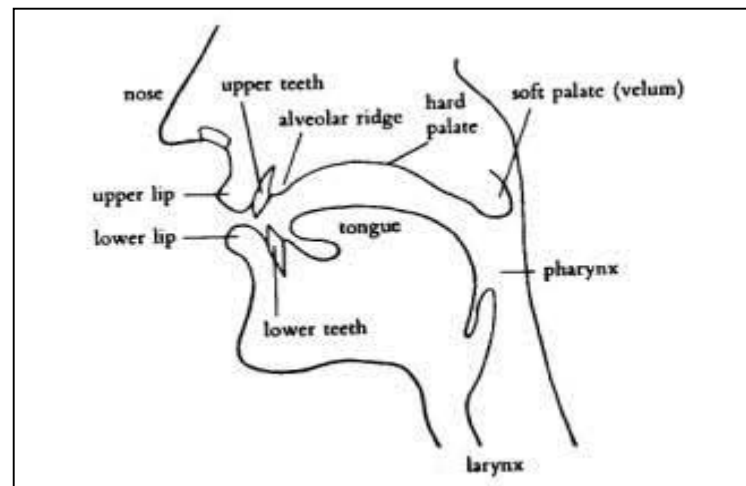
Pronunciation becomes a very important aspect of language. Otlowsky (1992: 1) says, pronunciation is a way to speak a word especially a way which is generally expected or understood. As we know, different communities have different language and different way of speaking. So, it is very important that we can speak in their language properly, which is expected or recognized for that community so they can understand what we are saying. Someone who learns English as a foreign language must be able to use English pronunciation as well as other skills. O'Connor (1980: 1) states pronunciation as organized sound that is very different from written language. In line with the statements above, it could be stated that pronunciation is a way in which someone utters the words or language to another based on the available rules.

Therefore, pronunciation involves recognition of sound as well as the production of sound. So, the students must be involved into the process of listening for discriminating the sounds and also the process of uttering the sounds. For example, in pronouncing the word 'thank' which should be pronounced as /θæŋk/, many Indonesian learner pronounced it as /tæŋk/ which means 'tank'. This substitution of /θ/ into /t/ might happen because of the mother tongue of Bahasa Indonesia which do not having /θ/ sounds. Thus, the students must recognize the sounds by listening from the songs, and then they would be able to discriminate the sounds and pronounce them correctly. As we know, different sounds are produced in different ways. It became a matter for the sound itself as a result of their variations. Students might have good understanding or an excellent vocabulary of English, but if they could not pronounce them properly, their

utterances would be confusing, and the communication would not run well, all is lost.

### 2.3. The Production of Speech Sounds

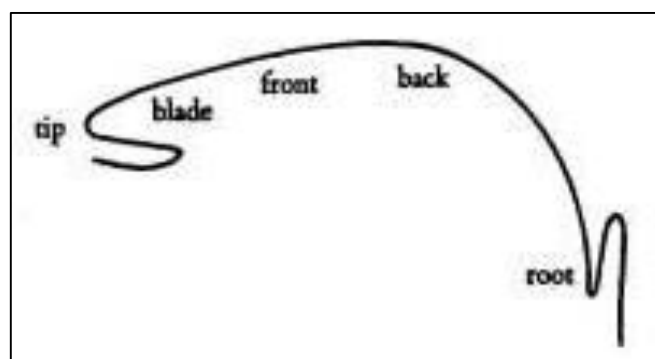
All the sounds we make when we speak are the result of muscles contracting. The muscles in the chest that we use for breathing produce the flow of air that is needed for almost all speech sounds; muscles in the larynx produce many different modifications in the flow of air from the chest to the mouth. After passing through the larynx, the air goes through vocal tract, which ends at the mouth and nostrils. In order to learn how the sounds are produced it is necessary to become familiar with the different parts of vocal tract. These different parts are called ‘articulators’.



**Fig. 1. The articulators** (*source: [www.personal.rdg.ac.uk](http://www.personal.rdg.ac.uk)*)

Fig. 1 represents the human head, seen from the side, displayed as though it had been cut in half.

- a) The pharynx is a tube which begins just above the larynx. It is about 7 cm long in women and about 8 cm in men, and at its top end it is divided into two, one part being the back of the mouth and the other being the beginning of the way through the nasal cavity.
- b) The velum of soft palate is in a position that allows air to pass through the nose and through the mouth. It is often raised when in speech so that air cannot escape through the nose. Velum is one of the articulators that can be touched by tongue. Tongue is in contact with the lower side of velum when produce sound /k/ and /g/, and these consonants called ‘velar’.
- c) The hard palate is often called the ‘roof of the mouth’ which can be felt as smooth curved surface by tongue.
- d) The alveolar ridge is between the top front teeth and the hard palate. Sounds made with the tongue touching here (such as /t/ and /d/) are called ‘alveolar’.
- e) The tongue is a very important articulator and it can be moved into many different shapes. It is usual to dividing lines within tongue. Fig. 2 shows the tongue on a larger scale with these parts shown: tip, blade, front, back, and root.



**Fig. 2. Sub-divisions of the tongue** (source: [www.personal.rdg.ac.uk](http://www.personal.rdg.ac.uk))

- f) The teeth (upper and lower) are usually shown in pictures like Fig. 1 only at the front of the mouth, immediately behind the lips. This is a simple picture and it should be realized that most speakers have teeth to the sides of the mouth, back almost to the soft palate. The sounds produced with the tongue touching the front teeth are named 'dental'.
- g) The lips are also important in speech. They can be pressed together (when producing the sounds /p/ and /b/), brought into contact with the teeth (as in /f/ and /v/), or rounded to produce the lip-shape for vowels like /u:/ in which the lips are in contact with each other are called 'bilabial', while those with lip-to-teeth contact are called 'labiodental'.

## **2.4. Basic Sounds of English**

Every language undoubtedly has its basic sounds. So, it was very important to the students to learn the role of basic sounds. In this topic, the writer explained the basic sounds of English which covered consonants of English, Type of English consonants due to the point of articulation, English fricative consonants, and English affricate consonants.

### **2.4.1. Consonants of English**

The word consonant might be very familiar ones, but when we studied the sounds of speech scientifically we found that it was not easy to define exactly what it means. According to O'Connor (1967: 24) consonants of English are speech sounds generally made by definite interference of the vocal organs with airstream. Jones (1987: 23) quoted by Diantari (2004: 8)



says that consonant is a sound in which the air from the lungs is not allowed to pass out through the mouth without something to interrupt it. Consonants are very important in forming English sound. It is supported by O'Connor (1980: 24) who concedes that we can still understand a single sentence even though the vowels letters are left out. But, how if all the consonants were removed, it would be difficult to determine the meaning of a word, because consonants are bones of skeleton of English and give it shape. For example, the sentence "We must be hurry or we'll be late" still could be understood although if some of the vowels are left out, "We **mst b hrry** or **w'll b late**". But it would be confusing if some of the consonants which were left out, "We **u e u** or **e e late**".

Furthermore, O'Connor (1980: 24) says that the differences of accents are mainly the result of differences in sounds vowel; the consonants are similarly wherever English spoken, in other words if the vowel sounds were imperfect, it would not prevent us from being understood, but if the consonant sounds were imperfect there would be great misunderstanding. For example, if the students pronounce /tæŋk/ instead of /θæŋk/ for the word 'thank', it would ruin their sentences, because /tæŋk/ stands for 'tank' which means armored fighting vehicle with guns and not /θæŋk/ 'thank' which means grateful for something.

English sounds are mainly built by vowel and consonant, in which consonants have significant role in forming English sounds, they contribute more in making English sound than vowels do (Roach, 1993). According to Roach, there are three types of English consonants classification: due to the

point of articulation; vibration of vocal cord; and manner of articulation is passed through oral cavity. According to the point of articulation, the consonants can be divided into several positions. They are bilabial, labiodental, dental, alveolar, palato-alveolar, palatal, velar, and glottal.

Since the consonants of English contribute more in English sounds than vowels do, and due to some writer's findings and expert's theories, it could be said that the most problematic consonants among English consonant are friction and affricate consonants which are not exist in Bahasa Indonesia. Therefore, it was very important to learn English consonants, especially friction and affricate consonants which are not exist in Bahasa Indonesia.

#### **2.4.2. Type of English Consonants Due to the Point of Articulation**

Based on the point of articulation, consonants of English are divided into several positions of articulation, in this case are organs of mouth, they are: bilabial, labiodental, dental, alveolar, palato-alveolar, palatal, velar, and glottal consonants. These consonants are also divided by the type of the sounds that occurs when they are pronounced properly or correctly, they are plosive, fricative, affricate, nasal, lateral, and approximant.

The types of consonants due to point of articulation (horizontal) and manner of articulation (vertical) are presented on the Table 1. When there is a pair of phonemes with the same place and manner of articulation but differing in whenever they are fortis or lenis (voiceless or voiced), the

symbol for the fortis consonant is placed to the left of the symbol for the lenis consonant.

**Table 1. English consonants phonemes**

	Bila- bial	Labio- dental	Dental	Alveo- lar	Palato- alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricate					tʃ dʒ			
Nasal	M			n			ŋ	
Lateral				l				
Approxi- mant	W				R	j		

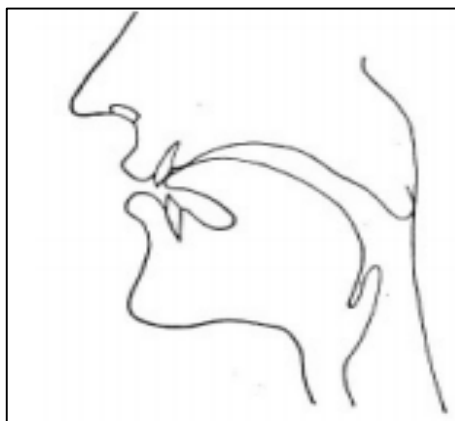
(Roach, 1993: 62)

### 2.4.3. English Fricative or Friction Consonants

Fricative or friction consonants are all consonants with the characteristic that when they are produced air escapes through a small passage and makes hissing sounds (Roach, 1993: 47). According to O'Connor (1967: 26) friction consonants are /f/, /v/, /s/, /z/, /ð/, /θ/, /ʃ/, /ʒ/, and /h/ where for all of them are articulated by lungs push air through a narrow opening where it causes friction of various kinds. In spite of this, there are three friction consonants which are not exist in Bahasa Indonesia, they are: /θ/, /ð/, and /ʒ/. The fricative or friction consonants are presented below:

1. /θ/ and /ð/, these two consonants are classified into dental fricative consonants because they are produced by lower and upper teeth. They

are articulated by placing the tongue inside the teeth and the tip of the upper teeth as shown in Fig. 3. /θ/ is stronger and longer and always voiceless. /ð/ is weaker, shorter and may be voiced.



**Fig. 3. Dental fricative** (*source: bluelook.net*)

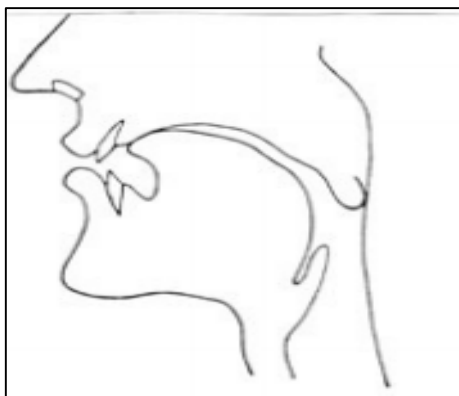
**Table 2. Fricative or friction consonants of / θ/ and /ð/ sounds**

Symbol	Basic sounds	Position in words		
		Initial	Middle	Final
/θ/	th	thief /θi:f/	ethnic /'eθnik/	tooth /tu:θ/
/ð/	dh	then /ðen/	father /'fɑ:ðə(r)/	breathe /bri:ð/

2. /ʒ/ is classified into palato-alveolar or post-alveolar fricative because it is produced by the tip of the tongue touching the alveolar little back to alveolar ridge or middle alveolar as shown in Fig. 4. /ʒ/ is weak one and voiced, it is very seldom occurring at the beginning of English word, and rarely happens at the ends of words. If it is any, it is usually occur at some words borrowed from France.

**Table 3. Fricative or friction consonants of /z/ sound**

Symbol	Basic sounds	Position in words		
		Initial	Middle	Final
/z/	z	genre /'ʒɑ:nrə/	visual /'vɪʒuəl/	garage /'gærɑ:ʒ/

**Fig. 4. Palato-alveolar (source: bluelook.net)**

#### 2.4.4. English Affricate Consonants

/tʃ/ and /dʒ/ are the only two affricate phonemes in English. They are rather complex consonants because they begin as plosive and end as fricative. /tʃ/ sound is very close to the /ʃ/ sound with the same post alveolar point of articulation and voiceless quality, but it begins with a complete stoppage of airflow at the post-alveolar point of articulation. The /dʒ/ sound is analogous to /tʃ/ except it is voiced. Here again, the stoppage is made entirely at the post-alveolar or palato-alveolar point of articulation as the sound /z/.

**Table 4. Affricate consonants**

Symbol	Basic sounds	Position in words		
		Initial	Middle	Final
/tʃ/	ch	chamber /'tʃeɪmbə(r)/	nature /'neɪtʃə(r)/	church /tʃɜːtʃ/
/dʒ/	j	juice /dʒuːs/	judgement /'dʒʌdʒmənt/	bridge /brɪdʒ/

## 2.5. Features Involved in English Pronunciation

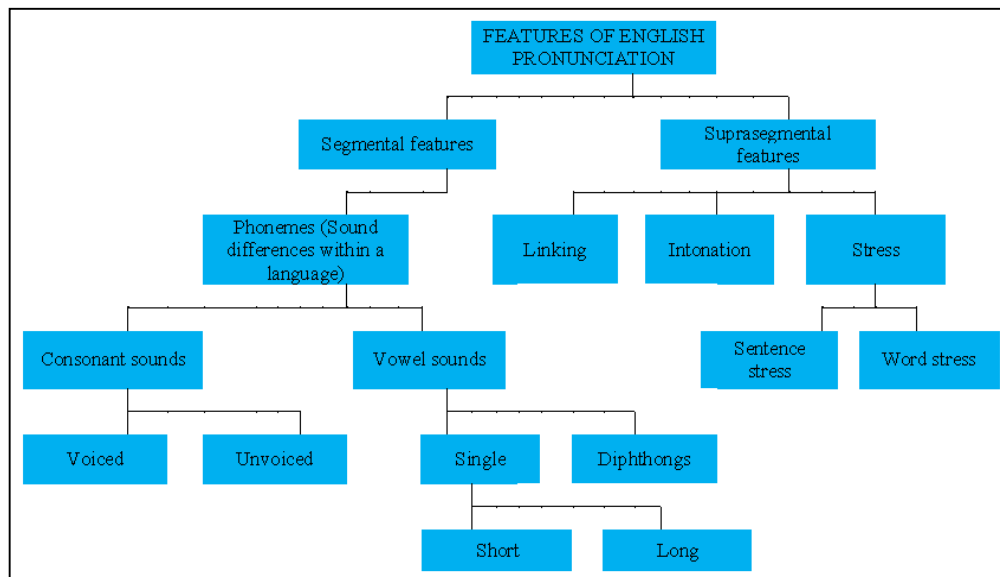
Pronunciation is a key aspect in the development of oral skills. Proper pronunciation is inherent to any competent speaker but this competence can (and must) be trained in any non-native speaker. The review of previous literature on the topic shows that with careful preparation and integration, pronunciation can play a significant role in supporting the learners' overall communicative skill (Pourhosein, 2012). Nonetheless, the idea that learners should speak and sound like native speakers is not the trend nowadays, apart from being a rather unrealistic idea. In fact, it is rare that L2 adult learners achieve native-like speech patterns (Moyer, 2004; Scovel, 2000). Moreover, it is difficult to achieve native-like pronunciation in typical ESL classrooms after childhood. As Ur (1996) concedes, the aim of pronunciation is not to achieve a perfect imitation of native accent, but to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers. In fact, the goal for teaching pronunciation was not to get native-like accents but more to have eligible and understandable pronunciation.

According to Burns (2003), it is far more important for speakers to be able to achieve intelligibility (the sound patterns produced by the speaker are recognizable as English) comprehensibility (the meaning of what is said can be understood by the listener) and interpretability (the purpose of what is said can be understood by the listener). Moreover, Howlader's (2010) found that mutual intelligibility, comprehensibility and neutral accent can promote better oral communication.

There are various features of English pronunciation which are shown in the Fig. 5 according to Pourhosein (2012). They are mainly divided into *segmental features* and *suprasegmental features*. Segmental features cover the *phonemes* or sound of the consonant and vowel. Furthermore, in consonant sounds, there are two ways of pronouncing them which are *voiced* and *voiceless*. While in vowel sounds, they considered being *single* which can be shortly and long pronounced and *diphthong* which is more like a combination of more than one vowel.

The second feature is suprasegmental which covers *linking*, *intonation*, and *stress*. Stress aspect also divided into two which are *sentence stress* and *word stress*. Suprasegmental features are considered to be more difficult to be taught than segmental features because it needs a professional teacher in its field.

As stated before, that the main purpose of teaching pronunciation is not to get native-like accent but more in the eligible of the utterances produced. Besides, because of the difficult level of teaching suprasegmental features, therefore, in this research, the writer only focused on teaching segmental features.



**Fig. 5. Features of English pronunciation according to Pourhosein (2012)**

## 2.6. Teaching Pronunciation

Pronouncing a language properly is a key aspect when understanding and making ourselves understood. Thus, learning pronunciation is very important. Unfortunately, learning pronunciation seems to be uninteresting with some conventional method, technique, and media. As we know, a suitable media, technique, and method used to teach will attract the students, creates an enjoyable situation in the class, and makes them achieve better.

Harmer (2002) states three alternatives in teaching pronunciation. First, whole lesson: making pronunciation the main focus of lesson, it does not mean that every minute of the lesson has to be spent on pronunciation work. Second, discrete slots: some teachers insert short, separate bits of pronunciation work into lesson sequences. And the last alternative is integrated phases: many teachers get students to focus on pronunciation issues as an integrated part of lesson.



In this case, teacher should decide what alternative he/she chooses. By deciding the alternatives he/she used in teaching English pronunciation, he/she could make a strategy based on the alternative to achieve maximum result. Moreover, the most important thing of teaching and learning was the understanding of the students about the lesson. Cameron (2001: 40) says that “it is a crucial thing for teachers to take responsibility for checking whether their pupils understand the language being used and the purpose of activities being carried out”. In here, the teacher should know that they were studying about pronunciation and they were expected to be able to pronounce English words correctly. Enthusiasm is needed in teaching English pronunciation so that both, the teacher and the students achieve a good result in it.

Briefly, the ability of the teacher to use suitable media, technique, and method was very important to make the teaching learning process becomes enjoyable, fun, attractive, and efficient. The teacher had responsibility of his/her students to make them understand and able to pronounce English words correctly.

## **2.7. Song**

Song is short poem or verses set to music and intended to be sung (Weikart, 1988: 12). Song, which belonged to genre including both lyrics and music, could be added to list. They were marked by richness of content, poetical metaphor and symbol that emotionally reflect the world live in. Song could motivate a positive influence on listener. Song could inspire the students to express their attitude to words what they have heard. Here, we could see that applying songs in teaching

learning process provides an active process for the students they were intended to sing.

There are many types of songs, such as classic, pop, jazz, blues, folk, rap, rock, country, and so on. The characteristics of the songs' lyrics were usually short, affective, simple, repetitive, rhymed, dialogic, conversation-like features. Hence, they could put into service in language teaching, including vocabulary, listening, pronunciation, etc. The writer intended to choose "Soldier of Fortune" sung by Deep Purple, "She" sung by Elvis Costello, and "One Vision" sung by Queen. These songs were chosen by considering the speech sounds that would be investigated, as follows:

### 1. "Soldier of Fortune" (Deep Purple)

I have often told you stories  
 About **the** way  
 I lived **the** life of a drifter  
 Waiting for **the** day  
 When I'd take your hand  
 And sing you songs  
**Then** maybe you would say  
 Come lay **with** me and love me  
 And I would surely stay

Now I feel I'm growing older  
 And all **the** songs **that** I have sung  
 Echo in the distance  
 Like **the** sound  
 Of a windmill going round  
 I guess I will always be  
 A **soldier** of **fortune**

Many times I've been a traveler  
 I looked for **something** new  
 In days of old  
 When nights were cold  
 I wandered **without** you  
**Those** days I **thought** my eyes  
 Could see you standing near

**Though** blindness is confusing  
It shows **that** you're not here

Now I feel I'm growing older  
And all **the** songs **that** I have sung  
Echo in **the** distance  
Like **the** sound  
Of a windmill going round  
I guess I will always be  
A **soldier** of **fortune**  
I can hear **the** sound  
Of a windmill going round  
I guess I'll always be  
A **soldier** of **fortune**  
I guess I'll always be  
A **soldier** of **fortune**

The first song is “Soldier of Fortune” sung by Deep Purple a legendary rock band from United Kingdom. This song was chosen, because it consisting words which are containing the /θ/, /ð/, /tʃ/ and /dʒ/ sounds. The bold typed words are indicating the words which consist of these dental (/θ/ and /ð/) and palato-alveolar (/tʃ/ and /dʒ/) sounds, such as ‘thought’ (/θɔ:t/); ‘then’ (/ðen/); ‘fortune’ (/ˈfɔ:.tʃu:n/); and ‘soldier’ (/ˈsəʊl.dʒə(r)/).

## 2. “She” (Elvis Costello)

She  
May be the face I can't forget  
**The** trace of **pleasure** or regret  
May be my **treasure** or **the** price I have to pay

She  
May be **the** song **that** summer sings  
May be **the chill that** autumn brings  
May be a hundred different **things**  
**Within the measure** of a day

She  
May be **the** beauty or **the** beast  
May be **the** famine or **the** feast  
May turn **each** day into a heaven or a hell  
She may be **the** mirror of my dreams

The smile reflected in a stream  
 She may not be what she may seem  
 Inside her shell

She  
 Who always seems so happy in a crowd  
 Whose eyes can be so private and so proud  
 No one's allowed to see **them** when **they** cry

She  
 May be **the** love **that** cannot hope to last  
 May come to me from shadows of **the** past  
**That** I'll remember till **the** day I die

She  
 May be **the** reason I survive  
**The** why and wherefore I'm alive  
**The** one I'll care for **through the** rough in ready years

Me  
 I'll take her laughter and her tears  
 And make **them** all my souvenirs  
 For where she goes I've got to be  
**The** meaning of my life is

She  
 She, oh she

The second song is a pop song “She” sung by Elvis Costello from London.

/θ/, /ð/, /ʒ/, and /tʃ/ are the sounds in which contained by this song. The bold typed words are indicating the words which consist of these dental (/θ/ and /ð/) and palato-alveolar (/ʒ/, and /tʃ/) sounds, such as ‘through’ (/θru:/); ‘that’ (/ðæt/); ‘pleasure’ (/ˈpleʒ.ər/); and ‘chill’ (/tʃil/).

### 3. “One Vision” (Queen)

God works in mysterious ways, mysterious ways  
 Hey, one man one goal ha, one mission  
 One heart one soul just one solution  
 One flash of light yeah, one God, One **vision**

One flesh one bone  
 One true **religion**  
 One voice one hope

One real **decision**  
 Wowowowowo gimme one **vision**  
 Hey

No wrong no right  
 I'm gonna tell you **there's** no black and no white  
 No blood no stain  
 All we need is one worldwide **vision**

One flesh, One bone  
 One true **religion**  
 One race, One hope  
 One real **decision**  
 Wowowowowo woh yeah oh yeah oh yeah

I had a dream  
 When I was young  
 A dream of sweet **illusion**  
 A glimpse of hope and unity  
 And **visions** of one sweet union  
 But a cold wind blows  
 And a dark rain falls  
 And in my heart it shows  
 Look what **they've** done to my dream, yeah

One **vision**  
 So give me your hands  
 Give me your hearts  
 I'm ready  
**There's** only one direction  
 One world one nation  
 Yeah one **vision**

No hate, No fight  
 Just excitation  
 All **through the** night  
 It's a celebration  
 Wowowowowowo yeah  
 One one one one one one one  
 One **vision** hey one **vision** one **vision** one **vision** one **vision**

One flesh, One bone  
 One true **religion**  
 One voice, One hope  
 One real **decision**

Gimme one light, yeah  
 Gimme one hope, hey

Just gimme, ha  
 One man one man  
 One bar one night  
 One day hey hey  
 Just gimme gimme gimme gimme  
 Fried **chicken vision vision vision vision vision**

The last song is “One Vision” sung by a British rock band Queen. This song was chosen because it consisting words which are containing /θ/, /ð/, /ʒ/, /ʃ/, and /dʒ/ sounds. The bold typed words are indicating the words which consist of these dental (/θ/ and /ð/) and palato-alveolar (/ʒ/, /ʃ/ and /dʒ/) sounds, such as ‘through’ (/θruː/); ‘they’ (/ðeɪ/); ‘vision’ (/ˈvɪʒ.ən/); ‘chicken’ (/ˈtʃɪk.ɪn/); and ‘religion’ (/rɪˈlɪdʒ.ən/).

The writer considered that teaching pronunciation using song was enjoyable. Teacher would create the difference situation where students would study pronunciation with high enthusiasm, comfortable, and enjoy.

## 2.8. Songs Related to Teaching Pronunciation

In our daily life, we were surrounded by songs. A song was like a magic that could hypnotize us, therefore, when we heard the songs we could be brought into the songs. For example, when someone was listening to a song, he could be brought into the story of the lyrics and the melody would play his emotion or feelings.

Sometimes we did not realize that we could sing the songs without learning how to sing the songs in a certain way. From the songs we could learn many things, for example we could know some more new words, and we also could

learn how the words are pronounced. As songs were having magical effects, we could use songs in the learning process. Harmer (2000: 242) states that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects. Songs were a good resource for English teaching. First, they were funny. Second, they promoted mimics, gestures, etc. associated to the meaning. Third, they were good to introduce supra-segmental phonetics (stress, rhythm and intonation). Fourth, students played a participative role. Fifth, they could be applied to comprehension stages (listening) or production (speaking). Sixth, there were songs for all levels and ages. Seventh, students learnt English very easily through echoic memory.

Another reason why the writer chose song as a medium of teaching pronunciation was because song promotes an authentic material. It was sung by native speaker; therefore they would hear and learn directly from the singers who have background as native speaker. Related to the use of songs in learning English pronunciation, McCarthy (1985: 37) claims:

*“Songs naturally introduce pronunciation, grammatical structures and idiomatic expressions of the language with proper selection. Songs can be used at any level of language skill. Even such simple things as nursery rhymes help language and speech development because of pitch awareness, dynamic, tempo and meter. Music and songs cannot be separated. Music stirs memories and creates a harmonious atmosphere in the classroom. With all of that going for it, imagine how useful it can be for class, which is studying English as a foreign language.”*

According to this statement, teacher could use songs as a medium of teaching pronunciation at any level. Moreover, it could create a harmonious atmosphere in the classroom so the teaching learning process would be more enjoyable. Thus,

using songs as medium of teaching pronunciation would be very useful to help the teacher to solve the problems faced by the students.

## **2.9. Criteria of Selecting Song**

The writer realized that not all kinds of songs were appropriate to be used in teaching English for junior high school students. Therefore, there must be criteria of selecting the songs which would be used in the teaching learning process. Coromina (1993) suggests that there are two main principles in choosing songs in teaching learning process. The principles are “what to look for” and “what to avoid”.

“What to look for” means selecting the songs which will be used in teaching learning process. The teacher should be careful and consider some of these requirements: 1) the song must carry some sort of message or at least tell an interesting story; 2) the words of the song should be simple; and 3) each word must clearly pronounce. Therefore, the students could learn how to pronounce fricative and affricate consonants.

Besides, there are certain types of song that should be avoided by the teacher, they are: 1) songs that are too fast paced; 2) songs which the lyrics are too long; 3) songs in which the music burnt the singer’s voice; 4) songs where there is no substances in the lyrics; and 5) songs that verge on obscene or that include lyrics that are discriminatory (for example, song that mock religious beliefs).



Based on the explanation above, the writer's consideration in choosing the songs which were simple, clearly pronounced, and had no sarcasm. The songs also contained some fricative (/θ/, /ð/, /ʒ/) and affricate (/tʃ/, /dʒ/) consonants.

### **2.10. Procedure of Teaching Pronunciation through Song**

To apply songs in the classroom, the teacher should also plan application sequence of the songs. In applying songs, the writer offered two procedures suggested by Ur and Wright and Haycraft.

The procedure suggested by Ur and Wright (1993: 77-78) as follows:

- 1) Preparation: select a tape recording of a song so that you can sing it. Prepare an overhead transparency (or a poster/ hand out) of the words of the song.
- 2) Procedure: first, play the song on a tape or sing it to yourself; second, show the words of the song; third, ask the students to follow the words; fourth, sing while you play it again.

The procedure suggested by Haycraft (1983: 93), he suggested some variations using songs recorded on tape as follows:

- 1) Play the tape as many times as necessary and ask questions.
- 2) Get the class to use line by following the tape.
- 3) Divide up the class and have a group, each singing a line. Reply the tape as often as necessary. Find out who has a good voice and try to get solo. Bring out a student to conduct different combination until the song is familiar.
- 4) Play and sing whenever you want to revise. It is good to play songs at the beginning of class, while everyone is setting down.

In doing the study the writer used both the procedure suggested by Ur and Wright and Haycraft with some modifications. Here was the example of procedures of teaching pronunciation through songs:

Pre-Activities (5'')

- 1) The students pay attentions while the teacher telling the activities that will be done during the class.

While-Activities (75'')

- 1) Teacher distributes handout of the song lyrics to the students. One handout for two students.
- 2) After the students get the handout, they are asked to listen to the song and pay more attention to the bold typed words which consist of /θ/, /ð/, /ʒ/, /ʃ/, and /dʒ/ sounds. Therefore, they must listen to the song carefully while it is played three times.
- 3) The teacher plays the song three times and the students listen carefully to the song.
- 4) After that, the students are asked to listen to the song once again and pay more attention to the bold type words of the lyrics. In this step, the song will be paused in every bold typed word.
- 5) Teacher and students sing the whole song together.
- 6) Teacher gives example of pronouncing certain fricative and affricate consonants /θ/, /ð/, /ʒ/, /ʃ/, and /dʒ/ by sing it, explain how to pronounce it according to the speech organ used neighboring sounds in words, and repeats the bold typed words three times, and then the students repeat afterward.

- 7) The students are asked to sing the song per line. At this time the teacher chooses the students who will sing the certain line. Whenever they make mistakes, the song will be played and the teacher gives example by sing it and explains how to pronounce them correctly, then followed by the students in order to revise their pronunciation.
- 8) Teacher and students sing the song together.
- 9) Teacher does indirect corrections in students' error of pronunciation by re-asking incorrect words so they are aware with their false, and then teacher gives example of the correct ones by sing the certain parts of the song.

Post-Activities (10''):

- 1) Teacher and students discuss the topic today.
- 2) Students are asked to pronounce some words consisting fricative and affricate consonants.
- 3) Teacher makes summary of how to pronounce fricative and affricate consonants (/θ/, /ð/, /ʒ/, /ʃ/, and /dʒ/) and closes the class.

### **2.11. Advantages and Disadvantages**

There were many key studies proving that including songs in learning English process is very useful. Morales (2008) consider that when students sing they may improve English speaking skills and practice pronunciation. In addition, they can discuss the different topics in the lyrics like love, hate, revenge, and in this manner they can practice speaking by expressing opinions and reflection about the contents of the songs.

According to Orlova (2003) these are some of the advantages for working in class with song:

- 1) Practicing the rhythm, stress, and the intonation patterns of the English language.
- 2) Teaching vocabulary, especially in the vocabulary reinforcement stage.
- 3) Teaching grammar. In this respect, songs are especially favored by teachers while investigating the use of the tenses.
- 4) Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions.
- 5) Teaching listening. Music can be helpful for comprehension.
- 6) Developing writing skill. For this purpose, a song can be used in a variety of ways; for example, speculation as what could happen to the characters in the future, writing a letter, and many more.

As there always advantages one must look at the disadvantages when deciding to use songs as teaching medium.

- 1) Teaching pronunciation by using songs takes an extra time in the regular meeting. It can be ineffective time for the teaching learning process while the teacher want to give the materials appropriate to their syllabus.
- 2) It is also seen as enjoyable activity for students, it might create threats to classroom atmosphere which can lead to destruction of normal discipline of the classroom.

### 2.12. Theoretical Asumption

In teaching learning process, especially in teaching pronunciation, there are some media that can help the teacher to reach the goal of the teaching learning process. In this research, the writer used English songs as the medium in teaching pronunciation. The writer assumed that using English songs in teaching pronunciation would motivate students, reduce the boredom of the teaching learning process, and create an enjoyable situation. Another reason why the writer chose song as a medium of teaching pronunciation was because song promotes an authentic material. It was sung by native speaker; therefore they would hear and learn directly from the singers who have background of English native speaker. For instance, using songs as medium of teaching pronunciation would be very useful and have significant impact to the students' achievement in pronouncing English certain fricative (/θ/, /ð/, /ʒ/) and affricate (/tʃ/, /dʒ/) consonants.

### 2.13. Hypotheses

Based on the theoretical assumption above, the writer formulated the hypotheses as follows:

*H<sub>0</sub>* There is no significant increase of students' pronunciation achievement in pronouncing certain friction consonants /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), and /ʒ/ (voiced palato-alveolar fricative) and stop consonants /tʃ/ (voiceless palato-alveolar affricate) and /dʒ/ (voiced palato-alveolar affricate) at the second year students of SMPN 8 Bandar Lampung after being taught using English songs.

*H<sub>1</sub>* There is significant increase of students' pronunciation achievement in pronouncing certain friction consonants /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), and /ʒ/ (voiced palato-alveolar fricative) and stop consonants /tʃ/ (voiceless palato-alveolar affricate) and /dʒ/ (voiced palato-alveolar affricate) at the second year students of SMPN 8 Bandar Lampung after being taught using English songs.

### III. RESEARCH METHODS

This chapter describes the design of the research, population and sample of the research, data collecting technique, data collection procedure, reliability, validity of the test, pronunciation test, data analysis and interpretation, hypotheses testing, and research insight.

#### 3.1. Research Design

This research was aimed at seeing and to found out the result of using songs to improve students' pronunciation achievement of fricative (/θ/, /ð/, /ʒ/) and affricate (/tʃ/, /dʒ/) consonants at second year students of junior high school. Besides, the writer proposed to find out whether the five sounds have the same level of difficulty or not. Considering the objective of the research, the writer used quantitative approach in this research. There was one sample class, and the research applied one treatment, while the treatment itself was conducted three times. In this research, the role of the writer was *observer as participant*. It means that the role of the writer was not only as an observer but also involved as an instructor (teacher) in the teaching learning process (Setiyadi, 2006: 242).

The research design is presented as follows:

**T1 X T2**

In which:

**T1** refers to pre-test which was administered before receiving the treatment.

**X** is concerned with treatment by means of teaching pronunciation using songs.

**T2** refers to post-test which was administered after receiving the treatment.

(Robert M Thorndike & Dale L Dinnel, 2002: 97)

To keep away from the low internal validity and to gain more objective result, the score of pre-test and post-test were done by two raters and each voice produced by the students was recorded.

### **3.2. Population and Sample of the Research**

The population of this research was the second year students at SMP Negeri 8 Bandar Lampung in academic year 2016/2017 of odd semester. There were eleven classes of the second year students, with 24 students per class in average. Among those classes, the writer took only one class as the sample of the population or the sample class. The writer took the class by using simple random probability sampling. The class was chosen randomly by using lottery. The scheme of the lottery was simple. Firstly, the writer put eleven small rolled papers which had been written with the name of each class in a can. Secondly, the writer asked the teacher to take one paper with closed eyes. The rolled paper of the class which was taken by the teacher was the experimental class. After the drawing session was completed, the second year class which was chosen as the sample of the research was VIII A, the teacher who was responsible for the chosen class was Mrs. Yulita Prabantarini, S.Pd.



### 3.3. Data Collecting Technique

To collect the data, the writer used pronunciation test as the instruments. In collecting the data, the writer used the following steps:

1) Selecting the items for pre-test and post-test

The test items for pre-test and post-test were very limited, the test items were words that consisted of fricative and affricate consonants (/θ/, /ð/, /ʒ/, and /tʃ/ and /dʒ/), whether for initial, middle, or final position of isolated words. Those words were taken from Oxford Advanced Learners' Dictionary written by A.S. Hornby published by Oxford University in 2000, for example:

**Table 5. Example of pre-test and post-test**

Consonants	Words		
	Initial	Middle	Final
/θ/	thesis /'θi:.sɪs/	cathedral /kə'θi:.drəl/	month /mʌnθ/
/ð/	then /ðen/	other /'ʌð.ə (r)/	breathe /bri:ð/
/ʒ/	genre /'ʒɑ:.rə/	decision /dɪ'sɪʒ.ə n/	mirage /mɪ'ra:ʒ/
/tʃ/	chat /tʃæt/	catching /'kætʃ.ɪŋ/	match /mætʃ/
/dʒ/	jail /dʒeɪl/	aging /'eɪ.dʒɪŋ/	sage /seɪdʒ/

2) Administering pre-test

The pre-test was administered once toward the sample class before the treatment, and the objective of the pre-test was to find out the student's score which reflected the ability of the students in pronouncing the consonants (/θ/, /ð/, /ʒ/, /tʃ/, and /dʒ/). This test would give a description of students' initial ability in pronouncing the five consonants. The type of the pronunciation test used in this research was spoken test which had 57 items. Each item consisted fricative or affricate consonants in the initial, middle, or

final of the word. The voices of the students were recorded by using mobile phone to obtain an accurate result. It was also done due to the necessity of making phonetics transcription of students' utterances.

### 3) Conducting post-test

The post-test was conducted after the treatment sessions were accomplished at the end of the research; in this case class VIII A was the subject of the research. The test type of the post-test was exactly the same as pre-test which consisted of 57 items in a form of isolated words which consisted /θ/, /ð/, /ʒ/, and /ʃ/ and /dʒ/ consonants. The test was carried out to see whether there is significant increase of the students' pronunciation achievement in pronouncing fricative and affricate consonants (/θ/, /ð/, /ʒ/, and /ʃ/ and /dʒ/) after the treatment or not.

## 3.4. Research Procedure

In conducting the research, the writer used the following procedures:

### 1) Determining the population and sample of the research

There were eleven classes in second year students of SMPN 8 Bandar Lampung as the population of the research. The number of students in each class was around 24 students. Among those classes, the writer took only one class as the sample of the population or the sample class. The writer took the class by using simple random probability sampling. The class was chosen randomly by using lottery and the second year class which was chosen as the sample of the research was VIII A, the teacher who was responsible for the chosen class was Mrs. Yulita Prabantarini, S.Pd.

## 2) Conducting pre-test

The pre-test was conducted to the students in order to find out the previous abilities of the students in pronouncing the sounds before receiving the treatment. There were 57 items of spoken test which divided into five parts. The maximum score of each part was 5, and the total score was 25. There were 24 students and the allocated time for each student was 3 minutes. In order to gain an objective result and keep away from low internal validity, the two raters did the scoring of the pre-test. The test was conducted by asking the students to pronounce words and it was recorded using recording application in mobile phone so the students' pronunciation could be replayed to obtain an accurate scoring.

## 3) Giving the treatment

The treatment using songs conducted three times. One treatment is 2 x 45 minutes of each meeting. Each meeting had different title or topic of songs that consisted of fricative and affricate consonants (/θ/, /ð/, /ʒ/, and /ʃ/ and /dʒ/). The writer taught pronunciation of /θ/, /ð/, /ʒ/, /ʃ/, and /dʒ/ sounds through songs. There were five consonants which are /θ/ and /ð/ which belonged to dental fricative, /ʒ/ which belonged to palato-alveolar fricative, and /ʃ/ and /dʒ/ which belonged to palato-alveolar affricate. After considering the opinion from the lecturers and considering that it would not make sense to improve all of them in one meeting, the writer decided to do the treatment three times and separate the five consonants into three songs. Each treatment had been done in one meeting using one different song.

Moreover the writer gained a balanced proportion in applying all five consonants.

4) Conducting post-test

The post-test was executed after the treatments at the end of the research. The test type of the post-test was similar with pre-test, which was spoken test. The test was administered to find out whether there is significant increase of students' pronunciation achievement in pronouncing  $\theta/$ ,  $/ð/$ ,  $/ʒ/$ ,  $/tʃ/$ , and  $/dʒ/$  sounds after the treatment or not.

5) Analyzing the result of the pre and post tests

After conducting the pre and post tests, the writer analyzed the data to come to conclusion. Matched/Paired T-Test used to compare two means of the same students of the same class. In calculating the element of the statistics and the T-test, the writer used the SPSS (Statistical Package for Social Science) version 16 to increase the accuracy in analyzing the pre-test and post-test. Besides, the writer also analyzed the data in order to find out whether the students have the same difficulty in pronouncing certain friction ( $\theta/$ ,  $/ð/$ ,  $/ʒ/$ ) and affricate ( $/tʃ/$ ,  $/dʒ/$ ) consonants or not. In analyzing the students' difficulties, the writer considered it by the data of the pre-test and post-test including frequency of the lowest score and the gain of the tests.

6) Testing hypotheses from the T-test result

The last step of the research was to find out whether there is significant increase of the students' pronunciation achievement in pronouncing  $\theta/$ ,  $/ð/$ ,  $/ʒ/$ ,  $/tʃ/$ , and  $/dʒ/$  sounds after being treated using songs or not. The working hypothesis ( $H_1$ ) would be accepted if t-value at confidence interval 95% or  $p$

value 0.05 is lower than t-table or equal to t-table and the null hypothesis ( $H_0$ ) would be accepted if t-value is higher than t-table. There were two hypotheses:

- a) ( $H_0$ ) zero/null hypothesis, if there is no significant increase; and
- b) ( $H_1$ ) progressive/working hypothesis, if there is significant increase.

## 5. Schedule of the Research

In order to gain regularity in doing the research, the writer made a time schedule due to the number of English class in a week (see appendix 1 for further information).

**Table 6. Schedule of the research**

No.	Meeting	Action
1	1 <sup>st</sup> meeting	Introduction
2	2 <sup>nd</sup> meeting	Conducting pre-test
3	3 <sup>rd</sup> meeting	Conducting treatment of /θ/, /ð/, /ʒ/, and /ʃ/ sounds
4	4 <sup>th</sup> meeting	Conducting treatment of /θ/, /ð/, /ʃ/ and /dʒ/ sounds
5	5 <sup>th</sup> meeting	Conducting treatment of /θ/, /ð/, /ʒ/, /ʃ/, and /dʒ/ sounds
6	6 <sup>th</sup> meeting	Conducting post-test

As a general description, this research was carried out at the second year student of SMPN 8 Bandar Lampung, especially at VIII A class. The research was carried out on November 1<sup>st</sup>, 2016 until November 14<sup>th</sup>, 2016. In a week, there were three meeting which means the research had been done in six meetings. In conducting the research, the writer played role as *observer as participant*. It means that the role of the writer was not only as an observer but also involved as an instructor (teacher) in the teaching learning process (Setiyadi, 2006: 242).

In the first meeting, the writer did the introduction to the teacher by telling her purpose and the research which would be done in couple meetings. Besides, it was also used to determine the class which would be the subject of the research by using *simple random sampling*, so the class was chosen by using lottery in which VII A class was chosen as the sample class. After that, the writer and the teacher entered the VIII A class and explained the students that they have been chosen as the subject for the research. In this meeting, the writer introduced herself and followed the teaching learning process in the class while observed the classroom activities. The second meeting was done by conducting pre-test. The third, fourth, and the fifth meetings were carried out by conducting the treatments, and the last meeting was used to administer the post-test. Along the research, the teacher was involved in the class as the second rater.

### **3.6. Reliability**

Reliability referred to extend to which test was consistent in its score and gave us indication of how accurate the score tests were. The concept of reliability stemmed from the ideas that no measurements was perfect even if we went to the same scale there was always be differences.

To avoid the subjectively scoring and to ensure the reliability of score, the writer used *inter-rater reliability* in this research. Inter-rater reliability used when score independently estimated by two or more judge. In order to achieve such reliability in scoring the students' pronunciation performance, the writer used a pronunciation criteria based on Shohamy Elana (1985: 183) rating scale of pronunciation.

The statistical formula for counting the reliability is as follow:

$$R = 1 - \frac{6(\sum d^2)}{n(n^2 - 1)}$$

R refers to reliability.

N is the number of students.

d refers to the different of rank correlation.

1 & 6 as constant numbers.

Then, the writer analyzed the coefficient of reliability with the standard of reliability below:

- A very low reliability (range: 0.00-0.19)
- A low reliability (range: 0.20-0.39)
- An average reliability (range: 0.40-0.59)
- A high reliability (range: 0.60-0.79)
- A very high reliability (range: 0.80-1.00)

(Hatch and Farhady, 1982: 268)

According to the data of the research, the reliability of the pre-test and post-test score between rater 1 and rater 2 were 0.993 and 0.996 which considered being a very high reliability (see appendix 13).

### **3.7. Validity of the Test**

Validity is referred to extend to which the test measured what was intended to measure. This meant that it related directly to the purpose of the test. Content validity, the test was a good reflection of what had been taught and the knowledge which the teacher wanted his/her students to know. Content validity can best be

examined by the table of specification (Shohamy, 1985: 183). Construct validity concerned with whether the test was actually in line with the theory of what it meant to the language that was being measured, it would be examined whether the test was measured certain aspect based on the indicator. Face validity concerned with the appearance of the test, and also referred to the degree to which a test appeared to measure the knowledge or abilities it claimed to measure or if it measured what was supposed to be measured.

These all meant the measurements units within the research should cover those aspects in order to be valid measurement that measure students' ability in pronouncing the  $\theta/$ ,  $/ð/$ ,  $/z/$ ,  $/ʃ/$ , and  $/dʒ/$  sounds.

### **3.8. Scoring System of the Pronunciation Test**

Whenever a language test has already accomplished, a scoring system is necessary to do to find out the performance of the participants in doing the tests. Scoring system itself is a scientific or nonscientific calculation done by one or more raters. Each language test has different scoring system and it depends on the language performance which is going to be measured.

Since the pronunciation test is a subjective test where the scoring process dominantly influenced by the rater, so two raters were used to reduce the subjectivity in judging the students' pronunciation score. Besides, it was done to get more objective result and to keep away from low internal validity. In evaluating the students' pronunciation scores, the scoring system of spoken test was referred to the rating scale of pronunciation. There were some aspects which



were observed by the researcher due to the scoring system promoted by Shohamy (1985: 183).

The following table is pronunciation scale defines by Shohamy (1985: 183).

**Table 7. Pronunciation scale criteria**

Score	Scoring Aspects
0	Unintelligible to native speaker.
1	Frequent gross error, very heavy accents. There is few or no phonemic contrast.
2	Some phonemics inaccuracy with much all-phonemic inaccuracy. Foreign accents that requires careful listening, mispronunciation leads to occasional.
3	Identifiable deviation in pronunciation, but with no phonemics errors. Foreign accents evident occasional mispronunciation occurs but do not interfere some understanding.
4	No consistence or conspicuous mispronunciation, but because of occasional would not be taken for native speaker.
5	Native pronunciation like, no trace of foreign accents.

The raters used this scale criteria as the basis of scoring students' pronunciation ability. Although pronunciation test is a subjective test, this scale criteria helped the raters to have same standard basis of scoring students' pronunciation between raters so that the scores had a high internal validity.

The score of a student from the two raters for pre and post tests were totaled and divided by the number of the raters to get the final score. The calculation is as follows:

$$\text{Final score} = \frac{\text{score rater 1} + \text{score rater 2}}{\text{number of raters}}$$

### 3.9. Data Analysis and Interpretation

The strength of the writer to evaluate and analyze the raw data was the key point of the result of a quantitative research. The writer had to think creatively, critically, and carefully in analyzing and interpreting the data. Data analysis is the process of organizing the data in order to gain regularity of the patterns and forms of the research (Setiyadi, 2006). After administered test to the students, the writer transcribed the records of the students' pronunciation and scored due to the scoring system "0" mark for the lowest and "5" mark for the highest; the writer combined the two scores from the raters to gain final score.

After that, the writer used Kolmogorov-Smirnov test and Random test in SPSS version 16 to fulfill the criteria of non parametrical test. To see the significance of the treatment effect, the Matched or Paired T-test was used to compare the means of the same students of the same class. The manual t-value formula is as follows:

$$t \text{ value} = \frac{\bar{x}_1 - \bar{x}_2}{S_{\bar{D}}}$$

Notes:

t-value refers to value for  $t$ .

$S_{\bar{D}}$  stands for standard errors of the differences.

$\bar{x}_1$  refers to average score of pre test.

$\bar{x}_2$  is the average score of post test.

(Hatch & Farhady, 1982)

Nowadays, it is fairly easy to calculate the value of the t-test because of the advancing science and technology. Any kind of statistics formulas are already provided in the SPSS computer program for Windows and PSPP computer program for Linux.

In order to find out the significance difference between pre and post test, the mean of both tests should be found. Therefore, the writer used this following formula:

$$X = \frac{\Sigma x}{N}$$

Notes:

X refers to the mean score.

$\Sigma$  stands for total score.

N is number of the students.

(Hatch & Farhady, 1982)

As has been said before, the data was collected through pronunciation test. The data that were collected from pronunciation test were raw data which cannot be directly presented as the final result. In other words, the writer had to analyze and interpret the data as clear as possible to come to conclusion. The term of data interpretation can be defined as a process of giving meaning on the result of the data analysis (Setiyadi, 2006).

Meanwhile to determine whether the students have the same difficulties in pronouncing certain fricative or friction and affricate or stop consonants (/θ/, /ð/, /ʒ/, /ʃ/, and /dʒ/) or not, the writer use differentiation analyses of three aspects based on the mispronounced words made by the students regarding to the pre-test, post-test, and increase scores. Then the last step is making conclusion of the data analysis. To see the value of significance, the writer used diagram.

### 3.10. Hypotheses Testing

To analyze the significance of the treatment, the hypotheses below is used:

$H_0$  There is no significant increase of students' pronunciation achievement in pronouncing certain friction consonants /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), and /ʒ/ (voiced palato-alveolar fricative) and stop consonants /tʃ/ (voiceless palato-alveolar affricate) and /dʒ/ (voiced palato-alveolar affricate) at the second year students of SMPN 8 Bandar Lampung after being taught using English songs.

$H_1$  There is significant increase of students' pronunciation achievement in pronouncing certain friction consonants /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), and /ʒ/ (voiced palato-alveolar fricative) and stop consonants /tʃ/ (voiceless palato-alveolar affricate) and /dʒ/ (voiced palato-alveolar affricate) at the second year students of SMPN 8 Bandar Lampung after being taught using English songs.

Followings are the criteria for choosing one of the hypotheses above. The progressive or working hypothesis ( $H_1$ ) is accepted if t-value is at confidence interval 95% or  $p$  value 0.05 is lower than or equal to t-table and the null or zero hypothesis ( $H_0$ ) is accepted if t-value is higher than t-table. To see the significance of the treatment effect, the *matched* or *paired t-test* is used to compare the means of the same students of the same class. The manual formula from Hatch and Farhady (1982) can also be used to find out the t-value as has been mentioned before.

### 3.11. Research Insight

Considering the results of matched/paired t-test and the increase of means, it could be concluded that there is significant increase of students' pronunciation achievement in pronouncing certain friction consonants /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), and /ʒ/ (voiced palato-alveolar fricative) and stop consonants /tʃ/ (voiceless palato-alveolar affricate) and /dʒ/ (voiced palato-alveolar affricate) at the second year students of SMPN 8 Bandar Lampung after being taught using English songs.

## V. CONCLUSIONS AND SUGGESTIONS

In this last chapter, the writer tried to conclude the research that has been reported on the previous chapter and gave some suggestions as the contribution to support further research and teaching-learning process.

### 5.1. Conclusions

In reference to the data analysis and the result of the hypothesis testing of the research, it can be concluded that there is significant increase of students' pronunciation achievement in pronouncing certain friction consonants /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), /ʒ/ (voiced palato-alveolar fricative) and stop consonants /tʃ/ (voiceless palato-alveolar affricate) and /dʒ/ (voiced palato-alveolar affricate) at the second year students of SMPN 8 Bandar Lampung after being taught using English songs. This finding supports the theory of the previous researches that using song in teaching pronunciation has positive effect which improves the students' ability in pronouncing words. Besides, students have different difficulties in pronouncing certain friction consonants /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), /ʒ/ (voiced palato-alveolar fricative) and stop consonants /tʃ/ (voiceless palato-alveolar affricate) and /dʒ/ (voiced palato-alveolar affricate).

## 5.2. Suggestions

Having analyzed the problems and the findings, the writer would like to give some suggestions to further research and teaching-learning process using song as follows:

### 1) For Further Research

- a) This research was only focused on segmental feature of pronunciation in isolated words of five consonants which are /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), /ʒ/ (voiced palato-alveolar fricative) and stop consonants /tʃ/ (voiceless palato-alveolar affricate) and /dʒ/ (voiced palato-alveolar affricate). Therefore, for further research, it is expected to investigate the other consonants and vowels of English which not only include the segmental feature of pronunciation but also supra segmental features in non-isolated words.
- b) During the treatment, the writer found a general repetitious mistake in pronouncing /ð/ sound which indicates that there is fossilization. Thus, more comprehensive study in this area is necessary for further research to identify more substantial pronunciation problems of the students that will help teachers and schools to determine beneficial actions to overcome the pronunciation problems faced by the students.

## 2) For Teaching

- a) During the research, the writer found that the English teacher was not bothered by the students' mispronunciation. Thus, it is recommended for English teachers to pay more attention to students' pronunciation and try to correct them at any time possible.
- b) English teachers also should pay attention to their own pronunciation and practice a lot. Mistakes and errors made by the teachers will be dangerous and cost. Because their pronunciation will be imitated by their students and thus fossilized.
- c) Using songs can be an appropriate medium to increase students' English pronunciation. It can create a harmonious classroom situation, make the students enjoy and eagerly follow the teaching learning process. Therefore, it is recommended to be applied, but the teachers should know the correct pronunciation before applying this medium.



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