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THE INFLUENCE OF THE USE OF SONGS ON THE ABILITY OF PRONUNCIATION IN ENGLISH SUBJECTS IN THE ERA OF INDEPENDENT LEARNING

Abstract

Pronunciation is a term for pronouncing words correctly. Teachers should provide opportunities for students to actively participate in the pronunciation learning process. Teachers should have the ability to choose the most suitable approach to implement and use in their learning space. This study aims to explore the effect of the use of songs in English learning on students' pronunciation ability in the era of Merdeka Belajar. The research method used was a randomized control experiment with participants consisting of two groups: an experimental group that received learning with songs, and a control group that received conventional learning. Data were collected through pre- and post-intervention tests, as well as participant observation. The results showed that the use of songs in English learning significantly improved students' pronunciation ability compared to conventional learning. These findings support the use of songs as an effective learning strategy in improving students' English skills in a dynamic educational era such as Merdeka Belajar. The pedagogical implication of this research is the need for wider integration of music media in the English curriculum, as well as training for teachers to utilize songs effectively in learning. The study involved seventy students. Samples were collected through cluster random sampling technique. The authors analyzed the data using two classes, X.E.1 and X.E.2. The authors used an oral test with a real rate of 5%. The results of the analysis showed that H₀ was rejected. This means that students' pronunciation abilities before and after using the song method are different.

Keywords: Song, Pronunciation, Merdeka Belajar

INTRODUCTION

Pontillas, M.S.D. (2020) argues that English is a universal language, hence it is considered a skill. In addition, Pontillas and Talaue (2021), argue that teaching experience is an important component in improving teacher communication skills. John Y (2021) Since speakers often use English, they must communicate well, especially in lexical and grammatical terms. Alrajafi, G. (2021) stated that English is the official language in the United Kingdom, the United States, and many other countries around the world, including Indonesia. Maretha, C. (2021) said that English is the primary language in the United Kingdom, the United States, and many other countries around the world.

Language is very important for human life, according to Syaputri (2019), because humans seem to be unable to communicate with each other. We humans cannot live in this world alone. We have to relate to others. Mastering advanced technology also means mastering communication systems because we need to speak the language to interact. Language allows us to convey feelings, ideas, experiences, or opinions orally or in writing (Syaputri: 2020).

English is the international language that people around the world use to communicate and is essential for all aspects of life, so we can keep up with the world with this language (Rahayu: 2023). because many books and technology are in English. Therefore, learning English is very important. The Indonesian government has stipulated that all students must learn

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English from junior high school to high school. It is even taught in primary schools as a subject related to local content.

Students must be able to use English both orally and in writing if they want to learn English. In addition, they must have good pronunciation when using English (Syaputri, 2014). hence, listeners cannot understand the speaker if they do not have good pronunciation.

As a result, its pronunciation and instruction are very important for students (Fathin: 2022). Learning pronunciation is an important part of learning English. The curriculum objectives, however, have not been achieved. Students who have graduated but cannot speak English can use this. communication, although they have been learning the language since elementary school, so they cannot get information from books written in English

An initial study conducted at SMA Negeri Lebak Banten district found that most students often have difficulty in learning English. They also found that most students needed improved pronunciation because they didn't know how to pronounce correctly. In addition, if students want to say something when talking to their friend, they often experience fear.

Many educators use the same methods to teach their students, such as giving lengthy explanations or simply following instructions in textbooks, without developing new approaches to meet student needs. This causes students to become bored and dislike English. To improve the pronunciation of students, this technique is very important. There are many other ways to teach pronunciation, such as through songs, stories, and games. Teaching English should be fun, comfortable, and enjoyable for students. This study aimed to find out how songs can help people express words in English better.

METHODS

This research takes an experimental approach. This is so that research checks what they hear, see, test, and record how students present the material (Djiwandono: 2015). And researchers will only conduct research on two classes. The author chose class X.E1 as the experimental class and class X.E2 as the control class. The song is given to the experimental class and the text is given to the control class. The authors used cluster random sampling technique to select sample subjects for this study. This indicates that samples will be taken from two classes. Researchers chose this approach because the average scores in each class were identical.

Researchers gave tests in the form of pronunciation tests to samples in two classes to obtain data. Students undergo an oral exam consisting of ten sentences and have to read aloud this is done in the control class while the experimental class students read sambil listening to English songs/singing. Each pronunciation is assigned a score. A test can be said to be valid if every component of the instrument can be used to measure what it is supposed to measure. The highest score is 100, and the lowest score is 0. It can precisely display the data variables investigated.

RESULTS AND DISCUSSION

As mentioned earlier, this research was conducted in class X of the even semester at a State High School in Lebak Banten Regency in the 2023/2024 academic year The author asked permission from the principal and English teacher before conducting research at SMA Negeri Lebak Banten in class X. After that, the author conducted research using the following methods:

1. Make observations to find out the condition of students and schools. The author can determine the object of research by making observations.
2. Using random sample group techniques for research sampling.
3. Dividing the research topic into two classes: one class is used as an experimental class and another class is used as a control class.
4. Using new methods for interaction in the teaching of pronunciation: experimental classes are taught with songs and control classes are taught with texts.
5. Give tests to both classes.
6. Analyze data and create appropriate frameworks for research.

Before testing the hypothesis to ascertain whether the results are homogeneous, the authors test the results. The improvement of English pronunciation skills through singing methods in grade X students in Lebak Regency, has improved very well. This is shown from the results of research that has been carried out by research based on the results of calculations using statistical calculations as follows.

Pair 1	PRETES & POSTTEST	70	.287	.016
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Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETES - POSTTEST	-22.386	9.151	1.094	-24.568	-20.204	-20.466	89	.000

Description, if the sig value < of 0.05 then there is a difference between the results before and after treatment

If the sig value > from 0.05 then there is no difference between the results before and after treatment.

Conclusion. The measurement results obtained that the sig value < 0.05 which is 0.00 then there is a difference between the results carried out in the group before and after treatment. The author concludes that there is a positive influence on the use of songs on the pronunciation ability of grade 2 grade X high school students in Lebak Regency for the 2023/2024 school year. Learning pronunciation with songs can help them. Students are more active, enthusiastic, and happy when learning. In the control class I took used the text read aloud and the results were not as good as in the experimental class. Currently, the only problem with the teaching and learning process is recording their voices.

CONCLUSION

In this conclusion based on the results of student examinations and testing previous hypotheses: that pronunciation learning in English lessons using songs results are very good with statistical calculations of 5% = 0.05 that the sig value < 0.05 which is 0.00 This shows that it helps students improve their pronunciation. Students taught using songs get better grades than students taught by reading texts. However, due to students' lack of self-confidence, students were afraid of making mistakes during the study. They are nervous when speaking in English.

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