

## ABSTRACT

### THE USE OF KIDS SONG TO IMPROVE STUDENTS' PRONUNCIATION OF DENTAL SOUNDS /θ/ /ð/ and PALATO- ALVEOLAR SOUNDS /tʃ/ /dʒ/

By

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This study aimed to find out whether there was statistically significant difference of the dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/ between the pre and the post tests after the implementation of kids song and to find out whether there was a statistically significant difference on students' ability in pronouncing voiceless and voiced sounds of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/. This research was conducted at the first-grade students of MTs Darurrahman Perintis in the academic year 2022/2023 in the first semester. Class VII A which consist of 20 students was the sample of this research. This research was conducted through quantitative approach by using one group pre-test post-test design. Pronunciation test was used as the instrument of this research. The data was taken from pretest and posttest in the form of scores from pronunciation tests that had been recorded and analyzed by using Paired Sample T-test. The result presented that students' mean score of pretest was 26.24 and the mean score of posttest was 73.12. Moreover, the improvement of students' mean scores from pretest to posttest was 46.88 and the p-value of significant level was 0.000 which was lower than 0.05. It proved that  $H_1$  is accepted that there was a statistically significant difference of the dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/ between the pre and the post tests after the implementation of kids song. Moreover, it also can be found that students' ability in pronouncing voiceless and voiced sounds of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/ at the significant level 0.000 ( $<0.05$ ) both in voiceless sounds /θ/ /tʃ/ and voiced sounds /ð/ /dʒ/. It also can be seen that the mean difference of voiceless sounds /θ/ /tʃ/ were greater than voiced sounds /ð/ /dʒ/ ( $3.175 > 2.4375$ ). Then,  $H_2$  is also accepted that there was a significant difference on students' ability in pronouncing voiceless and voiced sounds of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/. Based on the results. It can be inferred that the use of kids song is effective in teaching pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

**Keywords:** *Kids song, teaching pronunciation, dental sounds, palato-alveolar sounds.*