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

Undergraduate Thesis

By

Fadillah Salwa Aurelita

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

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

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This study aimed to find out whether there was statiscally 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 and to find out whether there was a statiscally 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 statiscally 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.*

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ENGLISH EDUCATION STUDY PROGRAM
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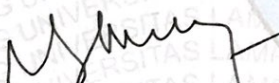
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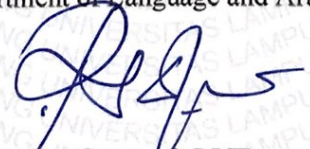**APPROVED BY**

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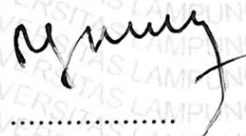The Department of Language and Arts Education

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Judul skripsi	: The Use of Kids Song to Improve Students' Pronunciation of Dental Sounds /ð / /θ/ and Palato-Alveolar Sounds /tʃ/ /dʒ/

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 13 Juni 2023

Yang membuat pernyataan,

Fadillah Salwa Aurelita

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CURRICULUM VITAE

The researcher's name is Fadillah Salwa Aurelita. She was born on August 14th, 2000 in Rimbo Bujang. She is the first child of the family. Her father, Redo Prayetno, is an enterpreneur and her mother, Yuli Sumarsih is a housewife. She has one sister named Najwa Sashi Avrelita and one brother named Muhammad Zirhan Al-Barra Ramadhan. She lives with her parents in Rimbo Bujang, Tebo, Jambi.

She started her study at kindergarten for 1 year before going to elementary school. Then she went to SDN 11 Metro Pusat in 2006. In 2010, she moved to SDN 73/VIII Perintis because her parents moved house. Then, she graduated in 2012 and continued her study at MTs Darurrahman Perintis. In 2015, she studied at SMAN 2 Tebo and majored in language class. During her study, she joined Rohis. She had also been appointed as final participant of Provincial Scientific Writing Competition in 2017, at Jambi University, Jambi.

After graduated from SMAN 2 Tebo, she applied to study at Lampung University and was accepted as a student of English Education Study Program through SNMPTN. Then, she joined some organizations such as Paduan Suara Mahasiswa Unila and English Society Unila, and also other activities which learned about English, culture, public speaking and leadership skill. From February to March 2021, she did Community Service Program (KKN) in Perintis, Rimbo Bujang, and conducted PLP at SDN 73/VIII Perintis. To complete her study, she undertook research related to the use of kids song to improve of students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/ in MTs Darurrahman Perintis.

MOTTO

"So verily, with the hardship, there is relief.
Verily, with the hardship, there is relief."
– Q.S. Asy-Syarh: 5-6 –

"Never try, never know."
– Jay of Enhypen –

DEDICATION

By the name of Allah Subhanahu Wa Ta'ala who blesses researchers's life, she would like to proudly dedicate this script to all teachers and students who survive to improve the education in Indonesia, her almamater – Lampung University, her lecturers in English Education Study Program, beloved parents, sister, brother, big family, and friends.

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19. Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting.

Finally, the researcher realizes that this script is still far from being perfect. Thus, she would like to expect any suggestions for the improvement of it. She hopes that it would be useful for the readers.

Bandar Lampung, 13 Juni 2023

Fadillah Salwa Aurelita

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

APPENDICES

I.   INTRODUCTION

The first chapter of this research consists of background of the research, research questions, the objectives of the research, the uses of the research, the scope of the research and definition of terms.

1.1 Background of the Research

English is an international language that is used by many people around the world to communicate, there are even some countries that use English as a second language and official language. Pronunciation in English is very important to avoid miscommunication. Pronunciation is the production of a sound that does not disturb the communication process (Paulston & Burder, 1976). According to Yates (2002), pronunciation is the sounds production that is used for expressing meaning. It is about how to say a word. When we are speaking in English, pronunciation is important because proper pronunciation is the key to mastering the English language. Correct pronunciation makes the vocabulary we know will be more effective in communicating. That's why pronunciation is an important aspect in learning English.

There are only a few people that can pronounce English words well as foreign language. While pronunciation has important role in our life because it shows our identity which refers to a particular group in society (Seidlhofer, 2001). Students need to know how to pronounce English word before studying other material. Lacking in pronunciation makes people insecure and lazy to learn English as foreign language, even for middle school students and above. Furthermore the sound inventory of our own language can differ from a language that we are learning, Moeliono and Dardjowidjojo (2003: 55) states that English sounds such as /ð /, /θ/, /ʃ/, /tʃ/, /dʒ/, and /ʒ/ cannot be found in Indonesian language. Meanwhile, mastery of English is very important for

students as a provision to learn English for the next phase so that they are not left behind in the global competition later. In this globalization era, English is very important for everyone, especially for students. English is an international language used in all countries to communicate with each other. People also need to be able to speak up their message in English well so that the interlocutor can understand it. In order to express the message well, we must be able to pronounce every word we say correctly so that the other person can understand what we are saying. That's why we need to teach how to pronounce English as foreign language properly to students. It can built their confidence and makes them want to learn English continuously without feeling bored.

Song is a media that can make learning process seems fun. Students can enjoy learning process because of its flexibility. Song has important part in the development of language's pronunciation for students. It is very useful because it can help young learners' listening skills and pronunciation to be better, therefore it has a possibility to improve their speaking skills. Songs which contains music has correlation to the language learning. There are definite similarities between music and language: in expressing meaning, both use rhythm and pitch changes. Music with sounds helps to produce excitement, overcome self-consciousness, and activate linguistic capacity (Laroy, 1995). Songs can help students learn to make new sounds in a unique and fun way and certainly free from boredom. Murphey (1992) believes that music can be naturally remembered by the brain and songs can also be remembered by the brain in the long and short term so that songs can be used as a media in English learning.

There are some researchers conducted research related to song in improving young learners' pronunciation. A research that was conducted by Sumantri (2011) shows that using songs for the learning process is more effective and it can help students to improve their ability in English pronunciation. In this study, the score of experimental class is higher than the score of controlled class so it can be concluded that using song in learning process gave a significant improvement in this study. The researcher also

stated that using song in teaching pronunciation makes the atmorphere more interesting, relax and enjoyable. Another related study was conducted by Riana (2018), it shows that there was significant effect on students' result after being taught by using English song. Another finding on her study was word stress which is common difficulties on students' pronunciation. Moreover, the researcher also stated that the students are being active and more interested in teaching learning process.

Furthermore, since the previous studies shown that songs can help young learners improve their pronunciation, the researcher will try to conduct further research about the significant improvement of students' pronunciation especially of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

1.2 Research Question

In line with the background explained above, the researcher formulates a research question as the main problems:

1. Was there a statiscally 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?

2. Was there a statiscally significant difference on students' ability in pronouncing voiceless and voiced sounds of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/?

1.3 The Objective of The Research

Based on the research question above, the objective of this research is as follows:

1. To find out whether there is statiscally 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.

2. To find out whether there is a statiscally significant difference on students' ability in pronouncing voiceless and voiced sounds of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

1.4   The Uses of The Research

The findings of the research are expected to give theoretical and practical benefits. The uses of the research are as follows:

1. Theoretically, the result of the research can strengthen and support previous related studies and it can be used as reference for the future researchers that want to conduct about related studies.

2. Practically, the result of the research may help teachers to find a great way in teaching pronunciation especially of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

1.5   The Scope of The Research

This research will be conducted through quantitative method. This research will be focused on students' improvement on their pronunciation after being taught by using kids song. The participants of this research is the first grade students of junior high school in MTs Darurrahman. In this research, the students will be given pronunciation test.

1.6   Definition of Terms

The followings are some terms that are dealing with the core of this research:

1. Song

   Griffee (1992) states that song defines to pieces of music that contains words, particularly popular songs such as on the radio. Moreover, Nurhayati (2009) also defines that song is a proper media to help the teaching-learning English and also it can motivate student in learning. So, from theories above it can assume that song is a fun media or tool that can motivate student and it can create an enjoy and relax teaching-learning environment.

2. Pronunciation

   According to Hornby (2008:352) pronunciation is about how the word, language or sound is spoken. In brief, pronunciation is speaker's habits of producing sounds.

3. Dental Sounds /θ/ /ð/

   According to Kelly (2000: 50), dental sounds /θ/ /ð/ occur when the tongue tip makes light contact with the back of the top, front teeth. Or, tongue tip may protrude between upper and lower teeth. The soft palate is raised. /θ/ is unvoiced and fortis. /ð/ is voiced and lenis. /ð/ is devoiced at the end of a word.

4. Palato-Alveolar Sounds /tʃ/ /dʒ/

   According to Kelly (2000: 49), palato-alveolar sounds /tʃ/ /dʒ/ occur when the tongue tip, blade and rims close against the alveolar ridge and side teeth. The front of the tongue is raised, and when the air is released, there is audible friction. The soft palate is also raised. /tʃ/ is unvoiced and fortis. /dʒ/ is voiced and lenis. /dʒ/ is devoiced at the end of a word.

   Those are the explanations of this chapter which are presented about background of the research, research questions, the objectives of the research, the uses of the research, the scope of the research and definition of terms.

II.   LITERATURE REVIEW

This chapter discuss several points related to the study, such as concept of pronunciation, dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/, English teaching media, concept of song, characteristic of kids song, using song to teach English, teaching pronunciation, previous studies, theoretical assumptions and hypotheses.

2.1 Concept of Pronunciation

In English language, speaking is an important skill with pronunciation that is one of language features which cannot be separated from speaking. We should pronounce well in purpose other can understand what we are speaking. According to Laroy (1995), pronunciation cannot be separated from the people who speak the language, nor cut off from the rest of language and learning in general. Kelly (2001) stated that it makes sense to tie pronunciation work closely in spelling with work, in order to investigate the different ways in which sounds can be represented on the page.

In summary, pronunciation is an important language feature. If we cannot pronounce the words or expressions properly it will be less effective when we are communicating.

2.1.1 Aspects of Pronunciation

There are seven aspects of pronunciation according to Kenworthy (1987), the aspects are:

1. Combinations of sounds

   Sounds is not only occur in single form but it sometimes can be found in group. For example, the word "salt" has two consonants at the the end of it and it is called as consonant cluster.

2. Linkage of sounds

   In general, native speaker of English do not pause between each word when they are saying. For example, in saying the phrase "not at all" a speaker saying it smoothly from the t sounds at the end of "not" then the a at the beginning of "at" and "all".

3. Word stress

   Word stress is an important key in pronouncing, speaking and understanding English. Word stress is aimed to make a syllable being stand out among others in polysyllabic word. Polysyllabic word is a word that has more than one syllable. This is done by saying that syllable is slightly louder, holding the vowel a little longer and pronouncing the consonants very clearly. For example, in the words:

   - table
   - isn't
   - any

   The first syllables in the word s above are emphasized stronger than the others.

4. Rhythm

   English utterance has similarity with music that both of them have beats in it. Both have groups of syllables and within each group there are stronger and weaker beats. Generally, weak beats are found in prepositions, articles, and pronouns while strong beats are found in nouns, verbs, adjectives and adverbs that have lots of meanings. The following is the example of rhythm in the sentence:

   There isn't salt on the table.

   da DA da da da DA da da DA da

   The capitals indicate the strong beats.

5. Weak forms

   Weak form is when a word has a particular pronunciation in unstressed position. The pronunciation of an stressed word can be different from a word that has one syllable is unstressed in a sentence. For example is an article "the", the vowel sounds like in the word "me" when said by

itself or stressed. Meanwhile, when it is unstressed the vowel will be quiet short and distinct. *Schwa /ə/* is the most frequently used when the vowel is unstressed.

6. Sentence stress

Sentence stress is when certain words are emphasized than the others. The emphasized words usually carry important meaning. The following is the example:

"He bought a new phone."

The utterance above probably has main stress on "phone" and secondary stress on "bought".

7. Intonation

The melody in speech can be rising and falling and it called as intonation. The intonation can be put together in diverse combination such as fall-rise-fall, rise-fall-rise and others.

2.1.2 The Main Features of Pronunciation

Pronunciation consists of two elements namely phonemes and suprasegmental features. Speech features can affect English sound.

Figure 2.1 Features of Pronunciation
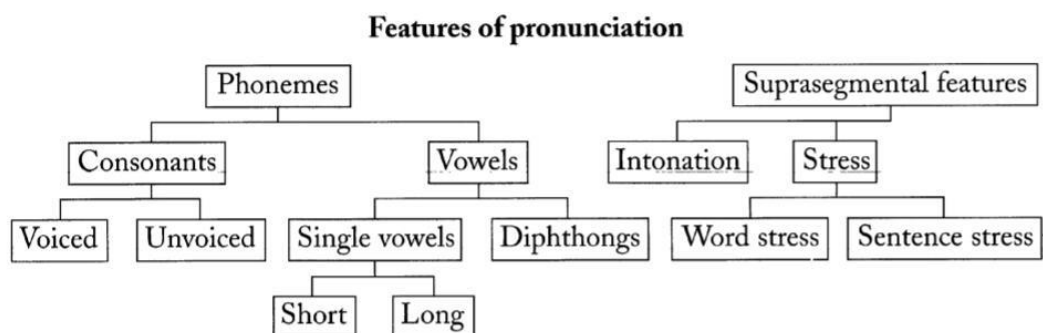
a. **Phonemes**

According to Kelly (2001) phonemes are the different sounds within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how using one sound rather than another can change the meaning of the word. It this is

principle which gives us the total number of phonemes in a particular language. For example, the word *rat* has the phonemes /ræt/. If we change the middle phoneme, we get /rɒt/ *rot*, a different word. In summary, Phonemes are unit of sound which we can analyse.

According to Peter (1991), phonemes are abstract set of units as the basis of our speech and the complete set of these units is called the phonemic system of the language. The phonemes themselves are abstract, but there are many slightly different ways in which we make the sounds that represent these phonemes, just as there are many ways in which we may make a mark on a piece of paper to represent a particular (abstract) letter of the alphabet. The set of phonemes consists of two categories:

1. Consonants

   Consonant sounds may be voiced or unvoiced. Consonants sounds are formed when the airflow is interrupted, restricted or diverted in a variety of ways.

2. Vowels

   Vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips (Peter, 1991). Vowel sounds are usually described in terms of the tongue position, which may be shown diagrammatically. Vowel sounds are all voiced, and may be single (like /e/, as in *let*), or a combination, involving a movement from one vowel sound to another (like /eɪ/, as in *late*); such combination are known as dipthongs. An additional term used is tripthongs which describes the combination of three vowel sounds (like /aʊə/ in *our* and *power*). Single vowel sounds may be short (like /ɪ/ as in *bit*) or long (like /i:/ as in *beat*). The symbol /:/ denotes a long sound.

b. Suprasegmental features

Suprasegmental features are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are stress, intonation and how sounds change in connected speech. Suprasegmental features consists of two categories:

1. Intonation

   Intonation is the way in which the pitch of the voice goes up and down in the course of an utterance. Intonation is described in terms of how the voice goes up or down across utterances.

2. Stress

   Stress gives rhythm to the speech. Stress is described in terms of the prominences made in words and utterances. The stress in words are usually indicated in dictionaries. With regard to individual words, we can identify and teach word stress. Usually one syllable in a word will sound more prominent than the others, as in *PAper*, or *BO*ttle.

Utterance stress and intonation are often linked to the communication of meaning.

2.1.3 English Phonology

Odden (2005: 2) states that phonology is one of the core fields that composed the discipline of linguistics, which is defined as the scientific study of language structure. In other words, phonology is the study of sound structure in language. Kreidler (2004:5), "Phonology is concerned with the way speech sounds are organized into a system, the sound system of a specific language". It means that phonology relates the physical facts of speech to other linguistic knowledge which speakers possess, knowledge of vocabulary and grammar.

Furthermore, Odden (2005:12) states, "Another way to analyze speech sounds is in terms of the arrangement of articulators – the lips, tongue and other organs of the vocal tract required toproduce a particular speech sound". By appropriate positioning of articulators, the shape of the vocal tract can be changed, and consequently the sound which emerges from the vocal tract can be changed.

From the definitions above, the writer understands that pronunciation is the way in which a language is spoken and the way in which a word is pronounced.

In studying pronunciation, the researcher understand that it is closely related with phoneme. Studying pronunciation means studying the phoneme too. The set of phonemes has two categories: vowels and consonants. The explanations are as follows:

a. Vowels

Vowel is one of the phoneme categories. Kelly (2000:2) says, "Vowels are all voiced, and may be single (like /e/, as in jet) or a combination, involving a movement from one vowel to another (like /eɪ/, as in late). Such combination is known as diphthongs". He also adds, "Single vowel may sound short (like /ɪ/, as in hit) or long (like /i:/, as in heat). The symbol /: / denotes a long sound". In addition, O'Connor (1998:79) claims, "Vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips". Moreover, Dale and Poms (2005:4) state, "A vowel is a speech sound produced with vibrating vocal cords and a continuous unrestricted flow of air coming from the mouth".

The various vowels are affected by the changing shape and position of the articulators. The different vowels are created by:

1) The position of the tongue in the mouth. For example, the tongue is high in the mouth for the vowel /ɪ/ as in see, but is low the mouth for the vowel /ɒ/ as in hot.

2) 2) The shape of the lips. For example, the lips are very rounded for the vowel /j/ as in new, but are spread for /i:/ as in see.

3) 3) The size of the jaw opening. For example, the jaw is open much wider for /ɒ/ as in hot, than it is for the diphthong /eɪ/ as in pay.

b. Consonants

A consonant occurs if the tongue is held very close to the roof of the mouth and a voiced air-stream of ordinary force is emitted, a frictional noise is heard in addition to the voice. O'Connor (1998:24) says, "Consonants are generally made by a definite interference of the vocal organs with the air stream, and so are easier to describe and understand".

Figure 2.2 Table of English Consonants Phonemes

Table of English Consonant Phonemes		bilabial	labio-dental	dental	alveolar	palato-alveolar	palatal	velar	glottal
Place of articulation Front ⟶ Back									
Manner of articulation	plosive	p b			t d			k g	
	affricate					tʃ dʒ			
	fricative		f v	θ ð	s z	ʃ ʒ			h
	nasal	m			n			ŋ	
	lateral				l				
	approximant	(w)					r	j	w

(Unvoiced phonemes are on a shaded background. Voiced phonemes are on a white background.)

Besides, according to Kelly (2000: 47), there are three ways in describing consonants:

1) The manner of articulation

It refers to the interaction between the various articulators and the airstream. The manners of articulation are:

Figure 2.3 The Manner of Articulation

Manner of articulation	
plosive	a complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g. /p/ and /b/
affricate	a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /tʃ/ and /dʒ/
fricative	when two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/
nasal	a closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/
lateral	a partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/
approximant	vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/

a. Plosive

Plosive occur when a complete closure somewhere in the vocal tract. Air pressure increases behind the closure, and is then released 'explosively'. Plosive sounds are also sometimes referred to as stops. The kinds of plosive are:

- Bilabial

For a bilabial sound, the active articulator is the bottom lip, and the passive articulator is the top lip.

/p/ pie voiced bilabial plosive

/b/ by voiced bilabial plosive

- Alveolar

Alveolar are produced by the tip or the blade of the tongue moving up towards the alveolar ridge.

/t/ tie voiceless alveolar plosive

/d/ die voiced alveolar plosive

- Velar

For velar sounds, the active articulator is the back of the tongue, and the passive articulator is the velum, or soft palate.

/k/ cot voiceless velar plosive

/g/ got voice velar plosive

b. Affricates

Affricates occur when a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives. The kind of affricate sound is:

- Palato-alveolar

Palato Alveolar are produced with the blade of the tongue as the active articulator, and the adjoining parts of the alveolar ridge and the hard palate as the passive one.

/tʃ/ church voiceless palato-alveolar affricative

/dʒ/ judge voiced palato-alveolar affricative

c. Fricatives

Fricatives occur when two vocal organs come close enough together for the movement of air to be heard between them.

- Labio-dental

For labio-dental sounds, the active articulator is again the bottom lip, but this time it moves up to the top front teeth.

/f/ fat voiceless labio-dental fricative

/v/ vat voiced labio-dental fricative.

- Dental

For the two dental fricatives, it follows that the passive articulator is the top front teeth; the active articulator is the tip of the tongue.

/θ/ thigh voiceless dental fricative

/ð/ thy voiced dental fricative

- Alveolar

Alveolar are produced by the tip or the blade of the tongue moving up towards the alveolar ridge.

/s/ sip voiceless alveolar fricative

/z/ zip voiced alveolar fricative

- Palato-alveolar

/ʃ/ ship voiceless post alveolar fricative

/ʒ/ beige voiced post alveolar fricative

- Glottal

Glottal sounds are in the minority in articulatory terms, since they do not involve the tongue; instead, the articulators are the vocal folds, which constitute a place of articulation as well as having a crucial role in voicing.

/h/ high voiceless glottal fricative

d. Nasals

Nasal sounds occur when a complete closure is made somewhere in the mouth, the soft palate is lowered, and air escapes through the nasal cavity.

- Bilabial

/m/ my voiced bilabial nasal

- Alveolar

/n/ no voiced alveolar nasal

- Velar

/ŋ/ sing voiced velar nasal

e. Lateral

The lateral is so called because, in this sound, the airflow is around the sides of tongue.

- Lateral

/l/ live

f. Approximants

Approximants occur when one articulator moves close to another, but not close enough to cause friction or to stop the airflow.

- Post-alveolar

/r/ red

- Palatal semi-vowel

/j/ yes

- Labio-velar semi-vowel

/w/ walk

2) The place of articulation

Describing the consonant sounds in terms of the place articulation gives more information about what various articulators actually do. The place of articulation are:

Figure 2.4 The Place of Articulation

Place of articulation	
bilabial	using closing movement of both lips, e.g. /p/ and /m/
labio-dental	using the lower lip and the upper teeth, e.g. /f/ and /v/
dental	the tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/
alveolar	the blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/
palato-alveolar	the blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /tʃ/ and /dʒ/
palatal	the front of the tongue is raised close to the palate, e.g. /j/
velar	the back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/
glottal	the gap between the vocal cords is used to make audible friction, e.g. /h/

3) The force of articulation

The terms that are used regarding to the force of articulation are fortis or strong and lenis or weak. Fortis happens to equate with unvoiced sounds, which require a more forcefully expelled airstream than lenis sound which in English happen to be voiced. An example pair is /p/ (unvoiced, and fortis) and /b/ (voiced, and lenis).

Moreover, there are some unfamiliar sounds of English sounds in Indonesian language. Culicover and Hume (2010: 22) state that when the sound inventory of our own language differs from that of a language that we are learning, we may be confronted with unfamiliar sounds. It means that unfamiliar sounds are the sounds which does not exist in the learners' mother tongue or the first language. The example of unfamiliar sounds can be seen in Indonesian language; English sounds such as /ʃ/, /θ/, /ð/, /ʒ/, /dʒ/, and /tʃ/, cannot be found in Indonesian language (Moeliono & Dardjowidjojo, 2003: 55).

Therefore, researcher chooses to focus on some unfamiliar English sounds in Indonesian language that are dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

2.2 Dental Sounds /θ/ /ð/ and Palato-Alveolar Sounds /tʃ/ /dʒ/

This research will be focused on students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/ .

2.2.1 Dental sounds /tʃ/ /dʒ/

Dental sounds are produced by placing the tip of the tongue between the upper and lower front teeth. The active articulator may be either tip or (usually) the tongue blade- diacritic symbols can be used if it matters which. Extreme lamino- dental sounds are often called interdental. English interdental sounds include /θ/ /ð/ The example of the words are "thigh, thy" etc. For additional description, each of those sounds was then classified into three categories in relation to the positions of their occurrences: they are initial, medial and final positions.

Moreover, the phonological environments of the deviations were also formulated with the intention that futher explanation about the patterns of the deviations could be provided the analysis began with the identification to improve by comparing each students' actually pronunciation. This differs from dental consonants, which are articulated with the tongue against the back of the upper incisors. Interdental consonants are rare cross-linguistically. Interdental realisations of otherwise dental or alveolar consonants may occur as idiosyncrasies or as articulatory effects of a neighboring interdental sound. The most commonly occurring interdental consonants are the non-sibilant fricatives (sibilants may be dental, but do not appear as interdentals). Apparently, interdentals do not contrast with dental consonants within any language. Voiced and voiceless interdental fricatives [ð , θ] appear in American English as the initial sounds of words like 'then' and 'thin'. In British English, these consonants are more likely to be dental [ð, θ]. English Fricatives /ð/ (voiced dental fricative). This sound is made by the tip of the tongue makes light contact with the back of the top, front teeth. The common classification of /ð/ is identical with /θ/ except for the voicing. In order to see the production of final /ð/, it was used the word "Clothe" that phonetically should be pronounced as /kləʊð/. The production of phoneme /ð/ in final position according to the findings is described below

English Word   Pronounced as

Clothe' /kləʊð/   /kləʊt/

The finding shows that there was replacement of phoneme /ð/ to phoneme /t/. There were only 6 employees pronounced the word correctly. The error of /ð/ pronunciation in overall was similar to the error of fricative /θ/ pronunciation.

a.   The pronunciation of [θ]

In general [θ] is categories as a voiceless dental fricative. [θ] is another consonant sound that is typically English sound, therefore other language, especially Indonesian, may not have exact sound in their phonetic system. The example:

Thursday   Enthusiasthic

[θ3:rzdeI]   [Inθu: ziæstIk]

b.   The pronunciation of [ð]

[ð] is another original English consonant sound that does not exist in Indonesian phonetic system. In English, it is listed as voiced dental fricative. Despite its clear- cut definition of how this sound should be produced, many English learners as the subjects of this research can not to improve when they had to articulate [ð] correctly. The example:

They   Shooting   Breathing

[ðeI]   [su: ðIŋ]   [bri: ð]

2.2.2   Palato-Alveolar Sounds /tʃ/ /dʒ/

The soft palate being raised and the nasal resonator shut off, the obstacle to the air stream is formed by a closure made between the tip, blade, and rims of the tongue and the upper alveolar ridge and side teeth. At the same time, the front of the tongue is raised towards the hard palate in readiness for the fricative release. The closure is released slowly, the air escaping in diffuse manner over the whole of the central surface of the tongue with friction occurring between the blade/front region of the tongue and the alveolar/front palatal section of the roof of the mouth. During both stop and fricative stages, the vocal cords are wide apart for /tʃ/, but may be vibrating for all or part of /dʒ/ according to the situation in utterance. /tʃ/ and /dʒ/ differ from plosives in that they never lose their fricative release stage. The lip position will be conditioned by that of adjacent sounds,

especially that of a following vowel, though with some speaker in certain amount of flip protrusion is always present.

In addition, it should be noted that the Fortis /tʃ/ when final in a syllable has the same affect of reducing the length of preceding sounds as p, t, k/; comparatively full length of preceding sounds is retained before / dʒ, b, d, g /. This effect must be taken as a primary distinctive feature of the /tʃ/ and /dʒ/ opposition in final positions.

a. Plato /tʃ/

Actually, this sound is /t/ + /sh/. The distinction between the phrases *why choose* and *white shoes* is maintained by a difference in the syllabication of the /t/ and the /sh/ in each and the consequent use of different varieties (or allophones) of /t/.

a. Fortis (Spelt 'ch', 'tch', 't + ure, eous, and 't + ion' when t is preceded by s, eg. "catcher, crutches, couch, bench, pitch").

b. Word initial: chair, chat, chase, chest, chew, chop.

c. Word medial (intervocalic): marching, touchdown, peaches, teacher, reaching, temperature, bleachers, miniature, manufacture.

Consonant Preceding: agriculture, congestion, cultural, Cather, exchange, inches, ketchup, lunch box.

d. Word final: approach, attach, cockroach, cross-stitch, door latch, dude ranch, hopscotch, Long Beach, mismatch, night watch.

b. Alveolar /dʒ/

Actually, this sound is /d/ + /zh/. Assuming it is maintained by a difference in the syllabication of the \d\ and the \zh\ in each care and the consequent use of different varieties (*or allophones*) of \d\.

a. Lenis (Spelt 'j', 'g', 'dg' sometimes 'gg', 'dj', 'de', 'ch', e.g. "Jake, pages, subject, juggle, judge, longitude, bridge.

b. Word initial: genie, genius, gentle, gerbil, giant, ginger, giraffe, jacket, jaguar

c. Word medial (intervocalic): ageless, agent, aging, blue jay, cages

Consonant Preceding: algebra, high jumping, biology, lodging

d. Word final: package, passage, postage, sausage, storage, village.

2.3 English Teaching Media

Briggs (1970) states that media is physical tools that can present messages and stimulate students to learn. Media in English teaching is all intermediary tools to convey material and messages to students that can help learning activities become more effective and more interesting. Media in learning can help students to enjoy the learning process and understand the learning material. The followings are four types of media in teaching according to Asra (2007):

1. Visual media

   Visual media is kind of media that can only be seen and it relies on the sense of sight, such as books, journals, maps, pictures, photos, flashcard, comic and posters. Its function is to attract the pupils' attention, clarify the material of learning subject, illustrate the points when it is not visualized.

2. Audio media

   Audio media is kind of media that can only be heard and it relies on the sense of hearing, such as song, tape voice recorder, audio cassettes, MP3s, and radio. According to Riyana (2012), audio media is defined as learning material that can be presented in an auditive form that can be used to stimulate students' attention, feelings, thoughts and abilities in the learning process.

3. Audio-visual media

   Audio-visual media is kind of media that can be seen and heard, such as films, tv program, videos, television and sound slides. Audio-visual media is a combination of two types media which are audio and visual media.

4. Multimedia

   Multimedia is kind of media that have a complete media element such as sound, animation, video, graphics and film.

   Based on the sources above, it can be seen that song is one of the English teaching media that calssified to audio media. Songs can be used as a medium in learning pronunciation of the words. Moreover, the followings are the media that are often used in English teaching:

1. Flashcard

   Flashcard is a card that contains simple words, sentences, or pictures that are used to help students learn. The pictures on flashcards are a series of messages that are presented with a description of each picture listed on the back and it is generally 8 x 12 cm or it can be adjusted to the required needs. Students are usually attracted to flashcards because it is displayed with a variety of interesting pictures and colors.

2. Comic

   Comics is media which is a combination of text with pictures or other visual information. Young learners are usually attracted to comics because comics are displayed with interesting pictures, so English lessons can be added to comics as a learning medium. Moreover, Comics are popular for both children and adults because provide stories that are simple and easy to understand. Comics can help students to improve their reading skills and increase their vocabulary mastery.

3. English song

   The use of songs in English teaching is one of the unique and interesting media. Songs make learning more fun and relaxing. Students can practice directly how to pronounce words in English and practice their speaking skills using songs without any burden because it is fun to learn.

4. English app

   In this globalization era, most people around the world are already familiar with the use of the internet. There are various advanced technologies that have been widely used by many people such as cellphones, tablets and computers. That kind of media can also be used to access English learning applications. These applications are usually in form of games, music, vocabulary, pictures or English conversation support that can make learning activity more fun.

5. Film

   English films can be used as a fun media and it can be enjoyed by everyone, from children to the adults. Films can also motivate students

with the messages contained in it and it gives development for students' souls with film that has educational purpose but use English.

In summary, song is a media that can help students' to improve students' pronunciation. By using kids song the learning activity will be fun for them because it does not give pressure to them and also it is suitable for young learners' character and life.

2.4 Concept of Song

Song is a fun media for teaching English and can avoid student boredom while studying. Murphey (1992) stated that music has the potential to change the atmosphere in a classroom. Song can make learning process enjoyable so that students will be excited to the learning process. There are some types of songs that can be used as English teaching media as follows:

1. Pure song for excitement

    Almost all of kids songs can be used as media in English teaching learning activity, kids songs can be used as ice breaking to make a fun learning atmosphere and it only takes a short time. The purpose in ice breaking in singing is intended to create an atmosphere full of happiness. So that the difficulty of students in singing songs is not felt at all because the nuances of joy are the main target of this activity. There are many songs that can be used as ice breaking in learning, for example, "*I Can Sing A Rainbow*" is good for reviewing colors in English:

    I Can Sing A Rainbow

    Red and yellow and pink and green
    Purple and orange and blue
    I can sing a rainbow,
    sing a rainbow,
    sing a rainbow too.

    Listen with your eyes,
    Listen with your ears,
    and sing everything you see,

I can sing a rainbow,

sing a rainbow,

sing along with me.

Red and yellow and pink and green,

Purple and orange and blue,

I can sing a rainbow,

sing a rainbow,

sing a rainbow too!

The song above can be sung with movements to make it more interesting. If the students sing it together, in groups or in pairs, it will be very fun them and gain their interest to the learning activities.

2. Arranged song that contains learning material

Songs in learning process will be more meaningful if the teacher is able to compose the songs with poems containing learning material and it will be more effective if it applied in the learning process. In addition to increasing students' enthusiasm and pleasure in learning, it can strengthen students' memory of the material, creating joyful atmosphere and increasing students' enthusiasm. For example, the material about heat energy was composed from the Indonesian kids song "Caca Marica" as follows:

"Energi Panas"

Yuk kawan-kawan mari kita blajar

Mari kita belajar tentang energi panas

Dari mana saja energi panas

Api, matahari, juga gesekan benda

Energi panas hey…hey…

Energi panas dapat berpindah tempat

Bagaimana caranya?

Ada tiga caranya

Radiasi, konveksi, juga konduksi

diulang kembali

Apa yang kau tahu tentang radisi?

Perpindahan panas tanpa zat perantara

Konveksi itu perpindahan panas yang disertai oleh zat- perantaranya

Apa itu konduksi?

Perpindahan panas yang tanpa disertai zat perantaranya.

In summary, using song to teach English and improving pronunciation is a fun method for teacher and student because its flexibility in teaching-learning activity which can make the situation more enjoyable, fun and comfortable. Actually, there is no limitation about the song that used for learning process, but in order to limit the scope for this research, the researcher focused on kids song that suitable for students at grades in junior high school.

2.5 Characteristic of Kids Song

Young learners are interesting to learning activity which is fun. In order to creat a fun atmosphere in teaching learning activity, teacher should find a way and method to avoid students' boredom. One of the media that can be used is song which is suitable for young learners. Generally, kids song is song that are usually sung by children and it is a part of popular culture which is included in pop songs with a kids' vibe. According to Endraswara (2006), kids song is kind of song which is cheerful and reflect good noble ethics. It shows a proper character that has a good impact on their growth and it can affect their manners, mind, soul, and body (Nurita, 2011). Moreover, the appropriate nursery rhymes in learning can cover all aspects of learning objectives. The followings are some aspects of learning objectives about good character contained in kids song:

1. Cognitive aspects reflect children's understanding and thoughts on knowledge about noble behavior.

2. Affective aspects that emphasize the impact of kids song on their emotions and behavior.

3. Psychomotor aspects which is their ability to behave politely. It is reflected in verbal or non-verbal communication skills according to situations.

According to Safriena (1999), music is one of the art about a work of art sound in the form of a song or musical composition, which expresses the

creator's emotions through musical elements, that are: rhythm, melody, harmony, song form or song structure and expression. Song cannot be separated from music because song is a form of music. Music or songs can be used as a fun learning media, especially for young learners. It can make them happy and enjoy every learning process so that learning activities will be more effective. A good song for young learners is a song that pays attention to the following criteria (Rasyid, 2010):

    a. The poems and sentences are not too long

    b. Easy to memorize by young learners

    c. There is an educational mission

    d. Suitable to the child's character and world

    e. The tone that being taught is easy for young learners to master.

2.6 Using Song to Teach English

Song is a fun media for teaching English and can avoid student boredom while studying. Murphey (1992) stated that music has the potential to change the atmosphere in a classroom. Song can make learning process enjoyable so that students will be excited to the learning process. Songs can be used as a tool which is fun for teaching English. Besides being able to improve students' pronunciation and listening skills, it can also be useful for teaching vocabulary and structure of the sentences. Websites such as The Teacher's Guide (http://www.theteachersguide. com/) or NIEHS Kids' Pages (http://kids.niehs.nih.gov/) provide hundreds of children's songs with lyrics for teachers to use (Millington, 2011).

Song is one of audiolingual method teaching. According to Dako (2006), there are four basic psychological assumptions about audiolingual method in teaching foreign language:

    1. Assumption I, basically, learning a foreign language is a mechanical habituation process.

        Result 1: habit is strengthened by confirmation.

        Result 2: the habit of learning foreign languages is effectively formed by correct reactions, and not by making mistakes.

Result 3: language is behavior, therefore behavior can be studied by students.

2. Assumption II, language skills are learned more effectively when the items foreign language is given orally before the written form.

3. Assumption III, analogy shows a better basis for learning foreign language rather than analysis.

4. Assumption IV, the meaning possessed by native speakers' language can be studied only in a matrix of parables towards the culture of the people who use that language.

Moreover, previous studies have shown that music can help learner in learning activity, the followings are the points (Farmand & Pourgharib, 2013):

1. Improves memory
2. Increases concentration
3. Makes learning English more fun
4. Reduces stress
5. Increases a sense of community to a group
6. Increases motivation

In summary, using song to teach English and improving pronunciation is a fun method for teacher and student because its flexibility in teaching-learning activity which can make the situation more enjoyable, fun and comfortable. Actually, there is no limitation about the song that used for learning process, but in order to limit the scope for this research, the researcher focused on kids song that suitable for students at grades in junior high school.

2.7 Teaching Pronunciation

Pronunciation teaching deals with two interrelated skill- recognition or understanding the flow of speech, and production or fluency in the spoken language (Broughton, 1993). In addition, according to Laroy (1996:35), much of the teaching and improvement of pronunciation, should be indirect in order to reduce self-consciousness.

The followings are some factors that influence pronunciation teaching and learning (Kenworthy, 1987):

1. The native language

   English language may has many differences with speaker's native language. It can be the causes of problems and difficulties for the learner such as in rhythm, intonation and the combination of sounds.

2. The age factor

   Learning second language since probably can help someone to pronounce it like a native. Moreover, there are lots of cases show that adults still have foreign accent eventhough they have learned to speak second language fluently. There is a also a study suggests that young learner is better at accurate perception of the sounds of new or second language.

3. Amount of exposure

   If a learner is surrounded by the English-speaking environment, it can affect the pronunciation skills automatically.

4. Phonetic ability

   Learners with good phonetic abilities have benefit from practicing pronunciation, exercises in which particular sounds are heard and the learner has to imitate again and again.

5. Attitude and identity

   Identity and social group are some intense factors that determine the acquisition of accurate foreign language pronunciation.

6. Motivation and concern for good pronunciation

   Learners seem to have desire for better pronunciation of foreign language and concerned about their pronunciation.

In teaching pronunciation, teacher needs to select the technique that suitable and interesting for students. There are some ways to teach pronunciation according to Dako (2006):

1. Teaching pronunciation by practicing pronunciation of words individually, in the form of words, phrases, or clauses. Practicing pronunciation can use examples from the teacher, recordings, songs, or other media. For example, to practice the sound /o/ you can use the exercise below:

   - not   job   stop   lost

- home   phone   no   wrote
- more   born   short   or

Practicing the pronunciation of phrases, such as:

- iced tea
- lemon juice
- white car

2. Teaching pronunciation by using minimal pairs

For example:

/s/	/θ/	/t/
sank	thank	tank
sin	thin	tin
sought	thought	taught

Words for contrast between /s/ and /ʃ/

/s/	/ʃ/
sin	ship
sank	shoes

3. Teaching pronunciation by using technique hearing sounds

This technique can be classified into two forms:

a. Identifying sounds

This technique can be done by:

- Teacher writes 2 words on the blackboard or whiteboard

thing   sing

or

- Teacher holds 2 words in the form of a flashcard

THING   **SING**
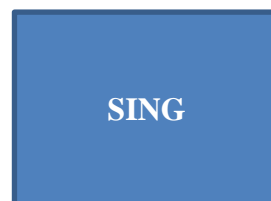
From the sound /θiŋ/ and /siŋ/, the teacher pronounces one of the words and students are asked to indicate or determine which word is pronounced by the teacher.

b. Distinguishing sounds

Teacher pronounces two words that sound different, then students are expected to determine whether the two words are pronounced the same or differently. If the two words spoken by the teacher are the same, then the student answers "same", otherwise if the two words spoken by the teacher refer to different sounds, then the student can answer "different". The teacher asks students to answer individually.

Example:

4. Teaching pronunciation by using technique producing sounds
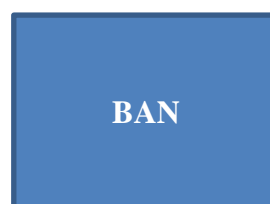
- Repeating sounds

Teacher can give examples of how to pronounce the word in front of the class then students follow the teacher to say the word. Especially for children, the spoken word should have a concrete form so that it can be seen directly by them.

- Correcting pronunciation mistakes

The teacher can correct students' mistakes by correcting students' pronunciations that are inappropriate. However, teachers are expected not to say that they are wrong. By correcting these mistakes, hopefully they can correct their mistakes and they will not repeat these it.

5. Teaching pronunciation by using pictures

In teaching pronunciation, teacher can provide pictures that are relate to the words. The followings are the examples:

2.8 Previous Studies

There are several studies that relate with the topic of this research. The first research was conducted by Yustiana (2009) with the title "Teaching English Using Song to Improve Student's Pronunciation in PG and TK Alam Surya

Mentari Kerten". This study was aimed to describe the implementation English songs as technique to help students to improve their pronunciation, and to find whether English songs improves the students' pronunciation. This research was conducted by using descriptive qualitative research and it also used Classroom Action Research (CAR). There are 15 students which are the respondent of this research. The result of this research shows that there are significant improvement in students' pronunciation after being taught by using song. Students were enjoy and having interest in the learning process.

The second study was conducted by Sumantri (2011) with the title "Improving Students Pronounciation by Using English Songs". This study was aimed to find out whether using songs as media in teaching English pronunciation can improve pronunciation ability of the students of SMK Cyber Media or not. It also aimed to find out whether using teenager songs as media in teaching English pronunciation is difficult or not. This study used quantitative analysis. The techniques for collecting the data in this research are first, choosing the songs test, conducting the pre-test, and conducting the post-test. Then, the result of pre-test and post-test are compared. The result of this research shows that teaching English using songs can improve students' pronunciation.

The third research was conducted by Anggraini (2014) with the title "The Ability in Pronouncing Six English Unfamiliar Consonant Sounds (/ð/, /θ/, /ʃ/, /tʃ/, /dʒ/, /ʒ/) for Students of Eighth Semester of Muhammadiyah University of Purworejo in The Academic Year 2013/2014". The aims of this research were to find students' ability in pronouncing, the dominant mistake and the kind of mistakes made by the students of Muhammadiyah University of Purworejo in pronouncing six English unfamiliar consonant sounds (/ð /, /θ/, /ʃ/, /tʃ/, /dʒ/, and /ʒ/). This research used qualitative method. The result of this study showed that most of the students have not been able to pronounce English unfamiliar consonant sounds, /ð/, /θ/, /ʃ/, /tʃ/, /dʒ/, and /ʒ/.

The fourth research was conducted by Meltia (2016) with the title "The Effect of Singing Performance on Students' Pronunciation English Words of English Department of The State Islamic Institute (IAIN) Palopo". The aim of this research was to find out singing performance effect students' in pronouncing

English words especially the sound of /tʃ/ and /dʒ/ . This study used descriptive quantitative method. This study showed that there were significant correlation and significant effect for singing performance under the word list reading tasks.

The fifth research was conducted by Aditiya (2017) with the title "Improving The Students' Pronunciation in Dental Sounds /θ/ /ð/ and Labiodental Sounds /f//v/ by Using Jazz Chant". The aim of this research is to improve students' pronunciation and to find out the students' difficulties in pronouncing dental sounds /θ/ /ð/ and labiodental sounds /f/ /v/ by using jazz chant. The sample in this research included 30 students and it used purposive sampling. Test was used to get the quantitative data in this research, while interview and document were used to get the qualitative data. This research used class action research which consisted of two cycles, the mean in Cycle I is 71,33 while the mean in Cycle II is 97,33. The result of this study showed that there was significant improvement on students' pronunciation dental sounds /θ/ /ð/ and labiodental sounds /f/ /v/ by using jazz chant.

The last, this research was conducted by Riana (2018) with the title "The Effect of Using English Song on The Students' Achievement in Learning Pronunciation". The aim of this research was to compare students English Pronounciation ability before and after learning English through songs and to find out the effect with using song as media. This research used experimental quantitative research which they are two groups, experimental group and control group. English song was used for experimental group while the control group was taught by lecturing method. There were pre-test, treatment and post-test in this research. The finding of this research shows that using English song as teaching media has significant effect on students' pronunciation achievement, it proved by the t-observed value was higher than t-table in which t-observed > t-table, 3,80 > 2,00 at level of significant 0,05 and degree of freedom (df) is 60.

Based on the previous studies above, the researcher assumes that using song as media in teaching pronunciation can bring significant improvement on students' pronunciation. Moreover, the use of song as media in teaching pronunciation will be interesting for students because song can make learning atmostphere more enjoyable and relax. Hence, the focus of this study is on using

song to improve students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

2.9 Theoretical Assumption

The frame of theories elaborated above shows that using song can improve students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/. Using song helps student to learn in fun way, it makes enjoy and flexible environment so that the learners do not feel the pressure when they are learning. Therefore, based on the theories it can be assumed that kids song can be used as an effective way to improve students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

2.10 Hypotheses

Based on the problems of this research, the researcher formulated the hypotheses as follows:

H_1: There is a statiscally 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.

H_2: There is a significant difference on students' ability in pronouncing voiceless and voiced sounds of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

Those are the explanations of this chapter which are presented about concept of pronunciation, dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/, English teaching media, concept of song, characteristic of kids song, using song to teach English, teaching pronunciation, previous studies, theoretical assumptions and hypotheses.

III. METHODOLOGY

This chapter discusses about research design, variable of research, population and sample, instrument of the research, data collecting technique, validity and reliability, data analysis, normality test, hypotheses testing and the implementation of kids song in teaching pronunciation.

3.1 Research Design

This research was conducted through quantitative method. According to Arikunto (2006: 12), quantitative research is approach of a research that uses a lot of numbers, such as in collecting the data, interpreting the data obtained, and presenting the results. This research was conducted through quantitative approach. In order to collect the data, this research used *the pre-test post-test design*. This research was conducted by using one class. At the first meeting, the students are asked to do a pretest, the pretest was in form of pronunciation test by pronouncing some words that contains dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/. In the next meeting, the students started to be given the treatment by using kids song. The treatments were conducted three times. Then, the students were given the post-test at the end of the treatment by pronouncing some words as in the pre-test to know whether student's pronunciation can improve or not by using kids song as the teaching media. The design is illustrated as follows:

T1 X T2

Where:

T1 : Pre-test

X : Treatment

T2 : Post-test

(Setiyadi, 2006: 131)

3.2 Variable of Research

Hardani (2020) stated that the importance of recognizing variables in research is for:

a. Finding the focus of the study, so that the researcher remains consistent with the objectives and focus to the study,

b. To find logical relationships with other variables based on the theory and paradigm of the underlying science, and

c. To formulate indicators, dimensions, and choices of scientific instruments that will be used in research and their derivatives.

There are two kinds of variables in this research, that are:

1. *Independent variable* (X) is a variable that causes or has a theoretical possibility of having an impact on other variables. The independent variable is the kids song which is the media that will be used in this research.

2. *Dependent variable* (Y) is a variable which structurally believes that science becomes a variable that is caused by the changes of other variables. The dependent variable is students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/ that will be measured in this research to see its difference.

3.3 Population and Sample

MTs Darurrahman is a junior high school located on 32 Street, Perintis, Rimbo Bujang, Tebo Regency, Jambi. The population of this study was the first grade of junior high school in MTs Darurrahman which consist of 41 students from two class. The researcher used one class (VII A) which had 20 students for this research and the researcher used simple random sampling in selecting the sample.

3.4 Instrument of the Research

This study required instrument to gain the data which then to be collected. The instruments which used in this study is pronunciation test. Below is the description of the instrument in this research:

1. Pronunciation test

   The pronunciation test contained minimal pairs of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/ provided by the researcher. The list of words were taken from Oxford Advanced Learner's Dictionary as the test items and then it adjusted to the syllabus. There was pre-test and post-test in form of pronunciation test. The students are asked to pronounce the words provided by the researcher in pre-test and post-test. Then, the researcher record students' pronunciation. After the data are collected, the researcher compared the result of pre-test and post-test to find out the difference on students' pronounciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/ before and after being taught by kids song.

3.5 Data Collecting Technique

The researcher obtained the data by taking the pronunciation test which were aimed to find the improvement of the data before and after being taught by kids song. The pronunciation test consists of 12 words contains the minimal pairs of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/. Students' pronunciation was recorded using voice recorder. In analysing their pronunciation, the researcher listen carefully by playing the audio forward and backward, then transcribed it into its phonetic transcription. Oxford Advanced Learner's Dictionary was used as the standard phonetic transcription.

Therefore, this research will be collected the data by using these following procedures:

1. Formulating the problems

   The researcher found that students in MTs Darurrahman are shy and feel difficult to pronounce English words, do some mistakes in pronouncing and had little feedbacks. Therefore, researcher need to find a way to make teaching-learning more interesting for the first grade junior high school students in MTs Darurrahman in learning English language. Moreover, based on the reasons above, the researcher conducted a research about the use of kids song to improve students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

2. Selecting population and sample

   The population of this research was the first grade of junior high school in MTs Darurrahman which consist of 41 students from 20 students in VII A and 21 students in VII B. The researcher used one class which consist of 20 students.

3. Determining the materials

   The researcher arranged the material based on syllabus of the first grade junior high school in MTs Darurrahman. The researcher chose some songs that are related to the topics and the students had the lyrics sheet while listening to the song. The researcher used six songs that aprropiate with the syllabus and students' needed which the title are *Who's Afraid of The Big Bad Wolf, The Ants Go Marching, Why Does The Sun Shine? (The Sun Is A Mass Incandescent Gas), Boom Boom Ain't It Great To Be Crazy, I've Been Working On The Railroad* and *I Don't Want to Live on The Moon*. The lyrics of the songs is presented in the appendix.

4. Giving pre-test

   Before conducting teaching-learning activity of this research, the researcher gave pronunciation test to the students at the first meeting in order to know their basic knowledge of pronouncing words and to get the data of their score before getting the treatment. Researcher recorded students' pronunciation test.

5. Giving treatment

   At this stage, the students were taught to pronounce the lyrics by using kids song as the media. The treatment in this research conducted three times.

6. Giving post-test

   After getting the treatment, the post-test were conducted. Post-test in this research was aimed to evaluate students' pronunciation after getting the treatment. Researcher also recorded students' pronunciation.

7. Scoring students' pronunciation test

   The students' score showed the difference on students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/ before and after being taught by using kids song.

8. Analyzing the data

   The researcher analyzed the data from pre-test and post-test to find the answers of the research questions.

Those were the procedure in collecting data of this research.

3.6 Validity and Reliability of Instrument

In conducting research, the researcher had to make sure that the instruments of the research are valid and reliable. Setiyadi (2018) stated that validity and reliability is the key in arranging the instruments.

3.6.1 Validityof Pronunciation Test

Validity is a standard of the measurement that shows the appropriateness, usefulness and validity that leads to the accuracy of the interpretation of an evaluation procedure in accordance with the measurement goals. Validity according Arikunto (2010) refers to a measurement that shows whether an instrument is valid or not and also the levels of its validity. The test can be said to have high validity if the results match with the criteria and a test is said to be valid if it measures what it is intended to measure. There are three types of validity that show an effective test will ensure:

1. Face validity

   Face validity is sometimes used in describing tests. Basically, face validity refers to the degree to which a test visible to measure what it purposes to measure (Gay, 1992: 156). In this study the researcher wanted to know students' score of pronunciation before and after given the treatment. Therefore, the tests was in the form of pronunciation test. This kind of test is considered appropriate in revealing the students' pronunciation.

2. Content validity

   Content validity is determined by the determination or representativeness of sampling from the content to be studied (Kerlinger, 1973). Content validity is related to all the items of instrument. In fulfilling the validity of this type, the researcher must consider at all indicators in the form of items and analyze it whether the measuring instrument as a whole can represent the material to be measured. If a measuring instrument has represented all the ideas or domains related to the material to be measured, the measuring instrument has fulfilled the aspects of content validity. In this research, the researcher used the syllabus as guidance in making the assessment of test items that are appropriate for the purpose of the test. Researcher organized the learning materials and activities based on the syllabus made by the English teacher and adjusted to the learning objectives, so that the tests given to students are based on the syllabus.

3. Construct validity

   Nachmias (1968) stated that construct validity involves relating a measuring instrument to an overall the oriential framework, in order to determine whether the instrument is tied to the concepts and theorical assumptions that are employed. Construct validity is needed for measuring instruments that have several indicators in measuring one aspect. If the measuring instrument only measures some aspects, such as pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/ in this research, its construct validity can be measured by evaluating all the questions or items. If all the items measure pronunciation ability, the measuring instrument has fulfill the aspect of construct validity. The researcher use the theory from Moeliono and Dardjowidjojo (2003: 55) that states about unfamiliar sounds which cannot be found in Indonesian language. The researcher choose four sounds which are /ð /, /θ/, /tʃ/, and /dʒ/.

3.6.2 Reliability

The instrument of this research is pronunciation test, so that the researcher used inter-rater reliability to see the consistency of the test. The level of agreement between some raters or judges is measured using inter-rater reliability. There will be two raters that will examine the test, the researcher and the English teacher. The raters will examine students' pronunciation test or oral performance based on some unfamiliar English sounds stated by Moeliono and Dardjowidjojo (2003: 55) which are dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

3.6.2.1 Reliability of the Test

To find the coefficient of the scores between two raters, Arikunto (1998) stated that the researcher examined the coefficient value by seeing the standard of reliability as follows:

a) Very low reliability has a range from 0.00 to 0.19.

b) Low reliability has a range from 0.20 to 0.39.

c) Average reliability has a range from 0.40 to 0.59.

d) High reliability has a range from 0.60 to 0.79.

e) Very high reliability has a range from 0.80 to 1.00.

According to the statement above, it indicated that the pronunciation test was reliable if the values accomplish the range of 0.60-0.79 (high reliability). Moreover, the reliability of the test in this research was measured by using Rank Order Correlation in SPSS (Statistical Package for the Social Science Program) version 22. It is shown in the following table:

Table 3.1

Reliability of Raters in Pre-Test

Correlations

			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.900[**]
		Sig. (2-tailed)	.	.000
		N	20	20

			Rater 1	Rater 2
	Rater 2	Correlation Coefficient	.900[**]	1.000
		Sig. (2-tailed)	.000	.
		N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.2

Reliability of Raters in Post-Test

Correlations

			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.948[**]
		Sig. (2-tailed)	.	.000
		N	20	20
	Rater 2	Correlation Coefficient	.948[**]	1.000
		Sig. (2-tailed)	.000	.
		N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.2 showed that p-value in a correlation coefficient of the first rater and the second rater is 0.900 and table 3.3 showed that p-value is 0.948. It can be concluded that the pre-test and post-test has very high reliability. It means that all of the tests had good consistency of assessment results.

3.7 Data Analysis

Data analysis is a process of collecting data in order to obtain a clear and understandable information. After the data of this research are collected, then the data was analysed. The following is the specification of each step in analysing the data:

1. Listening to students' recording of pronunciation test.
2. Transcribing students' pronunciation test from the recording according to standard pronunciation transcription. Then, identifying the students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.
3. Scoring students' pre-test and post-test by using interater. The scoring system is based on scoring scale from H. Douglas Brown that focused on

pronunciation. The following is the illustration of the scoring system of the test.

Table 3.3. Scoring System of the Test

Criteria	Score
acceptable pronunciation	2
comprehensible, partially correct pronunciation	1
seriously incorrect pronunciation	0

(H. Douglas Brown: 145)

4. Calculating all the data in pretest and posttest to know the improvement of each sounds and also improvement generally, such as finding total score, mean, gain, and percentage of gain.

5. Investigating the statistical calculation of students' pronunciation. The researcher used Paired Sampled T-test in SPSS in order getting statistical calculation of data.

6. Obtaining the data in order to know whether there is improvement on students' pronunciation after they have been taught by using kids song and to know whether there is any significant difference on students' ability in pronouncing voiceless and voiced sounds of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

7. Drawing up discussion based on the result. It gained by comparing students' score on pre-test and post-test.

8. Getting the answer of the research question by concluding the result based on analysis.

The steps above were the process in analysing data of this research.

3.8 Normality Test

Paired sample t-test can be used if the data come from a normal distribution. Normality test is conducted in order to know whether the data is normally distributed or not. The followings are the hypotheses of the normality test:

H_0: The distrivution of the data is normal.

H_1: The distribution of the data is not normal.

The null hypothesis (H$_0$) is accepted if the significant level of the normality test is higher than 0,05, whereas the alternative hypothesis is accepted if the significant level of the normality test is lower than 0,05. The normality test is shown in the table below:

Table 3.4

Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.103	20	.200[*]	.956	20	.458
Posttest	.104	20	.200[*]	.959	20	.528

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Saphiro-Wilk formula is used as the significant values in this test because the element (df) are only 20. If the elements (df) are more than 2000, the Kolmogrov-Smirnov should be used. From the table above, it indicates that the significant level of pretest and posttest are higher than 0.05 (0.458 > 0.05 ; 0.528 > 0.05). Therefore, the null hypothesis (H0) is accepted, it means that all of the data are normally distributed.

3.9 Hypotheses Testing

Hypotheses were analyzed by using *Paired Sample T-test* of *Statistical Package for Social Science* (SPSS) version 22. SPSS used to know the improvement of students' pronunciation after they have been taught by using kids song. Paired sample t-test is a test of the mean difference for two paired samples. This test was used to analyze the pre-post research model. Paired sample t-test was used to evaluate certain treatments on the same sample at two different observation periods. According to Widiyanto (2013:35), paired sample t-test is one of the testing methods used to assess the effectiveness of the treatment, marked by differences in the average before and after treatment. The basis for taking the decision to accept or reject H0 in this test is as follows.

1. If T-value > T-table and probability (Asymp.Sig) < 0.05, then H0 is rejected and H1 is accepted.

2. If T-value < T-table and probability (Asymp.Sig) > 0.05, then H0 is accepted and H1 is rejected.

The following is the formula for testing the hypotheses of this research:

$$\boxed{\text{H1} = \text{Sig.} < 0.05}$$

H_0: There is no statiscally 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.

H_1: There is a statiscally 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.

H_0: There is no statiscally significant difference on students' ability in pronouncing voiceless and voiced sounds of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

H_2: There is a statiscally significant difference on students' ability in pronouncing voiceless and voiced sounds of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

3.10   The Implementation of Kids Song in Teaching Pronunciation

The aim of this research is to find out whether there is a statiscally 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 also to find out whether there is a statiscally 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 in five meetings consist of one meeting for the pre-test, three meetings for the treatment and one meeting for the post-test. The first meeting which is pre-test started on Wednesday, 2 November 2022. The pre-test was conducted in order to know students' ability in pronouncing dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/. The pretest consisted of 12 words which contained minimal pairs of dental sounds /θ/ /ð/ and

palato-alveolar sounds /tʃ/ /dʒ/ appearing in initial, middle, and final position that was inserted in Appendix 1.

The researcher used audio recorder to record students' pronunciation of each word in collecting the data. It needed 43 minutes to record 20 students' pronunciation. In analysing the data, the researcher transcribed students' pronunciation of the test through its phonetic transcription. Oxford Learner's Dictionary wass used as the standard pronunciation. In the pre-test, most of the students made poor pronunciation on both dental sounds /θ/ /ð/ in all position and palato-alveolar sounds /dʒ/ in middle and final position.

After conducting the pre-test, the researcher did the treatment using kids song. The first meeting of treatment was conducted on Friday, 4 November 2022. The songs used in this meeting were "*The Ants Go Marching*" and "*I Don't Wanna Live in The Moon*". The song in this research used as the model to pronounce dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/. The researcher also explained how to produced dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/ by showing the figures of articulation and giving drills to the student. During the learning activity the students showed excitement to the lesson because it's the first time for them learning English using song. However, the students were still shy when they were asked to explain about the materials.

The researcher asked the students to pay attention to the marked words in the lyrics before the researcher played the song. In this meeting, the students made poor pronunciation on the words *the, thumb, three, there, though, although, earth, strange, think*. They can pronounce the words correctly when researcher gave them the model of pronunciation and then repeat it, but when they asked to pronounce the words by themselves, they often made poor pronunciation. But, at the end of learning activity, they only made poor pronounciation on the words *though, although, think*. Therefore, the researcher concluded that students made improvement after listening to the song and listening to researcher's pronunciation.

The second meeting of treatment was conducted on Wednesday, 9 November 2022. In this treatment, the researcher used two songs which are "I've Been Working on The Railroad" and "Why Does The Sun Shine? (The Sun Is A Mass

Incandescent Gas)". The researcher also asked the students to pay attention to the marked words in the lyrics before the researcher played the song. Then, the students were asked to classify the marked words into /θ/, /ð/, /tʃ/ and /dʒ/ sounds. In this meeting, the students were more active than the previous meeting. They were not shy in trying to pronounce the words and defining the meaning of the song. Same as the first meeting, the researcher also showed the model to pronounce the words and drills. The students are also asked to sing the song together.

The third treatment was conducted on Friday, 11 November 2022. In this meeting, the researcher used two songs which are "Boom Boom Ain't It Great To Be Crazy" and "Who's Afraid of The Big Bad Wolf?". Same as the previous meeting, the researcher asked the students to pay attention to the marked words in the lyrics before the researcher played the song.

The last meeting which is post-test was conducted on Wednesday, 16 November 2022. This meeting carried out the same thing as in the pre-test. Students were asked to pronounce 12 word lists and it was recorded. Then, the researcher transcribed it to its phonetic transcription. It was found that the majority of students made improvement on voiceless dental sounds /θ/ in initial and final position, voiced dental sounds /ð/ in initial and final position, voiceless palato-alveolar sounds /tʃ/ in all position, and voiced palato-alveolar sounds /dʒ/ in initial and final position. But, the majority of the students often made poor pronunciation on voiced dental sounds /ð/ in middle position, and voiced palato-alveolar sounds /dʒ/ in middle position.

Those are the explanations of this chapter which are presented about research design, variable of research, population and sample, instrument of the research, data collecting technique, validity and reliability, data analysis, normality test, hypotheses testing and the implementation of kids song in teaching pronunciation.

V.   CONCLUSIONS AND SUGGESTIONS

In this final chapter, the researcher take a conclusion about that has been discussed in the previous chapter and give some suggestions for the teacher who want to implement the kids song in teaching pronunciation and for other researcher who want to carry out related study.

5.1 Conclusions

This research is aimed to find out whether there is any improvement on students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/ after they have been taught by using kids song and to investigate there is any 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 result and discussion, it can be concluded as follows:

1. There is a statiscally 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 with a significant level 0.000 (<0.05) and the improvement is 46.87. It can be concluded that the use of kids song can improve students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/.

2. There is a statiscally significant difference on students' ability in pronouncing voiceless and voiced sounds of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/, with significant level 0.000 (<0.05) both in voiceless sounds /θ/ /tʃ/ and voiced sounds /ð/ /dʒ/. It also can be found that the mean difference of voiceless sounds /θ/ /tʃ/ were greater than voiced sounds /ð/ /dʒ/ (3.175>2.4375).

5.2 Suggestions

In line with this research about the use of kids song to improve students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/, the researcher would like to propose some suggestions as follows:

1. For the English Teacher

a) Teacher is suggested to make sure that the learning atmosphere is not noisy and relaxed because students need to listen to the song carefully so that they can pay attention to how to pronounce the words correctly and clearly.

b) Besides playing the songs, it is better for teachers to show examples of how to produce the sounds correctly to the students, teachers can also add movements while singing so students do not feel bored during the teaching-learning process.

c) Teacher is suggested choose the songs that make students interested and enthusiastic in the teaching-learning activities.

2. For the Future Researcher

a) It is suggested for the future researcher to make sure that when collecting the data the classroom atmosphere is tranquil so that students' pronunciation can be heard clearly in recording and easier to analyze.

b) It is better for the future researcehr to find students' problem or difficulties in pronouncing English language such as their anxiety, motivation, interference native language, etc.

Those are the conclusion of this research about the use of kids song in improving students' pronunciation of dental sounds /θ/ /ð/ and palato-alveolar sounds /tʃ/ /dʒ/. Moreover, the suggestions can be considered for the future research related to this study.

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