CHAPTER 1

INTRODUCTION

This chapter consisted of background, problem statement, objective of the research, significances of the research, and scope of the research.

A. Background

There are many languages in this world but only several become most used language. English is one of them and becomes an international language. People of different countries speak English to communicate. English is a key, which opens the door to scientific and technological knowledge. The Indonesian government has chosen English as the first foreign language to be taught in the schools. It makes English become the first foreign language exposed to Indonesian students in formal education

English becomes one of compulsory subjects from Elementary School up to University. Therefore, the government provides curriculum as the guidance of English teacher in teaching-learning process. In the English curriculum 2006, the learning activities involve listening, speaking, reading and writing. The four skills are taught cohesively. Although it is focused on the four skills, but some language components like pronunciation, vocabulary, and grammar are not separately taught from those four skills.

In pronunciation, some students find it difficult to pronounce the words or sentences correctly. A brief example when they are asked to pronounce the word “umbrella” / ∂mbrel∂ /they will pronounce /umbrella /. It is because of the differences between their mother tongue and the English. The degree of

difficulty in learning is also determined by the degree of difference between the two languages. The greater similarity between them, the less difficult it will be for the students to learn the foreign language (Ramelan,1985).

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation. There fore, it is important to teach pronunciation. As stated by Harmer (2000) that for all these people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.

The students often find problem with pronunciation when they speak, read, or listen to English words. This is also happens to students of SMA Negeri 2 Panca Rijang. Researcher has conducted pre-observation at the school to find out the major problem why students' pronunciation was low. Researcher has interviewed the students to know factors caused the problem and interviewed the teacher to know what method or media she always uses in teaching. Normally, only 4 of 30 students have good pronunciation and dare to pronounce the sentences while others were shy because they were still unusual to pronounce English words or sentences. This lead to major problem. The information from the teacher also revealed that they only use a very common learning strategies in teaching pronunciation, that is by giving words to be pronounced.

The role of the teacher as educator is really important. They are challenged to find fit method/media/strategy in teaching pronunciation. The

most common way that teacher always uses in teaching pronunciation is by giving them list of words (tongue twister) in order to train the pronunciation. In contrast to that, the researcher will use song in teaching pronunciation based on the consideration that it is a more attractive media for the students and also song can be a good motivation for them to learn.

Using song in teaching is not a new thing. Many researchers or educators have used it. There are many genres of song that they use in teaching but commonly they chose slower genres like pop and jazz because they think it will be easier for the students to follow the pronunciation if the songs are slower. In this research, the researcher will use rap songs which clearly faster than those previous genres. It is based on the consideration that rap song will enhance students ability to pronunce words fluently because the genre is fast full of words and enjoyable rhytm so the students will feel motivated and enjoy the learning process.

Based on the Background statement explanation, the researcher formulates a research entitle "*Using Rap Songs to Improve the Pronunciation of The Second Grade Students of SMA Negeri 2 Panca Rijang"*

B. Problem Statement

In this research, researcher formulates the problem statement as follow: "Does the use of rap song improve the pronunciation of the second grade students of SMA Negeri 2 Panca Rijang ?"

C. Objective of the Research

The objective of the research is to find out whether or not the use of rap songs improve the pronunciation of the second grade students of SMA Negeri 2 Panca Rijang.

D. Significance of the Research

In this research, researcher expects that the research's result have benefits both theoretically and practically.

1. Theoretical significance

   The information that people can get from this research will be very usefull, especially everything about teaching prnunciation by using songs. They can implement the straties that presented in this research in order to be more fluent in pronuncing the English words.

2. Practical significances

   a. It will improve the pronunciation of the teachers and the students.

   b. It will elevate the students' motivation and interest to learn and practice pronunciation by using rap songs.

   c. Researcher can open others' mind that rap song can scientifically be used in teaching, especially in proonunciation. It is an innovation in using anti-mainstream media (rap songs) in teaching.

   d. The result of the research can be use as reference for those who want to do a research in English teaching and learning.

E. Scope of the Research

The scope of the research are limited to discipline, content, and activity.

1. By discipline, the research concerns to Teaching English as Foreign Language (TEFL), specifically in field of practicing pronunciation.
2. By content, the research covers daily expressions that mostly found in native countries. These expressions can be found in the rap songs which the researcher has filtered and chose selectively the proper rap songs to be used in practicing pronunciation, especially those which have consonants (segmental feature) in the lyrics.
3. By activity, the research focuses on practicing pronunciation by using rap songs. The researcher will use several different title of rap songs that have being selected before. The selected songs must have consonants. Students pronunciation will be assessed by testing them before and after giving the treatment (teaching by using rap songs) in order to see the comparison between the results of those two tests. In treatment, the researcher will play the song and ask the students to pay attention to how the rapper (singer of the song) pronounce each words. It will be repeated three times. The researcher also assist students in the learning process and help them if they find a problem during the learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consisted of previous research findings, some pertinent ideas, conceptual framework, and hypothesis.

A. Some Previous Related Research Findings

Pronunciation is the art of uttering words, phrases, or sentences by considering the correctness of the features of pronunciation. It is not only about how fluent yu can pronounce the words, but also how it pronouncesd correctly.

Many researchers have conducted and reported their researches related to teachin pronunciation and the use of song as teaching media. Some of them are listed below:

Kuśnierek (2016) in her research article entitle “The role of music and songs in teaching English vocabulary to students” found that songs allow for interesting changes in the classroom, thus energizes learning activities.. Subsequently, they learn new words subconsciously; it does not resemble a study. Additionally, many words in songs are repetitive and this makes them stay in mind. Tunes and lyrics infiltrates people’s thoughts and they may stay in our memory for a long time. Hence, learning through songs may be a good method of vocabulary memorization because lyrics are sung repeatedly and catchy tunes help to remember them. It needs to be noticed that because of the easy access to music, everyone may benefit from it. The researcher herself stated some activitis relates to the use of song in teaching. However, the

vocabulary aspect became the major thing which is directly influenced by using song in classroom.

Nadiah and Yunus (2016) in their research article entitle “Using Action Songs in Teaching Action Words to Young ESL Learners” revealed that using action songs help the children to learn action words. The integration of action songs is an ingenious way to facilitate the young, low proficiency ESL learners in comprehending action words. The results of this study also suggested that further studies may need to look into the effectiveness of using other classroom activities such as stories and language games to enhance young ESL students’ verbs’ acquisition and using action songs to teach other parts of speech, for examples, nouns and adjectives.

Tse (2015) in his research article entitle “Malaysian Teachers“ Perspectives on Using Songs in English Language Teaching” found that songs have provided students with a relaxed atmosphere and thus intuitively learn English, their target language. Further, these are enjoyable language learning activities and there-fore should be promoted in schools, especially young learners, since they can easily acquire the language. Teachers, the front-line educators, have to select appropriate songs for their students. It is hoped that this paper can help the primary English teachers in Malaysia to use songs strategically, confidently, and effectively in the classroom. The researcher of this study believes that this should be adopted on a more structured and systematic manner in Malaysia. For novice or inexperienced ESL teachers, a list of online websites is given below to help them select their

songs to be used in the classroom. They should seek and exploit other relevant websites which they reckon as appropriate for their students.

Becerra and Munoz (2013) in their research article entitle “Teaching English through Music: A Proposal of Multimodal Learning Activities for Primary School Children” concluded that there is a notable improvement in students’ oral skills when they use songs to learn a language, and particularly when they relate these songs to physical, visual, or interpersonal purposes. This multimodal learning allows for a meaningful teaching practice which brings only positive outcomes in the foreign language classroom. Children have developed their linguistic and musical intelligence with the use of songs because they have worked with language and with pitch and rhythm. They have also enhanced visual/spatial intelligence and kinaesthetic one in the classroom learning vocabulary through pictures and miming lyrics songs.

Pimwan (2012) in his thesis entitle “The Effect of Teaching English Pronunciation through Songs of Prathomsuksa for Students at Watratchaphatigaram School” conclude that learning English pronunciation through songs helped them to learn more easily. The students also had fun and enjoyed the class. The activities in class clearly increased their motivation to learn English pronunciation. Moreover, they could apply this knowledge to improve their basic English skills as well as use their skills in real situations in their daily life. Children have developed their linguistic and musical intelligence with the use of songs because they have worked with language and with pitch and rhythm. They have also enhanced visual/spatial

intelligence and kinaesthetic one in the classroom learning vocabulary through pictures and miming lyrics songs.

Sevik (2011) in his research article entitle “Teacher views about using songs in teaching English to young learners” conclude that songs are regarded as effective listening materials, that they are a common feature of many MFL programs, and that they are regarded as one of the mostly enjoyed activities and one of the most effective language learning strategies reported by most YLs. As the findings of this study demonstrate, according to the primary school EFL teachers, songs are an important and necessary part of EFL teaching and learning in YL contexts.

Trong and Thi (2010) in their research article entitle “Teaching English Rhythm by using Songs” conclude that Songs become the most valuable educational tool that aids the language acquisition as well as the whole learner’s physical and mental development. Like rhythm, songs can be considered an integrated part of a sequence of work in the classroom so that they can maximize their effects for the learners, especially for the young children. The review of literature showed that the research chiefly focused on the values of music and songs on promoting young learners’ vocabulary acquisition. Perhaps the most importantly, the majority of the research was done on the ESL or native students who have much more exposure to English.

Based on the several related research findings above, the simlalirity is those researches focus on the use of songs in teaching English but the only

differences are the method used and the skill that were going to be imroved. The result of those researches have shown that using song is effective. This becomes the guideline for the researcher to use song as teaching instrument by considering it positive implications in teaching English.

B. Some pertinent ideas

1. The Concept of Pronunciation

a. Definition of Pronunciation

Pronunciation is how a person say the words in the right manner by considering the appropriateness rules of its features. There are two common features of pronunciation such as segmental features and suprasegmental features. Each of it consist several parts. Below are some definitions of pronunciation.

Wikipedia (2016) Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect.

The Free Dictionary by Farlex (online, 2016) The act or manner of pronouncing words; utterance of speech; A way of speaking a word, especially a way that is accepted or generally understood; A graphic representation of the way a word is spoken, using phonetic symbols.

Macháčková (2012) Pronunciation is a way how sounds are articulated by speakers marking their social class, education andso forth.

There are many experts that have views what pronunciation in language teaching is. Kelly (2000) is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and supra segmental features. Meanwhile, Goodwin as cited in Celce-Murcia (2006) states that pronunciation is the language feature that most readily identifies speakers as non-native. Since it can identify us as non-native, we do not need to pronounce like the way native speaker do.

Seidlhofer (1995) says "Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific socio cultural and interpersonal contexts." Producing sentences can have different meaning related to the way people pronounce sentences. Indeed, pronunciation needs to be taught to students.

Lado (1964), pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening, Lado doesn"t mention how the sounds are produced. Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning.

b. Teaching Pronunciation

Teaching pronunciation its own ways and the teachers must consider the level of their students relate to how they will teach them. Pronunciation is defined as the way in which a language is spoken (Hornby, 1995). On the other hand, Dalton (1998) defines pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use. From the definitions, it can be concluded that pronunciation is the way to sound languages so that meaningful.

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

Although the nonnative speakers of English are literate enough; however, it does not mean that they are literate enough in English language. Therefore, the learners of English as foreign language should also need to learn about how to pronounce the words of the target language. Harmer (2000) states that pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably.

Concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed – all these things give them extra information about spoken English and help them. On the other hand, Dalton (1998) also states about the importance of the students to be aware the pronunciation elements.

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

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

c. Elements of Pronunciation

There are two main elements of pronunciations. When learning English we will find two kinds of speech features (Ramelan, 1985): Segmental features, which refer to sound units, arranged in a sequential order or it is about consonant and vowel, and Supra segmental features refer to stress, pitch, length intonation and other features that always accompany the production of segmental.

1. Segmental features

English segmental system includes vowels and consonants. The classification is based on the differences in their functions in an utterance and their ways of production.

Vowels are sounds which are made without any kind of closure to the escape of air through the mouth (Syafei, 1988).English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of / i: /,/ ∂: /,/ a: /,/ u: /,/ o: /, while short vowels consist of / i /,/ e /,/ æ /,/ ∂ /,/Λ /,/ u /,/ o /.

Beside the two kinds of vowels above, there are also diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable (Syafei, 1988). There are nine English diphthongs, / ei /,/ ai /,/ oi /,/ au /,/ o∂ /,/ i∂ /,/ au /,/ u∂ /,/ e∂ /. The English consonants consist of twenty-four. Those are / p /,/ b /,/ t /,/ d /, / k /,/ g /,/ f /,/v /,/ θ /,/ δ /,/ s /,/z /,/ ʃ /,/ ʒ /,/ h /,/ tʃ /,/ dʒ /,/ m /,/ n /,/ ŋ /,/ l /,/ r /,/ w /, / y /.

It is quite different with the condition in Indonesian. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if the students find difficulties when they learn English.

1) Consonants

In articulatory phonetics, a consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Examples are [p], pronounced with the lips; [t], pronounced with the front of the tongue; [k], pronounced with the back of the tongue; [h], pronounced in the throat; [f] and [s], pronounced by forcing air through a narrow channel (fricatives); and [m] and [n], which have air flowing through the nose (nasals). The word consonant is also used to refer to a letter of an alphabet that denotes a consonant sound.

The 21 consonant letters in the English alphabet are B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, X, Z, and usually W and Y. The letter Y stands for the consonant /j/ in *yoke*, the vowel /ɪ/ in *myth*, the vowel /i/ in *funny*, and the diphthong /aɪ/ in *my*. W always represents a consonant except in combination with a vowel letter, as in *growth*, *raw*, and *how*)

2) Vowels

In phonetics, a vowel is a sound in spoken language, with two competing definitions. In the more common phonetic definition, a vowel is a sound pronounced with an open vocal tract, so that the tongue does not touch the lips, teeth, or roof of the mouth, such as the English "ah" /ɑː/ or "oh" /oʊ/. There is no build-up of air pressure at any point above the glottis. This contrasts with consonants, such as the English "sh" [ʃː], which have a constriction or closure at some point along the vocal tract. In the other, phonological definition, a vowel is defined as syllabic, the sound

that forms the peak of a syllable. A phonetically equivalent but non-syllabic sound is a semivowel.

3) Diftongs

A diphthong, also known as a gliding vowel, is a combination of two adjacent vowel sounds within the same syllable. Technically, a diphthong is a vowel with two different targets: that is, the tongue (and/or other parts of the speech apparatus) moves during the pronunciation of the vowel. In many dialects of English, the phrase *no highway cowboys* /ˌnoʊ ˈhaɪweɪ ˈkaʊbɔɪz/ has five distinct diphthongs, one in every syllable.

Diphthongs contrast with monophthongs, where the tongue or other speech organs do not move and the syllable contains only a single vowel sound. For instance, in English, the word *ah* is spoken as a monophthong (/ɑː/), while the word *ow* is spoken as a diphthong in most dialects (/aʊ/). Where two adjacent vowel sounds occur in different syllables—for example, in the English word *re-elect*—the result is described as hiatus, not as a diphthong.

4) Clusters

In linguistics, a consonant cluster, consonant sequence or consonant compound is a group of consonants which have no intervening vowel. In English, for example, the groups /spl/ and /ts/ are consonant clusters in the word *splits*.

2. Supra-Segmental Features

Supra segmental features are like the style used in words or sentences. There are four kinds of supra segmental features. The first is stress. Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence (Ramelan, 1985). Stress can be classified into a word stress and sentence stress. A word stress within a word and a sentence stress is the stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate meaning and intention.

Second is pitch and intonation. Speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what we say (Syafei, 1988). For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone. The third is pause. English is spoken in groups of words, which are separated by pause. There are two kinds of pauses, a short one and a final one (Syafei, 1988). Fourth is rhythm. It means the beat of language. In English, rhythm is stress-timed. This means that the time between two primary stresses is the same.

If there are many words between the two primary stresses, then these syllables will be pronounced fast; if, on the other hand, there is only small number of syllables between the primary stresses, then these syllables will be pronounced slowly and more clearly (Syafei, 1988). For

example “Can you see the van?”; the words *see* and *van* take primary stresses for special purposes.

1) Stress

Many teachers advocate starting with stress as the basic building block of pronunciation teaching. Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signalled by volume, force, pitch change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking.

One noticeable feature of English is the reduced nature of unstressed syllables. Thus, not only are stressed syllables longer, louder, more forceful and at a different pitch, but unstressed ones are often different in quality. Although the rhythm of English cannot be called strictly stress-timed, it nevertheless presents real problems for learners, particularly if they speak an L1 which is syllable-timed – that is, where each syllable has stress, or where the stress patterns of words are predictable. Work on stress and unstress at each of the three levels is therefore essential for many learners, and the stress pattern should be taught along with every new multisyllabic word (Rogerson and Gilbert (1990).

2) Intonation

Intonation, or change of pitch, is crucial in signalling speaker meaning, particularly interpersonal attitudes. As we saw in the previous section, pitch changes are crucially linked with stress. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence. There have been three major approaches to intonation theory: the grammatical approach (which relates intonation to grammatical functions), an approach that focuses on the link between intonation and attitude, and the discourse approach which emphasises speakers and their intentions in longer stretches of discourse (Clennell, 1997)

d. Students' Problem in Pronouncing English Words

Our mother tongue has some differences with English in pronunciation. In our language, there is no difference between its writing and its sound. But we find it different in English. Sometimes we sound differently from the writing. For example, the word *here* is pronounced / *hi:ð* /; however, in Indonesian we pronounce / *here* /. It is not denied that students often make mistakes in learning foreign language; however, doing such mistake is a part of learning the language itself.

According to Julian Edge on 'Mistakes and Correction' as quoted by Harmer (2000) that mistakes can be divided into three broad categories: 'slips' (that is mistakes which students can correct themselves once the

mistake can be pointed out to them), 'errors' (mistakes which they cannot correct themselves – and which therefore need explanation), and 'attempts' (that is when a student tries to say something but not yet know the correct way of saying it) . From the three categories, it can be said that error is the most important thing for the teacher to be concerned because the students cannot correct themselves instead of the teacher's help.

There are two kinds of mistakes that might cause the students to make mistake: L1 interference and developmental error. Ramelan (1985) states some reasons about why students make mistake in their pronunciation are because they face such problems as follows:

a. The existence of a given sound in the latter, which is not found in the former.
b. Sounds which have the same phonetic features in both languages but differ in their distribution.
c. Similar sounds in two languages which differ only slightly in their phonetic features.
d. Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds.

2. The Concept of Rap Songs

a. Definition of a Song

Songs are the representations of the artists' feelings and thoughts. It can be in form of many genres which has its own taste and musicality. Below are some definitions of songs according to expert.

Jamalus (1988) states that songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices. In Allwords (2016), Song is defined as a short musical composition with words; "a successful musical must have at least three good songs", a set of words, short poem, etc. to be sung, usually with accompanying music. Hornby (1995) defines song as a short poem or a number of verses set into music and intended to be sung. Friedman (1998) defines song as a short musical work set to a poetic text, with equal importance given to the music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment.

From the definitions of song above the writer concludes that song is a kind of arts work that are intended to be sung either with or without instrumental accompaniments.

Accroding to Dictionary.com, Rap song is a style of popular music, developed by disc jockeys and urban blacks in the late 1970s, in which an insistent, recurring beat pattern provides the background and counterpoint for rapid, slangy, and often boastful rhyming patter glibly intoned by a vocalist or vocalists.

b. Songs as Teaching Media

Media is derived from the Latin word 'medium' that means 'between'. The term refers to anything that carries information between a source and receiver. In general, it is a means of communication. Media is also considered as instructional system of teaching learning process. So

instructional medium is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal teaching learning process. The teacher can select the media from the traditional ones up to the modern ones.

In our daily life, we are surrounded by songs. A song is like a magic that can hypnotize us, therefore, when we hear the songs we could be brought into the songs. For example, when someone is listening to a song, he can be brought into the story of the lyrics and the melody will 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 can learn many things, for example we can get some more new words, and we also could learn how the words are pronounced.

As songs are having magical effects, we can use songs in the learning process. Harmer (2000) 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 if we so wish. Songs are a good resource for English teaching.

First, they are funny. Second, they promote mimics, gestures, etc. associated to the meaning. Third, they are good to introduce supra segmental phonetics (stress, rhythm and intonation). Fourth, students play a participative role. Fifth, they can be applied to comprehension stages (listening) or production (singing). Sixth, there are songs for all levels and ages. Seventh, students learn English very easily, through echoic memory.

c. Elements of Songs

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

The first category is the main elements. It consists of rhythm, melody, harmony, and lyrics. Rhythm is the stretch of movement of the sounds. It becomes the base element in music. It is like how to sound a word, there will be letters read long and short and there can be a pause too. It means that rhythm is how to step the music. Melody is the arrangement of stretch sound. And harmony is the unity of two or more tones that have different level played together. The last is lyrics, it can be said as musical sentences.

The second category is the expression elements. It is the way of the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All the elements above are needed when someone creates a song.

d. Selection of the Songs

When the teacher will apply songs in her / his teaching learning process, she /he should know what kind of song she would bring into the class. This is the problem if the teacher wants to use songs to her class. Harmer (2000) suggests two ways to solve the problem about the way in

selecting the songs to be brought into the class: the first is to have students bring their own favorite songs to class. If they do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics, the second way is to use older songs, to ask students whether they still have merit, whether they like them, despite their antiquity.

Teachers then can choose songs, which they like and appropriate to the topic and subject matter. It is really matter to select the appropriate songs for the students of high school because the songs *Mother How Are You Today, Old Mc Donald* and *My Garden* are not appropriate for them. Those three songs are not too childish and not too complex. However, it is also better for the teacher to use the songs that can advance the students skills in pronunciation.

e. Procedure of using Songs in Teaching

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

a. The procedure suggested by Ur and Wright (1993) 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.

b. The procedure suggested by Haycraft (1983), 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 solos. 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.

f. Songs to improve achievement in pronunciation

Phonemic awareness is not the same thing as phonics. Phonemic awareness deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols. Phonics deals with learning sound-spelling relationships and is associated with print. Most phonemic awareness tasks are purely oral – Wiley Blevins in Phonics from A to Z: A Practical Guide.

From the statement above, the writer concludes that teaching pronunciation is done orally. One very effective thing to teach students' pronunciation is by having the students train themselves in their daily lives

through their own interests. Some students probably prefer to play games to enrich their vocabulary, other may sing or listen to English songs or may be read poetry to improve their listening ability, pronunciation and the English fluency.

Paul (1996) states that if she is singing or playing something she really enjoys, and suddenly encounters a word or structure she does not know, but which she feels she needs in order to sing or play successfully, she will feel an emotional need to learn. It means that someone will learn something when they need to learn. No one can force him/her to learn something if he/she does not want to learn. If we want our young learners to achieve something, we should not teach them formally. The more we teach, the less children learn.

By using song, we may keep them emotionally involved in the learning process and keep them interested in making sense of this fascinating world of English. The aim is for the children to feel excited by getting better at English (Paul, 1996: 8). So it is better for the teacher to give extensive listening task to train their pronunciation by listening songs they like.

There are two kinds of listening activities that can be done by the students. Those are extensive listening and intensive listening. Extensive listening usually takes place outside of the classroom. It can be done at home or any places that the students want to have listening activities. They can also choose the way and the material they want. For example, the

students may have songs or English news on the radio as the listening materials. While intensive listening is usually done in the classrooms, and the teachers usually have the materials and the way of listening activities for the students. Intensive listening can be done in some ways, by using taped material and life listening. It can be in the form of reading aloud, story-telling, or conversation. Both ways are very important to improve the students acquisition of the language.

Songs as one of listening materials can be applied in both ways. While the students listening to the music or song, they will learn many things, such as learning grammar and pronunciation. They also could train themselves for the listening comprehension. When they are listening they will not realize that they are improving their achievement of the language. While listening to the songs, the students may follow to sing the songs. So they can train their pronunciation ability unconsciously.

C. Conceptual Framework

The conceptual framework of this research is presented as the following below: The researcher tries to enhance the fluency in pronunciation by giving students some rap song as teaching media. Rap songs are chosen because they can advance and trigger the students ability to pronounce English words fluently.

Researcher puts forward the theoretical framework about using rap song to enhance fluency in pronunciation in the following figure:

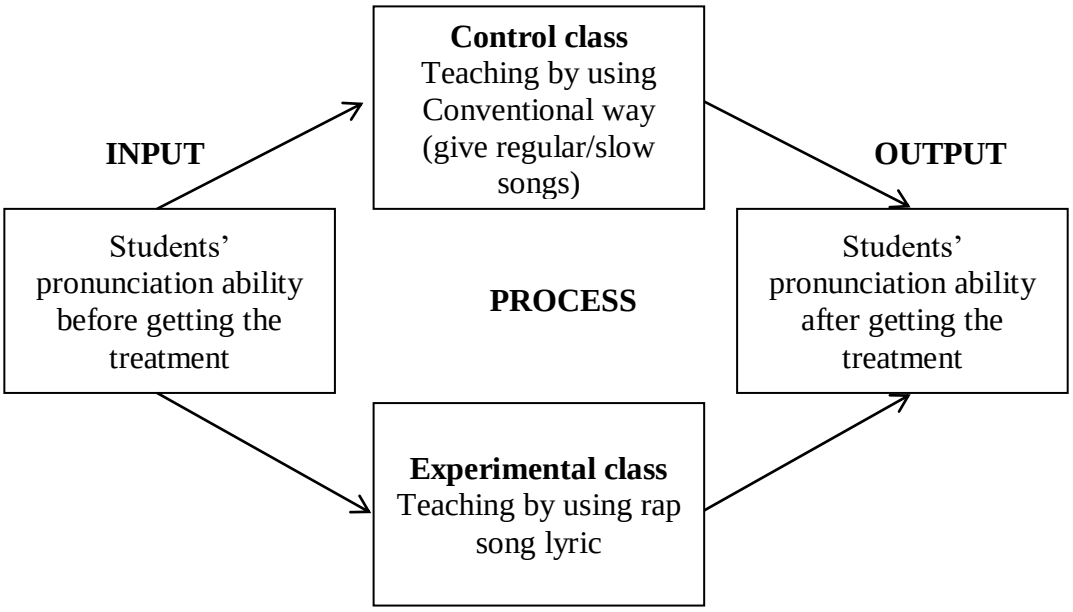


Figure 1: Conceptual Framework of the research

INPUT: the input of the research is the students' prior knowledge and their pronunciation ability. Researcher will give a pre-test to determine their pronunciation ability. Researcher will ask each of them to read some sentences and then assess their pronunciation ability.

PROCESS: it is the stage where researcher will give different treatment for control class and experimental class to know the differences between class which is treated by using rap song an class which is treated by using conventional media. In control class, researcher will use conventional method (list of sentences) to teach pronunciation while in experimental class the researcher will use rap songs. The researcher will play different rap song for each meeting in experimental class and observe the students activity.

OUTPUT: the output of the research will be seen after giving the post-test to students to measure their pronunciation ability after the treatment. The

procedure in post-test is similar with pretest. The researcher will know the comparison between the students' pronunciation ability in control class and experimental class.

D. Hypothesis

Based on the previous related research findings, the concept of pronunciation, the concept of rap songs, conceptual framework, researcher formulates two hypotheses as follows:

H_0: "using rap songs cannot improve the pronunciation of the second grade students of SMA Negeri 2 Panca Rijang "

H_1: "using rap songs can improve the pronunciation of the second grade students of SMA Negeri 2 Panca Rijang".

CHAPTER III

RESEARCH METHOD

This chapter consisted of research design, the variable of the research, objective of the research, population and sample, the instrument of the research, procedure of collecting data treatment, and technique of data analysis

A. Research Design

Researcher will apply quasi-experimental in this research design with two classes as sample, namely experimental class and control class. The research formula is presented as follows:

$E = O_1 \ X_1 \ O_2$

$C = O_1 \ X_2 \ O_2$

Where: E is experimental class

C is control class

O_1 is pre-test

O_2 is post-test

$X_1$is treatment of experimental class

X_2 is treatment of control class

(Gay, 2006)

B. Research Variables

There are two variables involved in this research, namely independent variable and dependent variable:

1. Independent variable is the use of Rap Songs as teaching media.

2. Dependent variable is the pronunciation ability of the second grade students of SMA Negeri 2 Panca Rijang.

C. Operational Definition of Variables

In this section, the researcher explains operational definition of variables that have being mentioned above in the variable of the research:

1. The use of song as a short poem or a number of verses set into music and intended to be sung. Friedman (1998) defines song as a short musical work set to a poetic text, with equal importance given to the music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment.
2. Pronunciation ability of the second grade students of SMA Negeri 2 Panca Rijang. It is the ability of the students to pronunce the words given to them. It will be measured through test before and after giving treatment to them.

D. Population and Sample

1. Population

The population of this research are the second grade students of SMA Negeri 2 Panca Rijang. The population consist of Science classes (IPA) and Social classes (IPS). The Science class consist of four classes and the Social class consist of four classes. Each class normally consist of 30 students. So the total populations are 240 students.

2. Sample

This research applies cluster random sampling technique with two classes as sample. The researcher write the name of class on a piece of paper

and roll it. After that the papers will be collected in a jar and then the researcher will pick two papers. The two chosen papers will be the sample of the research, that are the experimental class and control class.

E. Instrument of The Research

The instrument of the research is pronunciation test. It will consist of 10 sentences to be pronunced. The test itself will be divided into two stages, pre-test and post-test. The pretest will be administered before applying the treatment while the posttest will be administered after appying the treatment. The allocation time for each test is one meeting (2x45 minutes).

F. Procedure of Collecting Data

In this research, the researcher will collect data of the students through pretest and posttest. The procedure of collecting data is presented as follows:

1. Pre-test

   The pre-test is conducted before giving treatment. Researcher will administer the pretest to know the students'pronunciation ability. The allocation time given to students is 2x45 of learning time (90 minutes/ 1 meeting). The students will read 10 sentences and try ro pronunce the words correctly. The researcher will record students performace as documented videos.

2. Post-test

   After treatment, researcher will give post-test in the last session of the research program / after all treatment done. Researcher will give the post-test to measure the students'pronunciation ability after they are taught by using

rap songs. Allocation time for this test is 2x45 of the learning time (90 minutes/ 1 meeting). The students will read 10 sentences and try ro pronunce the words correctly. The researcher will record students performace as documented videos.

G. Treatment

The treatment will be held in four meetings. In each treatment, researcher will give a chance to students to practice the pronunciation of the lyrics based on the songs played. The allocation time for each meeting will be 2x45 minutes

1. Experimental class

1) Researcher will greet the students
2) Researcher will refresh students' mind by simple questions about what western songs and how they pronunce the lyrics.
3) Researcher will play a rap song on the screen (in video or in audio format). Researcher will also give a printed lyrics so that students can follow the singer.
4) Researcher will ask the students to pay attention on how the singers pronunce the words and the. After that ask them to follow the singers in pronuncing the lyrics.
5) Researchr will pronunce the lyric of the song as an example for the students, and then ask them to do it one by one.
6) Researcher will give a chance to students to ask whether they have problems related to the activity.

7) Researcher will record the students' activities during the learning process and document it.

The procedure in the first, second, third, and fouth meeting will be similar. The only difference is the song played.

2. Control class

1) Researcher will greet the students
2) Researcher will refresh students' mind by simple questions about what western songs and how they pronunce the lyrics.
3) Researcher will give students list of sentence to be pronounced
4) Researcher will ask the students to pay attention on the sentences and try to pronunce it correctly
5) Researchr will pronunce the sentences as an example for the students, and then ask them to do it one by one.
6) Researcher will gave a chance to students to ask whether they have problems related to the activity.
7) Researcher will record the students' activities during the learning process and document it.

The procedure in the first, second, third, and fouth meeting will be similar. The only difference is the sentence given.

H. Technique of Data Analysis

In this research, the pronunciation scoring rubrics used to analyze students' pronunciation ability is presented as follow:

Students' Answer	Score
Correct	1 point
Incorrect	0 point

Tabel 1: Scoring Rubric

In checking students' pronunciation scores, researcher will use a checking system called Intra Check. It is a checking system where researcher choses three raters to rate the students' pronunciation scores. The nearest two scores will be calculated and divide two. The results are going to be students' pronunciation score. Then it will be analyzed in further research formulas below.

To analyze the data that have been collected from the result of pre-test and post-test, the following formula used in this research as follows:

1. Collecting raw score :$\frac{studentscorrectanswer}{thetotalnumberofitem}$ x 100

   (*Depdiknas*, 2003)

2. Classifying the students score

Table 2: Students' score classification

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55

5.	Very Poor	≤ 40

(Dirjen Pendidikan Dasar dan Menengah, 2005)

3. Rate percentage of the students

   % $\frac{F}{N}$ × 100

   Where : % : Percentage

   F : Frequency

   N : The total number of students

   (Gay, 2006)

4. Calculating the mean score of the students' scores. To find out the mean score, standard deviation and the t-test value between the pre-test and the post-test of both experimental and control group researcher used *Statistical Package for Social Sciences* (SPSS) program version 21.0.

5. Criteria of testing hypothesis

   In testing the research hypothesis, researcher will use one tail hypothesis with α = 0.05 and degree of freedom (df) = $n_1 + n_2 - 2$.The researcher formulated the statistical as followed:

   H_0 : $\mu_1 \not> \mu 2$

   H_1 : $\mu_1 < \mu 2$

   a. If the t- table value is higher than t-test value, H_0 is accepted and H_1 is rejected. It means the students' pronunciation ability who are taught by using rap songs is not better than the students who are taught by using conventional media (list of sentences)

b. If the t-table is smaller than t-test value, H_0 is rejected and H_1 is accepted. It means the students' pronunciation ability who are taught by using rap songs is better than the students who are taught by using conventional media (list of sentences).

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with findings and discussions after conducting the research in experimental class and control class. The findings present the data of he students' achievement after being taught by using rap songs in experimental class and conventional method in control class.

A. Findings

1. The frequency and percentage of pretest score for control class and Experimental class.

The students' research achievement both pretest and posttest for the research subjects are tabulated in the table below:

Table 4.1 Frequency and Percentage of Pretest and Posttest

Classification	Score	Experimental Class				Control Class			
		Pretest		Posttest		Pretest		Posttest	
		F	P(%)	F	P(%)	F	P(%)	F	P(%)
Very Good	86-100	0	0	1	5	1	5	2	10
Good	71-85	0	0	4	20	1	5	3	15

Fair	56-70	5	25	8	40	8	40	8	40
Poor	41-55	0	0	5	25	4	20	2	10
Very Poor	0-40	15	75	2	10	6	30	5	25
Total		20	100	20	100	20	100	20	100

Table 4.1 shows the students' score classification in pretest and posttest for both experimental and control class. In pretest for experimental class, there were 0 (0%) student got very good score, 0 (0%) student got good score, 5 (25%) students got fair score, 0 (0%) student got poor score, and 15 (75%) students got very poor score. After giving the treatment (using rap songs) for experimental class, the students' score were incrased. There were 1 (5%) student got very good score, 4 (20%) students got good score, 8 (40%) students got fair score, 5 (25%) of students got poor, and 2 (10%) students got very poor score.

In pretest for control class, there were 1 (5%) student got very good score, 1 (5%) student got good score, 8 (40%) students got fair score, 4 (20%) students got poor score, and 6 (30%) students got very poor score. After giving the treatment (using slow songs) in control class, the students' score increased in posttest. 2 (10%) students got very good score, 3 (15%) students got good score, 8 (40%) students got fair score, 2 (10%) students got poor and 5 (25%) students got very poor score.

From the findings above, it can be concluded that both rap songs applied in experimental class and slow songs applied in control class improved the students' pronunciation of the second grade students of SMA Negeri 2

Pancarijang Sidrap. Eventhough the students score in control class were higher in pretest than those in experimental class, but after giving the treatment, students score in experimental class increased significantly than those in control class.

2. . Mean Score and Standard Deviation

Table 4.2 Mean Score and Standard Deviation

NO	Class	Mean Score		Standard Deviation	
		Pretest	Posttest	Pretest	Posttest
1	Experimental	39,50	61,50	17,61	17,55
2	Control	54,00	62,00	19,57	20,67

Table 4.2 above shows the mean score and standard deviation for both control and experimental class. In control class, the mean score of pretest was 54,00 with standard deviation 19,57 while the mean score in posttest increased to 62,00 with standard deviation 20,67. It indicated that the students' pronunciation increased after giving the treatment using slow songs

In experimental class, the mean score of pretest was 39,50 with standard deviation 17,61. Moreover, after administering rap songs in the treatment, the mean score in posttest increased to 61,50 with standard deviation 17,55.

From the data above, the researcher concluded that the students' rate percentage in posttest was greater than in pretest for both experimental and control class. Eventhough the mean score in control class was higher than in experimental class becuase their score were higher in the beginning (pretest), but there was significant improvement of students in experimental class rather than in control class because their mean score incresed 22 points (39.50 to 61.50) rather than in control class only 8 points (54 to 62). This indicates that

students who learned by using rap songs has better achievement in pronunciation than those who learned using slow songs. This analysis deals with the detail explanations of the statistics on the correlation and significant between pretest and posttest.

Table 4.3. Students' Score in Pre-test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Studentscore	Experimental	20	39,5000	17,61429	3,93867
	Control	20	54,0000	19,57442	4,37697

Table 4.3. shows the mean score in experimental class in was 39.50 with standard deviation 17.61, while the mean score in control class was 54.00 with standard deviation 19.57.

Table 4.4 Inferential Analysis on Pre-test

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	,520	,475	-2,463	38	,018	-14,50000	5,88821	-26,42006	-2,57994
	Equal variances not assumed			-2,463	37,585	,018	-14,50000	5,88821	-26,42439	-2,57561

Table 4.4 shows the *t-value* was -2,463 with degree of freedom 38. From the degree of freedom we knew the *t-table* of this research was 1.671. According to criteria testing of hypothesis, H_0 accepted if *t-value* < *t-table and P value* > *α (0.05)* and H_1 accepted if *t-value* >*t-table and P value* < *α (0.05).*Based on the data analysis above, it can be concluded that H_0 was not accepted in pretest because *t-value* (-2,463) > *t-table* (1.671) and *P value* (0) >*α (0.05)*. In other word, there was a difference of the students score between experimental and control class before giving the treatment.

Table 4. 5 Students' Score in Potestst

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Studentscore	Experimental	20	61,5000	17,55443	3,92529
	Control	20	62,0000	20,67289	4,62260

Table 4.5 shows the mean score in experimental class was 61.50 with standard deviation 17.54 while the mean score for control class was 62 with standard deviation 20.67. It can be concluded that the mean score in experimental class is lower than the mean score in control class.

Table 4.6 Inferential Analysis on Posttest

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest	Equal variances assumed	,819	,371	-,082	38	,935	-,50000	6,06435	-12,77663	11,77663
	Equal variances not assumed			-,082	37,027	,935	-,50000	6,06435	-12,78723	11,78723

Table 4.6 above shows that the *t-value* was -,082 with degree of freedom 38 and *P value* ,935. From the degree of freedom we knew the *t-table* of this research was 1.671. Based on the data analysis above, it can be concluded that H_1 was rejected in posttest because the *t-value* (-,082)< *t-table* (1.671) and *P value* (935) > *α (0.05)*. In other word, there is a difference of the students' score between experimental and control class after giving the treatment.

From the findings above, the researcher concluded that both control and experimental class were increased. However, students' score in experimental class were increased significantly after administering the treatment. The mean score in experimental class increased 22 points than in control class which was only 8 points.

B. Discussions

This section deals with the discussions about the findings obtained during the research in both experimental and control class and figure out the correlation of it with related theories and other research findings.

When the teacher will apply songs in her / his teaching learning process, she /he should know what kind of song she would bring into the class. Harmer (2000) suggests two ways to solve the problem about the way in selecting the songs to be brought into the class: the first is to have students bring their own favorite songs to class. If they do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics, the second way is to use older songs, to ask students whether they still have merit,

whether they like them, despite their antiquity. Teachers then can choose songs, which they like and appropriate to the topic and subject matter.

The findings presented in the previous section revealed that students' score for both experimental and control were increased. The students' rate percentage in posttest was greater than in pretest for both experimental and control class. Eventhough the mean score in control class was higher than in experimental class becuase their score were higher in the beginning (pretest), but there was significant improvement of students in experimental class rather than in control class because their mean score incresed 22 points (39.50 to 61.50) rather than in control class only 8 points (54 to 62).

After comparing the mean score and standard deviation of both experimental and control class, researcher found that the use of rap songs increased the students' pronunciation than the use of slow songs in control class.

Reseacher found that there are some factors affected the results. First, the use of attractive songs such as rap song which rich of new and lot of vocabulary attract students attention. Their interst in learning will be increased if they know the updated songs. This statement is also supported by Kuśnierek (2016) who found that songs allow for interesting changes in the classroom, thus energizes learning activities.. Subsequently, they learn new words subconsciously; it does not resemble a study. Additionally, many words in songs are repetitive and this makes them stay in mind. Tunes and lyrics infiltrates people's thoughts and they may stay in our memory for a long time. Hence, learning through songs may be a good method of vocabulary memorization because lyrics are sung repeatedly and

catchy tunes help to remember them. It needs to be noticed that because of the easy access to music, everyone may benefit from it..

Second, rap songs which rich of latest words enrich students vocabulary. They can learn various of new words which is normally cannot be found in slow songs. This statement is also supported by Nadiah and Yunus (2016) who revealed that using action songs help the children to learn action words. The integration of action songs is an ingenious way to facilitate the young, low proficiency ESL learners in comprehending action words. The results of this study also suggested that further studies may need to look into the effectiveness of using other classroom activities such as stories and language games to enhance young ESL students' verbs' acquisition and using action songs to teach other parts of speech, for examples, nouns and adjectives.

Third, using songs is a better way to teach students about language becuase they can improve how they pronunce the words based on wahat they see or hear. Rap songs present a fast genre of songs which train them to pronunce the words just like tongue twister do. This statement is also supported by Becerra and Munoz (2013) who found that that there is a notable improvement in students' oral skills when they use songs to learn a language, and particularly when they relate these songs to physical, visual, or interpersonal purposes. This multimodal learning allows for a meaningful teaching practice which brings only positive outcomes in the foreign language classroom. Children have developed their linguistic and musical intelligence with the use of songs because they have worked with language and with pitch and rhythm. They have also enhanced

visual/spatial intelligence and kinaesthetic one in the classroom learning vocabulary through pictures and miming lyrics songs.

The discussions above proved that the use of rap songs was effective in improving students pronunciation based on the data obtained in this research.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestion of the research.

A. Conclusion

Based on the findings and discussion presented in the previous chapter, researcher concluded that the use of rap songs increased the pronunciation of the second grade students of SMA Negeri 2 Pancarijang Sidrap. It is supported by the significant improvement of students in experimental class rather than in control class because their mean score incresed 22 points (39.50 to 61.50) rather than in control class only 8 points (54 to 62).

B. Suggestion

According to the conclusion above, researcher suggested that:

1. The students should use the rap songs in practicing the pronunciation ability. Rap songs can lead them to practice difficult and complicated words
2. The English teacher of SMA Negeri 2 Pancarijang Sidrap should use the data and result of this research as consideration in making a good lesson plan and manage a more fun learning process. rap songs can be a good option to stimulate a fun language learning situation
3. The future researchers should use the data in this research as a reliable reference if they want to conduct a similar research related to the use of rap songs and teaching prounciation

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RINGKASAN

Mutiara. 2018. Menggunakan Lagu Rap untuk Meningkatkan Kemampuan Pengucapan Siswa SMA Negeri 2 Panca Rijang. (Dibimbing oleh Baso Jabu dan Badaruddin)

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan lagu Rap mampu memperbaiki pengucapan siswa kelas dua SMA Negeri 2 Panca Rijang.

Penelitian ini menerapkan desain kuasi eksperimental dengan format tes awal dan tes akhir. Ada dua kelas, kelas kontrol yang menerapkan metode konvensional dan kelas eksperimen yang menerapkan lagu rap dalam pengajaran pengucapan. Populasi dari penelitian ini adalah kelas dua SMA Negeri 2 Panca Rijang. Sape diambil dari dua kelas yang berbeda, dimana tiap kelas terdiri dari 20 siswa jadi total keseluruhan sampel adalah 40 siswa.

Temuan dari penelitian ini mengungkapkan bahwa nilai siswa dikelas eksperimental dan kontrol meningkat. Persentase nilai siswa di tes akhir lebih tinggi daripada di tes awal baik di kelas eksperimental maupun kontrol. Meskipun nilai rata-rata dikelas kontrol lebih tinggi daripada dikelas eksperimental karena nilai dikelas kontrol memang lebih tinggi sejak awal (tes awal), tapi ada peningkatan yang signifikan dikelas eksperimental ketimbang kelas kontrol karena nilai rata-ratanya meningkat 22 poin (39.50 ke 61.50) ketimbang dikelas kontrol yang hanya 8 poin (54 ke 62). Maka hipotesis alternatif (H_1) diterima, bahwa penggunaan lagu rap meningkatkan kemampuan pengucapan siswa kelas 2 SMA Negeri 2 Panca Rijang.

Kata Kunci: *Lagu Rap, Pengucapamg*