# CHAPTER I

## A. Background

According to Kelly (2000: 11), pronunciation an important thing native speakers notice during a conversation. Knowing grammar and vocabulary are important but useless if students are unable to pronoun those structures or words correctly. Also, native speakers are more likely to understand the opposite speaker, even ifa learner make grammatical mistakes or mistakes in pronunciation. Even, the simplest words missspoken will keep the learner from effectively communicating with native English speakers. Achieving good pronunciation should be a good speaker.The learner who has already known Grammar is probably better than native speakers and the vocabulary will come in time.

Pronunciation is one of the skills required by students in addition to reading, writing, speaking, and listening. Pronunciation is closely associated with speaking skill (speaking), spelling (spelling), and vocabulary (vocabulary).According to Crystal (2002:56), in the pronunciation, students should be able to distinguish words spelling and readings which are almost the same but have different meanings or significance. The pronunciation is not only a student's ability to produce sounds and voices of the words but also related to the sound pressure, rhythm, intonation, phrases and sound quality or sound of the words that are spoken.Language is used as a tool of communication among the nations in all over the world. English is not easy to understand for everyone

especially for beginners. The problems that found in understanding English language are less in pronounciation, difficulty of learning (pronunciation), and lazy to practice in English language. Therefore, students are still less of pronounciation in English. Based on the fact, the application of learning is still conventional and it means teaching centre. In conventional learning, students have to learn the subject.

The fact that pronunciation tends to suffer from neglect may not be due to teachers are lacking interest in the subject but rather to a feeling of doubt as to how teach it. Many experienced teachers would admit to a lack of knowledge of the theory of pronunciation and they may therefore fell the need to improve their practical skills in pronunciation teaching. In spite of the fact that trainees and less experienced teachers may be very interested in pronunciation, their concern with grammar and vocabulary tends to take precedence. Language learners, on the other hand, often show considerable enthusiasm for pronunciation. They feel it is something that would help them to communicate better. So, paradoxically, even though both teachers and learners are keen on the subject, it is often neglected.

Teachers of pronunciation need:

1) Using a good method in teaching pronunciation.

2) Using a simple media for teaching English pronunciation in level of elementary school.

3) Choosing a suitable material for teaching pronunciation.

Based on the teachers of pronunciation need above, we are as teachers have to use a simple media likes a games or a cassette of song, usualy in level of elemntary school will be interested with a media of caseette of songs, for example : Cassette " *a song of Spring Time* ".it is a song for media in level of elementary schools in weather and season materials. It is a simple song especialy for children education. According to Laroy (1988: 32), The use of this song is inspired an expert Clement Laroy who always show that teaching pronunciation would be effective by using songs as media, especially for students of elememtary schools.

Based on the preliminary research at SDN Cipta Bina Mandiri (CBM) Pakujajar Sukabumi through interviewingan English teacher and teaching, it reveated that students had many problems in learning English.One of the problems is pronouncing English words. The problems of many students in SDN Cipta Bina Mandiri (CBM) Pakujajar Sukabumi cause the students are still less in their pronounciation in English Subject. Students can not pronunciation the word with a good pronunciation, their are can not differentiate the word from English. "the teacher said" .

The title of this song is suitable with the material in level of elementary school and the song is easy to be heard and understood by students.this researchgives learning alternative to handle by giving students' lack of English pronunciation *a song of Spring Time is Warm (four seasons).* The use of media of *Cassette* consisting a song using in the process of teaching-learning amied to improve students' pronouncing ability; the subject is mastered utterly by students.

This*cassette*of song as teaching media is implemented individually by using group based approach.

Based on Seubert (2003),he said thatmedia of *pronunciation ability* can be well facilitated to students' learning. On the other hand, based onAkiriningsih research (2003:53), media of *pronunciation ability* can improve the result of study, and Jones' research (2011) found that media of *Speaking ability* gives the result for students to study well.

Based onthe explanation above, the reseachertakes the tittle*The Effectiveness of Using Cassette a Song of Spring Time is Warm to Improve Students' English Pronunciation* (A Quasi Experimental Study in SDN CBM Sukabumi).

**B. The Research Questions**

In this research, the reseacher concentrates to solve the following questions:

1. What is the improvement of pronunciation by*Using Cassette a Song of Spring Time is Warm Material* in experimental class?

2. What is the improvement of pronunciation without *Using Cassette a Song of Spring Time is Warm Material* in control class?

3. How significant is the improvement of students' pronunciation ability by*Using Cassette a Song of Spring Time is Warm*?

**C. The Purposes of Research**

Based on the questions formulated above, the purposes of the study are:

1. To know the improvement of pronunciation using *Cassette a Song of Spring Time is Warm (Four Seasons) Material* in experimental class.

2.  To know the improvement of pronunciation ability by *Cassette a Song of Spring Time is Warm (Four Seasons) Material* in control class.

3.  To know significant of students' pronunciation ability by *Cassette a Song of Spring Time is Warm (Four Seasons).*

**D.  The Significances of Research**

The result of this research is expected to be helpful to improve English teaching, especially for:

1.  Students, with this method can get happiness and experience, the material to improve their pronounciation ability.

2.  Teacher, it gives teaching with a simple media which is used to the teacher in improving students' pronounciation ability.

3.  The writer, get the information and experience for future.

**E.  Framework of Thinking**

Pronunciation is probably one of the hardest skills in English to learn by the people who is Non-native speakers. Pronunciation needs more practices not just theory, because pronunciation is spoken, pronunciation is the way people speaking or reading something. As Sharpling (2011) said, "It takes a lot of time and effort to improve your pronunciation". This statement shows us that pronunciation can be an indicator to see how far people accustomed and mastering English.

Pronunciation does not only concern to how people can spell and mention vocabularies properly, but there are other aspects which are important to conprehensive. For the first is pronunciation of individual sounds (Sharpling:

2011) and secondly is the best and tune of English (Laroy: 1995). Therefore, it is so hard to learn pronunciation properly, it is not so simple, but it becomes so interesting for the reseach.

English is a universal language which is used in education and technology world. It is an important language so that it dominates the whole communication aspects in life. Because of that, someone should master four basic skills in learning English: Listening, Speaking, Reading, and Writing. From the four skills, pronunciation mastery in (speaking) is a very basic skill in learning English.

The media of *Cassette* can help students to more understand in learning. Not only the aspect of teaching media but also the other aspect in this research is *pronunciation ability*. One of the most important things in English language teaching is communication (Edge: 1993:43). Communication cannot effective without pronounciation. In this research, *A Song of A Spring Is Warm* relates with media of *a Cassette*. Pronunciation words are very important to be learnt by students, because without pronounciation someone cannot speak well. According to Robert(2007:23), speaking,as one of the language systems, is important to be practiced. Students are not able to communicate well in foreign language unless they have enough of speaking. Moreover, speaking is one of important skill in their language (Latuheru:2003). In addition, words are a basic key in building up skills and knowledge (Leach:2001). Thus, speaking ability is necessary to be taught at children of elementary school in their pronunciation. It is because early speaking ability offers the chance for children to build up a knowledge of pronounciation of word which is useful for further learning (Cameron:2001).

To improve students' speaking ability, teachers should attract students' interest by using an interesting method in their teaching and learning. Therefore, the use of multimedia can be one of the problem solving. Through multimedia, teachers can apply an appropriate learning program. The learning program has been available in learning media, either in tool.

There are some ways to improve students' speaking ability by using multimedia, and the using of "*Cassette of Song*" is one of it. "Cassette of Song" is an interesting music program that increase students in control of a dynamic language-learning experience using technology.

"Cassette of Song" is expected to be able to improve students' Pronunciation ability (speaking). It is designed to present a topic practice and includes students' exercises.

This thinking framework shows that there is the implementation of "Cassette of Song" in students' pronunciation ability (speaking). It means, "Cassette of Song" has an important role in improving students'pronunciation ability (speaking).

This thinking framework shows that there is the implementation of "A Cassette of Song" Hardware in students' pronunciation ability. It means, "A Cassette of song" Hardware has an important role in improving students' pronunciation ability. It can be described in a variable diagram illustrated checkas follows:
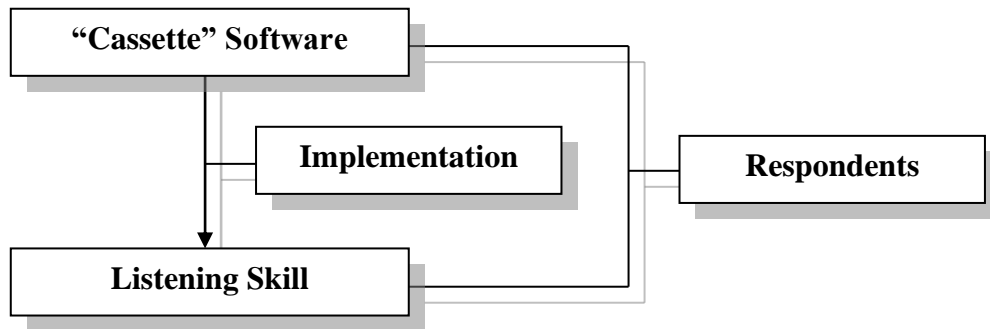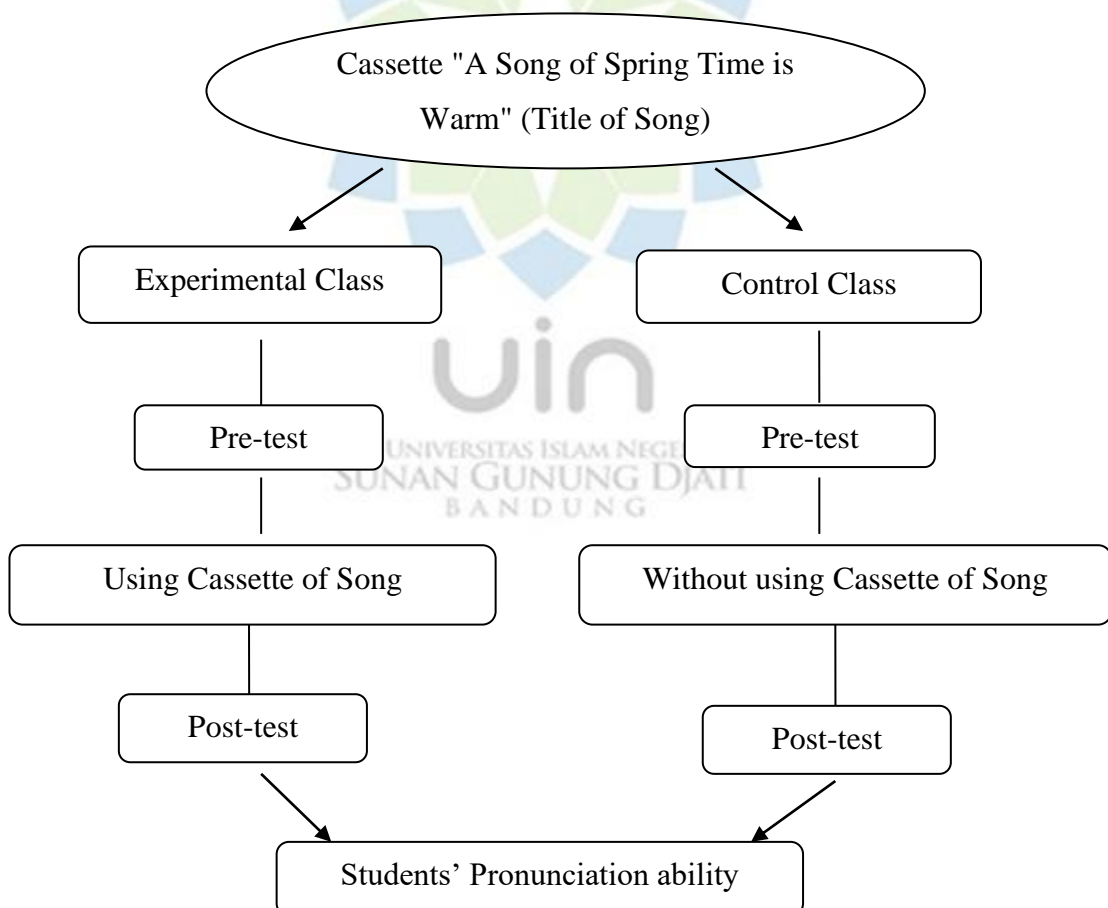
**Figure 1.1**



**Figure 1. 2**

**Schema of Research**

This research is divided into experimental and control classes as the sample. Then, both of the experimental (X) and the control class (Y) used similar theme to teach the students how to improve pronunciation in the learning language. The experimental class used a cassette of song, especially a cassette of song "*Spring Time is Warm*" (Title of Song) whereas the control class used a teacher-centered method or conventional method. The research gave test including both of pre-test and post test. A pre-test was conducted to know the students' initial achievement of their pronunciation,such as exerciseabout pronunciation. Then, students of the experimental class were treated by using a cassette of song "Spring time is warm" (Title of Song) to improve their pronunciation ability while students of control class were taught withoutmusic of song. Moreover, both of classes were given post-test are same such as choosing the suitable word with the music. It refers to compare the data by using t-test in order to seek or whether the effect is significant or not. It aims to measure the developing of students'pronunciation ability.

**F.   Hypothesis**

Hypothesis is tentative assumption of the result of study. The truth of it is indeed necessary to be known whether it is right or wrong. The Hypothesis in this research is:

$H_0$ accepted if $t_{account} < t_{table}$: it means that there is no significant improvement of students' pronunciation ability by *a Cassette* Media in Music of *Spring Time is Warm (Four Seasons).*

$H_1$ accepted if t $_{account}$> t $_{table}$: it means that there is a significant improvement of students' pronounciation ability by *Using Cassette* Media in*Music of Spring Time is Warm (Four Seasons).*

## H. Methodology

### 1. Type of Research

This reseach uses quantitative approach, because the quantitative data make the reseacher is easy to analyse the data from reseach. Quantitative data comes from students' result of *pre-test* and *post-test*. It is used to measure the significance of students' understanding before and after English Learning in*Using a Cassette* Media in*Music of Spring Time is Warm.*

### 2. Method of research

The method used is Quasy experiment method which has the purpose for knowing cause and effect (Subana, 2001:139). So, it is used to know and achieve view about the media of song *Spring Time is Warm.* And whether it would influenceto students'pronounciation ability and implementation pronouncing of words in English.

### 3.Source of Data

**Population**

The location of this reseach is SDN Cipta Bina Mandiri (CBM) Pakujajar Sukabumi. There are 40 students of each class at the school from grade 1 to 6.

The reasons of choosing this location are:

1) To know the method in teaching in English at SDN Cipta Bina Mandiri (CBM) Pakujajar Sukabumi.

2) Want to share the method with the teacher (English teacher) in SDN Cipta Bima Mandiri (CBM).

3) And the last want to know the result from the method using a cassette of song in improving students' pronunciation ability using a cassette of song " Spring Time is Warm"

The method in this research is method of quasi experiment. The method of this research used to compare the result of *pretest* and *posttest* students' pronunciation ability.

**Sample**

In this research, the sample was divided into two groups: experimental and control groups. It related to the statement of Arikunto (1989:120): "If the population is less than 100, it is better to take all of them as a sample of investigation".

As the statement above, because of the population is fewer than 100, all of the students in these two groups take as sample of population (Arikunto, 1989:120). In this case, the probability sample that is chosen is clustering sample. The students of SDN Cipta Bina Mandiri (CBM) Pakujajar Sukabumi are 40 students.

**4. Technique of Collecting Data**

The techniques that used by the reseacherin this research for collecting the data are through:

**Test of students' speaking ability**

a. **Pre-test**

The implementation of pre-test is conducted in class as standardized test which have the requirement of validity and reliability tests. Besides, the practice as the instrument between both of groups must be homogenous to get balancing quality of the two groups researched. It is objective test, including of questions andpractice in English, which are related to the subject material. The pre-test is used to measure the intelligent of students on their comprehension acquisition before they are given the treatment of research.

Type of Question depends on the music and depends on the teacher read the lyric of the music and their find the good answer from the word of that song.

b. **Post-Test**

The implementation of post-test is conducted in class as non-standardized test, which have the requirement of validity and reliability test before. Besides, the question as the instrument between both of groups must be homogeneous to get the real and objective measurement about the quality of the two groups researched. It is an objective test with practice, which are divided into two kind materials. First, it is practice to answer the question from the teacher. Second, it is common practice based on the subject material. Then, it is ten points of essay test. The test is conducted in 5 minutes duration.

### C. Treatment

After the pre-test phase, both of group received treatment in the learning process. In the experimental groups by using language music, especially a cassette a "*Song of Spring Time is Warm*" whereas the control group by conventional method. The data was taken along with this study during regular schedule of English subject. After that, both groups are given post-test to utilize a similar test (similar in content as well as form). It aims to measure the developing of students'pronunciation ability.

The researcher used oral test to get the required data. Questions as the instrument of *pre-test* and *post-test* were firstly given to the students to know the validity of the questions.

**Table 1.1**

**Treatment Outline**

| No | Meeting | Subject | Indicator |
|----|---------|---------|-----------|
| 1. | 1 | Understandinga very simple instruction with the activity in the class context. | ➢ Mention vocabulary about Weather and Season. |
| 2. | 2 | Expressing a very simple instruction and information in the class context. | ➢ Listen and repeat the teacher's said about Weather and Season. |
| 3. | 3 | Understanding a very simple English writing and descriptive in | ➢ Answer the question relate to the music of Weather and Season. |

| 4. | 4-5 | the context of Weather and Season<br><br>Writing the English words in the class context. | ➢ Practice how to write the question and answer about Weather and Season.<br><br>➢ Read a very simple writing about Weather and Season. |
| --- | --- | --- | --- |

5. **Procedure of Research**

The processes which are responsible in this research are:

a. Planning/preparation

1) Preliminary research has done to get the information about English teaching and teaching model that used.

2) Research of the curriculum, to know the base competence.

3) Make lesson plan and scenario using the media that used.

4) Prepare material.

5) Make the schedule of teaching.

b. The implementation

1) Take a media of *Cassette*.

2) Take a *Cassette of Spring Time is Warm (Four Seasons)*

3) Take a learning using media a *Cassette of Spring Time is Warm (Four Seasons)*

4) Take an observation when there is a teaching process by the observer

c.  The last:

1) Processing of the data from result the research

2) Discussed and analyzed data of the result from research

3) Making a conclusion

## 6. Data Analysis

The Reseacher usesone way in analyzing the data, gained from the research.The Principe of analysis questions by quantiative is done based on trifling inscriptive method and media. Test of expedience the quantitative is judgmentto a professional lecturer to know the purpose accuracy in research. The Judgmentthat did by a lecture was construction, language and instrument material concerning.

Meanwhile, analysis in instrument test-driving as trifling as previous quantitative before test-driving on class to look for validity and reliability. Test-driving result then analyzed by use of steps:

1) Validity

Validity is format which showing levels the validity or truth the instrument (Arikunto, 2010:211).

The formula that used:

$$r_{xy} = \frac{N\varSigma XY - (\varSigma X)(\varSigma Y)}{\sqrt{\left\{N\varSigma X^2 - (\varSigma X)^2\right\}\left\{N\varSigma Y^2 - (\varSigma Y)^2\right\}}}$$

Explanation:

$r_{xy}$ = Coefficient Correlation between variable X and variable Y

$X$ = Score of speaking

*Y*      = Score of totally every students

*N*      = many of students tasted

*ΣXY*    = total of multiplication XY                (Arikunto, 2009:72)

**Table 1.2. Criteria Validity of Question**

| No. | Coefficient Correlation | Interpretations |
|-----|------------------------|-----------------|
| 1. | $0,80 < r_{xy} \leq 1,00$ | Very high |
| 2. | $0,60 < r_{xy} \leq 0,80$ | High |
| 3. | $0,40 < r_{xy} \leq 0,60$ | Middle |
| 4. | $0,20 < r_{xy} \leq 0,40$ | Lowest |
| 5. | $0,00 < r_{xy} \leq 0,20$ | Very lowest |

(Arikunto, 2009:75)

2) Reliability test

Reliability is level of consistency from an instrument (Arifin, 2010:258). The formula to test the reliability of analytical test problem is:

$$r_{11} = \left( \frac{n}{n-1} \right)\left( 1 - \frac{\sum \sigma i^2}{\sigma t^2} \right)$$

Explanation:

$r_{11}$       = the reliability of test

$\sum \sigma i^2$   = sum of variants score every item

$\sigma t^2$       = total of variants

n         = questions

1          = number of constant

(Arikunto, 2009:109)

**Table 1.3. Criteria of Reliability the Question**

| No. | Coefficient Correlation | Interpretations |
|-----|------------------------|-----------------|
| 1. | $0,80 < r_{xy} \leq 1,00$ | Very high |
| 2. | $0,60 < r_{xy} \leq 0,80$ | High |
| 3. | $0,40 < r_{xy} \leq 0,60$ | Middle |
| 4. | $0,20 < r_{xy} \leq 0,40$ | Lowest |
| 5. | $0,00 < r_{xy} \leq 0,20$ | Very lowest |

(Arikunto, 2009:75)

3)  Distinguishing

Distinguishing is the ability of pronunciation to differentiate between a diligent students and a lazy students ( Arikunto, 2009:211). To test for distinguishing using the formula:

$$DP = \frac{\sum X_A - \sum X_B}{SMI.N_A}$$

Explanation:

$DP$      = distinguishing

$\Sigma X_A$     = sum of the score high students

$\Sigma X_B$     = sum of the score low students

*SMI*   = score of maximal ideal

$N_A$   = many high students                        (Surapranata, 2006:42)

**Table 1.4. Indeks of Distinguishing**

| Value | Criteria of distinguishing |
|---|---|
| 0,00 < DP≤0,20 | Bad |
| 0,20 < DP≤0,40 | Middle |
| 0,40 < DP≤0,70 | Good |
| 0,70 < DP≤1,00 | Very good |

                                    (Arikunto, 2009:218)

4) Test the level of difficulty

The calculation level of difficulty is measurement degree of the problem difficulty (Arifin, 2010:266). Test of the difficulty has done to know what the question is difficult, middle or easy, with the formula:

$$P = \frac{\Sigma X_i}{SMI.N}$$

Explanation:

P           = level of difficulty

$\Sigma X_i$      = sum the score all of students in first question

SM1       = ideal maximal score

N          = all of students

                                    (Surapranata, 2006:12)

**Table 1.5. The Category of Level Difficulty**

| Index the difficulty | Interpretation |
|---|---|
| p < 0,30 | Difficulty |
| 0,30 ≤ p ≤ 0,70 | Middle |
| 0,70 < p ≤ 1,00 | Easy |

(Suprapranata, 2006:21)

Data which is got then processing by statistic formulas:

a. The process of learning

To know the research questions,firstly the writer does an analysis of observation. This analysis is used to know process of learning using a Cassette of Music Media. The result of teacher and student activities value based on criteria which is done in observation sheet, meanwhile the result data of observation teacher and student activity by percentage averagefrom the indicator, are:

$$Activity = \frac{score\ the\ activity\ by\ indicator}{sum\ score\ ideal\ maximal} \times 100\%$$

Percentage the average of students and teacher activity in every aspect which is reviewed then analysed according to the categories defined in table 1.6:

**Table 1.6. Criteria of Assessment**

| No | Percentage (%) | Interpretation |
|---|---|---|
| 1 | < 60 | Very less |
| 2 | 60 – 69 | Less |
| 3 | 70 – 79 | Middle |

| 4 | 80 – 89 | Good |
| 5 | >90 | Very good |

(Sudjana, 2009:118)

And then, the presentedin the diagram or graphic is to know image which is done every meeting. Besides that, there is a descriptive based on the comment and advice from observer include teacher and students' activity in every meeting.

b. Improving students' speaking ability

Test analysis of students'pronunciation ability is management of the data from students' *pre-test* and *post-test*in Music of Spring Time is Warm (Four Seasons) subject.

The technique of analysis:

1) Analysis of students' speaking ability

2) Analysis of test students'speaking ability is done by counting the score from result of test with themself. Assessment of pronunciation ability in a Song of Spring Time is Warm (Four Seasons) set in scale 100, with formula:

$$Assessment = \frac{sum\ the\ score\ that\ gotten}{totally\ score} x100$$

Grouping the value end of the students' understanding of data obtained by the quantitative through the criteria used to determine the percentage of comprehension.

**Table 1.8. Interpretation Pronounciation ability**

| Percentage (%) | Interpretation |
|:---:|:---|
| 80 – 100 | Very good |
| 70 – 79 | Good |
| 60 – 69 | Sufficient |
| 50 – 59 | Less |
| 0 – 49 | Very less |

(Syah, 2009:223)

3) To know the improvement of students' speaking ability before and after implemented the media of a *Cassetteof Song*calculated with normalized *gain score*.

$$NGain = \frac{scoreposttest - scorepretest}{scoremaximal - scorepretest}$$

(Meltzer, 2002:3)

**Table 1.9. Interpretation the Value of Normalized Gain**

| Value | Category |
|:---|:---|
| g > 0,7 | High |
| 0,3 ≤ g≥0,7 | Middle |
| g < 0,3 | Lowest |

(Hake, 1999:1)

4) Normality test performed to know normally or not the data of distribution score with the formula chi quadratic $\left(X^2\right)$

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

(Subana, 2000:124)

Explanation:

$X^2$ = Chi quadratic

$O_i$ = frequency of observation

$E_i$ = frequency of expectation

The steps that needed:

a)  Determine the average value

$$\overline{X} = \frac{\sum fx_i}{f_i}$$

Explanation:

$x_i$ =declare exams score

$f_i$ = declare the frequency to the value $x_i$ that mutual accord.

(Sudjana, 2005:70)

b)  Determine Standard Devise

$$S = \sqrt{\frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}}$$ (Sudjana, 2005: 95)

Explanation:

S   =   Standard of devise

$x_i$   =   Determine of exam score

$f_i$   =   Determine frequency to the value $x_i$ that mutual accord

N   =   Many students

c) Make a list frequency of observation and expectation

d) Determine the degrees of freedom with the formula db = k -3,

e) Determine *chi kuadrad* table with standards significance 5%

f) Tested for normality with provision:

If $\chi^2{}_{count} < \chi^2{}_{table}$, the distribution is normally

If $\chi^2{}_{count} > \chi^2{}_{table}$, the distribution is not normally

5) Tested the Homogeneity conducted to examine similarities (homogenates) variance sample which taken from the same population. Tested the homogeneity got with the formula:

$$F = \frac{biggest\ variance}{smallest\ variance}$$
(Sudjana, 2005:250)

Explanation:

$F$ = Homogeneity variance with standard significant 1 %

With the interpretation:

If $F_{count} < F_{table}$, data is homogeny

If $F_{count} \geq F_{table}$, data is not homogeny

6) Tested hypothesis used to know there is or no improvement students' Pronunciation ability before and after by using a Cassette of song. To determine the tested hypothesis used by examination statistic data.

a) If the data of group experiment normal and homogeny, using the formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{(n_1 - 1)s_1{}^2 + (n_2 - 1)s_2{}^2}{n_1 + n_2 - 2}\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

(Sudjana, 2005:239)

Explanation:

$\overline{X}_1$    = most value average

$\overline{X}_2$    = the smallest value average

$n_1$    = size of sample which is the biggest variance

$n_2$    = size of sample which is smallest variance

$s_1^2$    = Standard devisee $n_1$

$s_2^2$    = Standard devisee $n_2$

With interpretation:

if $t_{count} > t_{table}$, **H₀** is not accepted.

if $t_{count} \leq t_{table}$, **H₀** is accepted.

b)  If the data of group experiment normal but not homogeny using formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{s_1^2}{n_1} + \dfrac{s_2^2}{n_2}}}$$

(Sudjana, 2005:239)

c)  If it is not distributed normally then used by statistic non parametric.

Here, used tested *Wilcoxon* with steps:

(1) Make a list of *rank.*

(2) Determine value Z count

$$Z = \frac{T - \mu_T}{\sigma_T}$$

T = sum of ranking that smallest

$$\mu_T = \frac{n(n+1)}{4}$$

$$\sigma_T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

Then:

$$Z = \frac{T - \mu_T}{\sigma_T}$$

$$Z = \frac{T - \frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$$

(Sugiyono, 2010:136)

The examination of Hypothesis

- If $Z_{count} < Z_{table}$, $H_0$ is accepted

- If $Z_{count} > Z_{table}$, $H_a$ is accepted