

Improving Pronunciation Ability and Teaching Pronunciation for Student Through Listening English Song

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Abstract

This article aims to know the pronunciation teaching process through an English song. Also to know the difficultness which students feel. Pronunciation is important for a student because to know what the meaning of the song we must pronoun the right word, as far as I know, what the different pronoun had different meanings whereas the word is the same. This article uses qualitative methods to take some samples in the first semester students of the English education program. Some sample pronoun some words that on the song what I choose the song "a whole new world" and "diamond". The students can receive what the teacher teaches. Whereas some of them get trouble but they learn so enthusiasm. The students find difficulties in pronouncing the words containing fricatives consonants. Fricatives consonants are consonants that are made when we squeeze air through a small hole or gap into our mouth.

Keywords: Teaching Pronunciation, Pronunciation for the first-semester student, Listening, English song.

A. Introduction

This article discusses the importance of teaching pronunciation for the student with pronouncing words on a song. The importance of teaching pronunciation remained one of the most widely debated subjects in the field of language teaching. Celce-Murcia, Brinton&Godwin (1996:484) say that the important part of learning a second language rests on pronunciation. If we want to learn the second language we must no doubt with he foreign language what we want to learn we must start and confidence to pronoun the words not only pronoun but also reading, writing and listening.

Listening is the one important thing when we learn pronunciation through song. From a listening song that makes us wonder the letter so we can pronoun the word right. Through listening, we can increase our ability in English or our ability to learn pronunciation.

In this paper, some student approaches the trouble during pronoun the word that causes fricative sounds. Pronunciation involves more aspects like intonation, stressed or not stressed. Linking the sound of spoken English like fricatives, nasal and glottal. "The pronunciation class was one that gave primary attention to the phonemes and their meaningful contrasts, environmental allophonic variations, and combinatory phonotactic rules along with attention to stress, rhythm, sound, and intonation."(Morley,1991:484). Some students in Indonesia pronounce words based on their mother tongue.

In this research, the researcher thinks if the song can make the student enthusiasm for teaching pronunciation for the student. Because of every student like a song but in each genre. The teacher must have the creativity to teach their students. Through song some students enjoyable the learn and teach process. Based on the explanation above the research take a random sample in the first-semester student of the English Educational Program. I think that trough song makes learn pronunciation funny and not boring.

B. Literature Review

Pronunciation refers to production sounds. Pronunciation usually uses to know the meaning of words. It also includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound, like intonation, phrasing rhythm etc.each of these aspects of pronunciation briefly outlined below and references for further study are suggested (Dr.Lynda Yates,2015:1).

Pronunciation is a way to pronoun a word in general. There some different in pronoun some words, there also individual peculiarities that impossible to understand. A word can pronoun with the differences depends on the people live like the surroundings, where they now life and their mother tongue. If some people had trouble to pronounce words depend on their social class. Like the lower class will said the "R" is so stressed.

Pronunciation also can help through a deliberate focus on individual sounds, consonants clusters, and suprasegmentals. Fluency activity may also have a role to play in improvement pronunciation. Cook said if the pronunciation is a set producing sounds. When learning the second language it means building up a habits pronoun and overcome the bias of the first language. (Abbas pourhosein Gilskjani,2012:96).

The sound system in English divided into the fourth group such as:

1. Vocal (vowel)

Vocals is a sounds vowels that formation of air through the throat and the mouth. There are 12 vowels in English but divided into 3 group

a. Front vowel

A front vowel is a vowel that out through the mouth and through which at the front like i: i,e,æ,)

b. Vocal cord

In vocal cord there (a: o,ɔ,;,u,u:.)

c. Vocal center

The vocal center is vocal that division depends on the tongue and lips like Λ,ɜ,ɝ.

When we pronoun these vowels we must position the lips include closed-lip widened, lip neutral, open rounded lip, and the lips closed rounded.

2. Diphthong

A diphthong is a glide from one vowel to another, and the whole glide acts like one of the long (Joseph O'connor, 1989:86)

3. Consonants

Consonants are a letter or sound that production of air does not come out smoothly through the mouth and throat but have a problem that sounds of friction. There some classification of consonant that can be explained below

a. According to the point of articulation

- 1) Labial the articulation of the sound is on the lips. Divided into labial, bilabial that sound articulated by two lips. Like (p,b,m)and the last is labial dental which sounds out between the lower lip to the upper teeth (f,v).
- 2) Dental which articulated sound by the tip of the tongue to the front teeth (θ,ð)
- 3) Alveolar articulated that sound by the tip of the tongue to the gums(t,d)
- 4) Palatal-Alveolar articulated that sound by the tongue with the palate (tʃ,dʒ)
- 5) Palatal that sound articulated by the front of the tongue and front of palate (j)

- 6) Velar that sounds articulated by the front of the tongue to the back of the palate (k,g,n)
 - 7) Glottal the sound produced at the glottis.
- b. According to the articulation
- 1) A plosive is a sound produced by closing the air cavity completely(p,b)
 - 2) Affricate like a plosive but separation articulator organs do not particularly fast (t,ʃ, dʒ)
 - 3) Nasal is a mouth fully enclosed (m,n,ŋ)
 - 4) Lateral air freely out but obstacle lies in the middle of the mouth. (l)
 - 5) Rolled the sound generated by the rapid movement by the organs that are elastics (r)
 - 6) Flapped sounds that resemble rolled consonants but consist of only one quick movement (ɾ)
 - 7) Fricative noise created by narrowing the air cavity (f,v,θ,s,z,h,ʃ,ʒ)
 - 8) Semi vowel sound produced by organs of the vocal rapid movement that speak covered to the other vowel.

C. RESEARCH METHODOLOGY

This research takes some student PBI 1B (The Students of English Education Program 1B) in the first semester. The researcher had the purpose to describe the process of teaching pronunciation through listening to English songs. This research uses a qualitative method conducted for some treatment and manipulation on the subject of what being investigated. This article concentrates to analyze the specific teaching and learning pronunciation through listening to the English song.

Based on the nature of the research, this article did not use a hypothesis. This research-based on the empirical data. The subject of this research is the students 1B in the First Semester of English Program Students. The researcher took some students at PBI 1B randomly.

The researcher took 20 students in PBI 1B. To collect the data the researcher needed two kinds of the instrument to research this. Observation sheet and pronunciation test what the research needed in this. The observation sheet needed because use to collect

data on this process what learn in the classroom. And the pronunciation test used to collect data to identify the mispronounced word that they pronounce.

D. FINDING AND DISCUSSION

1. Teaching Learning To Improve The Pronunciation process through the song " A Whole New World" instrument 1

The researcher took and placed the subject into one classroom and then the researcher began with greeting them. After that, they give a paper that is an observation sheet. Also, give lyric "more than words". They play the song. After a 15-minute researcher asked them difficult words or not. Most of the students feel enjoy and listening so carefully to the song.

During the play of the song, the researcher asked for 10 student in the class to pronounce the word that contained friction fricative consonant. The researcher record the voice then he finds the student mistakes.

After this, the researcher found 75% of students following the teacher to pronounce the words that contain fricative consonants. All the students following the teacher to sing the song.

2. Teaching Learning To Improve The Pronunciation process through song "diamond" instrument 2

In this process, the researcher starts to divide the sheet and start playing the song. During this research the student enthusiasm and seriously. From this observation, we know if the students interested in the class. The students give a good response to make the researches feel happy. 52% of the student paid attention to the observation that the researcher give. But unfortunately, 48% not paid attention to it. But at the next step, all of the students paid attention to it. They paid attention when the researcher plays the song.

From the second song the researcher, the students following the researcher to pronounce the word that containing /f/, /v/, /z/, /ð/, /ʒ/, /ʃ/, /ʒ/, and /h/.

3. Mispronounced sound when pronouncing the Fricative Consonants

The students have good pronunciation but some of them had mispronounced in an initial position, middle position, and at the final position. The student had mispronounced in the initial position which the 9 students that 45% when they pronounce "offer" [ˈɑːfɜːr]. 6 students mispronounced "gossip" [ˈgɑːsɪp]. That has 30%. And 25% for the student that mispronounce at words "reason" [ˈriːzn]. At the next the people that mispronounced in the middle position when some of them pronounced the word "fly" [flaɪ] that have 15%, it is there 3 students. Then some students had mispronounced at the word "vowel" [vaʊl]. Are there 13 students which 65%. And the last 4 students had mispronounced when they pronounced "zinc" [zɪŋk]. 14 students had mispronounced words in the final position when pronouncing the words "gift" [gɪft]. Which is 70% for the percentage. 6 students mispronounced when they pronounce "buses" [bʌs] 30% for the percentage.

When the teacher gave different ways to teach the pronunciation makes the student feel a different situation in their classroom. And the most important thing is making a mood booster for the student that can make the student feel enjoy. The song is just a media but when we combine with the material and learning strategy its so amazed. The song makes students feel not under pressure at it work because the song also involved in teaching much better than regular.

E. CONCLUSION

The learning pronunciation for improving the ability through song is succeeded. Through song, the students can accept this technique. This technique makes the student enjoy learning. The student involvement percentages in the teaching-learning process of observation the song "A whole new world" is 73%. At the "diamond" song is 84%.

Nothing succeeds without obstacles in this world also happen when we learn. The student finds difficulties when learning pronunciation. The main difficulties find when the students pronounced fricative consonants.

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