The Influence of English Song and Joox Application toward Students' Pronunciation (A True Experimental Study at the Eighth Grade of SMPN 6 Kota Serang)

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Abstract

The aim of this research was to find out the influence of English song and Joox Application toward students' pronunciation at the eighth grade of SMPN 6 Kota Serang. The researcher used quantitative research by applying true experimental design for conducting the research. The population of this research was the eighth grade students of SMPN 6 Kota Serang. The groups were classified into Experimental Group and Control Group. Each group consists of 30 students. Pre-test was given to the groups at the beginning of the phase. Then treatment was given only to experimental group for three meetings. Post-test was given to the groups. After having post test, close-ended questionnaire was given to measure students' response after using the treatment. In testing the hypothesis the researcher used t-test as formulas to know the influence of English song technique toward students' pronunciation at the eighth grade of SMPN 6 Kota Serang. The calculation showed the result of t_{count} is higher than t_{table} (4.26 ≥ 2.00) with the significance 0.05 (5%). Based on students' response in questionnaire, most of students answered *strongly agree* (35.9%) and *agree* (47.2%), it means that most of students have positive responds after receiving treatments using Joox application. It can be concluded that there is a significant influence of English song and Joox application toward students' pronunciation at the eighth grade of SMPN 6 Kota Serang.

Keyword: Influence; English Song; Joox Application; Pronunciation.

Introduction

Pronunciation mastery is important in learning a language, including English. As it is stated by (Harmer, 2001), "Pronunciation is the way in which a language is spoken; the way in which a word is pronounced; the way a

person speaks the words a language". It means that the quality of pronunciation may support the process of the message transfer in communication. Pronunciation is a production of speech for communication. In this case, pronunciation consists of organized sound that is produced by the air that gets through the organ of articulation.

In learning English pronunciation, there are at least three English basic sounds; consonants, vowel and diphthongs which learnt by foreign language learner. Most of the students have limited knowledge pronouncing English words.This statement is in line with (Djardjowidjodjo, 2009) point out two types of problem in learning pronunciation: phonetic and phonemic. The phonetic problem will bring about a foreign accent; phonemic problem may create a misunderstanding. He also gives further explanation about Indonesian learners' English pronunciation problems such as Indonesian learners get difficult to utter the English words which contain English consonant that are not found in Indonesian such as /θ/ and /ð/ and English consonant clusters at the end of a syllable or a word since there is no consonant cluster occurring at the end of Indonesian syllables or words also may cause a problem for Indonesian learners. Indonesian learners will also somewhat get problem to utter the English sounds that are actually found in Indonesian but the sounds are not made in exactly same as way as their counterpart in English, the sounds are /ʧ/ and /ʤ/ as in the words *much* and *courage.*

Furthermore, (Kamelia, 2004) finding in her research found that students where she conducted her teaching practice in her school got problems to read an English sentence with good stress, intonation and plosive sounds or consonants. They do not know what the word should have heavy or light stress, or that the word should be read with high or low intonation. Her students also found difficulty to differentiate the English words that have similar sounds, but it is actually different in phonemic and meaning.

There are several factors that may contribute to the quality of students' pronunciation mastery. First, students never use English outside classroom. Only some of students who want to join English course or English club at their school. Second, teacher rarely discussed English pronunciation in the class. So, they did not get clear what pronunciation is. Third, students are difficult to accept the correction in pronunciation from their teacher. It was the effect of the teacher that is difficult to use an interesting technique in teaching English, especially pronunciation. Thus, a teacher is expected to be able the primary agent toward students' pronunciation input.

From the explanation above, some studies argue that song can be a technique to be implemented in teaching pronunciation song can help learners to improve students listening skills and pronunciation (Murphy, 2000). Therefore song is potential to help learners to improve their pronunciation mastery. It can be inferred that the song can be used by teachers. Nowadays, everyone has Smartphone which connects to the internet, so songs can be searched through Smartphone applications, such as Spotify Music, Joox Application, Apple Music, SoundCloud, etc. Learning English through songs with Joox application can be effective to assist pronunciation, since the students can directly get the knowledge on how to pronounce the word of hearing a song.

Considering the case above, the researcher intends to conduct a research entitled "The Influence of English Song and Joox Application toward Students' Pronunciation". This research will be conducted at the eighth grade students of SMPN 6 Kota Serang. Through song and Joox application, students can easily learn and know how to pronounce the words correctly and their pronunciation skill. To achieve those purposes, this research attempts to address the following research questions: 1) Is there any influence of English song toward students' pronunciation at the Eighth grade of SMPN 6 Kota Serang? 2) Is there any influence of Joox application toward students' pronunciation at the Eighth grade of SMPN 6 Kota

Serang? 3) Is there any influence of English song and Joox application toward students' pronunciation at the Eighth grade of SMPN 6 Kota Serang?

Materials and Methods

This research used quantitative approach that dealing with true experimental research. The samples in this study divided into two groups; experimental group and control group. The experimental group received the treatment by using English song and Joox application and control group that used conventional treatment. The researcher used pre-test, post-test, and close-ended questionnaire to measure students' response after using the treatment. Experimental class was treated by English songs and Joox application and control class was taught conventional teaching and learning. Population of the research was the eighth grade students of SMPN 6 Kota Serang in academic year 2018/2019. The population of the eighth grade was 300 students that divided into nine classes from 8A-8I; each class consists of 30-35 students.

In collecting data, the researcher was used three instruments, namely English pronunciation test, questionnaire, and documentation. English pronunciation test use to find out the influence of using English song and Joox application toward students' pronunciation that was practiced through karaoke singing using Joox application, while questionnaire was used to close-ended questionnaire to measure students' English pronunciation response after using the treatment. The pronunciation test was conducted to the students by practicing sing a song that chosen by the teacher. The researcher contributes the lyric of the English song with phonetic transcription to the students. Students have a time to prepare well on singing, such as identifying and understanding the song and the lyric before singing and recording voice in form of documentation.

After conducting English pronunciation test, the students asked to respond to the questionnaire by measuring students' English pronunciation response after using the treatment using English song and Joox application.

The researcher used close-ended questionnaire consisting of 30 items with five (5) options to choose. It was started by explaining what to do with the questionnaire before asking the students to respond it.

Data Collecting

In collecting data, the researcher was used three instruments, namely English pronunciation test, questionnaire, and documentation. English pronunciation test use to find out the influence of using English song and Joox application toward students' pronunciation that will be practiced through karaoke singing using Joox application, while questionnaire was used to close-ended questionnaire to measure students' English pronunciation response after using the treatment. the pronunciation test was conducted to the students by practicing sing a song that chosen by the teacher. the students asked to respond to the questionnaire by measuring students' English pronunciation response after using the treatment using English song and Joox application. The researcher used close-ended questionnaire that consisting of 30 items with five (5) options to choose. It was started by explaining what to do with the questionnaire before asking the students to respond it. Furthermore, students' pronunciation scored directly by researcher and inter-rater based on students' correct and incorrect pronunciation in segmental feature of each word. Meanwhile, in the treatments, three English songs; *One Call Away* by Charlie Puth, *Hero* by Mariah Carey, and *I See The Light* by Mandy Moore and Zachary Levi was given to experimental group and control group.

Data Analysis

After getting the data, the researcher analyzes the result of the test. The data presented for statistics such as the average (mean), the (median), the highest frequency (mode), standard deviation (standard deviation). Data analysis was conducted using a method of quantitative or statistical methods. The researcher used validity and inter-rater reliability in order to

make the instruments was valid and reliable. In testing the hypothesis the researcher used t-test as formulas to know the influence of English song technique toward students' pronunciation at the eighth grade of SMPN 6 Kota Serang.

T-test used to find out whether the hypothesis is rejected or accepted. If the null hypothesis was rejected, it means that there were the differences between the experimental and control group after implementing English song technique. According to (Gay & Mills, 2011), the formula of t-test as follows:

$$t_{count} = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 \pm \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Notes:
Mx = mean of sample 1
My = mean of sample 2
Nx = number of subject in sample 1
Ny = number of subject in sample 2
x^2 = variance of sample 1
y^2 = variance of sample 2
Below are the criteria of the test:
If $t_{count} \geq t_{table}$, it means that the null hypothesis (H_0) is refused.
If $t_{count} \leq t_{table}$, it means that the null hypothesis (H_0) is received.

Results and Discussion

This research was conducted at SMPN 6 Kota Serang six meetings on May 16th until 29th, 2019 on the second semester of academic year 2018/2019. The subject of this research was divided into two groups that chosen by cluster random sampling. Experimental class was treated by English songs using *Joox* application and control class was taught contextual teaching and learning. The researcher used pre-test, post-test,

and close-ended questionnaireto measure students' response after using the treatment. To know students' pronunciation score, the researcher used test to the students by practicing sing a song that chosen by the teacher. The test is evaluated into six criteria; they are vowel, diphthong, consonant, intonation, word stress, and rhythm.

The data analysis showed that calculated as follows.

Table 1 Statistical Description

No.	Result	Pre-test		Post-test	
		E	C	E	C
1.	Mean	66.47	66.20	72.54	69.80
2.	Min. Score	53	56	60	56
3.	Max. Score	76	76	86	80
4.	Standard Deviation	5.99	5.04	4.92	6.39

Based on the table above, it shows that the mean score of pre test in experimental class is 66.47 and 66.20 in control class. Then, the mean score of post test in experimental class is 72.54 and 69.80 in control class. The minimum score of pre test in experimental class is 53 and 56 in control class. Then, the minimum score of post test in experimental class is 60 and 56 in control class. The maximum score of pre test in experimental class and control class is 76. And the maximum score of post test in experimental class and control class are 86 and 80. To measure students' response of English pronunciation after giving treatments, the researcher used close-ended questionnaire consists of 30 items. The questionnaire consists of statement lists and five responses which should be chosen by the students. The five responses consist of strongly agree, agree, neutral, disagree, and strongly disagree. The result of r_{xy} is then compared with r table of Pearson Product moment at the level of significance 5%. It can be known that from 30 items, there are 15 items which are valid and 15 items are not valid. The questionnaire was analyzed individually. Based on the result, it was found that there was a significant difference between students' pronunciation

from the experimental group that received treatments by used English song and Joox application and the control that used contextual teaching and learning.

Analysis Testing Requirement

1. **Result of Validity and Reliability**

To determine content validity in this research, the researcher made validity sheet then compared it to *Curriculum 2013 (K13)* of the eighth grade of junior high school. Thus, the validity did not need a trial and statistic analytic.

The researcher used inter-rater reliability to measure the reliability. The researcher worked with the English teacher of SMPN 6 Kota Serang in scoring students' pronunciation tests. Here are the results between the two raters by interpreted the value of kappa.

Table 2 Agreement of Inter-rater Reliability

Group	Pre-test	Post-test
Experimental Class	0.68 Agreement	0.78 Agreement
Control Class	0.66 Agreement	0.72 Agreement

From the table above, it can be concluded that the data of pre-test and post-test in experimental and control classes were reliable.

2. **Result of Normality of Distribution Test**

Normality test is used in order to figure the distribution of the test was normally distributed. The researcher used *graphical method* for normality of distribution test. The test of normality focused on pre-test and post-test of experimental class and control class. The graphic indicated the distribution of data pre-test and post-test was normal.

3. **Result of Homogeneity Test**

The researcher used homogeneity test to find out the similarity between control and experimental class. The result of sample homogeneity of the pre-test was 1.18, and the result of sample homogeneity of the post-test was 1.29. Then, it was obtained by comparing the value of the highest variance and the lowest variance with significance level of 0.05 for df = 27 with the F_{table} = 4.210.

Table 3 Result of the Homogeneity Test in Control and Experimental Class

Group	F_{count} Pre-test	F_{count} Post-test	F_{table}
Control and Experimental	1.18	1.29	4.210

Pre-test   : $F_{count} \leq F_{table}$ = 1.18≤ 4.210

Post-test   : $F_{count} \leq F_{table}$ =1.29 ≤ 4.210

It can be concluded that pre-test and post-test in control and experimental class was homogeneous.

4. Result of Analysis Questionnaire

To measure students' response of English pronunciation after giving treatments, the researcher used close-ended questionnaire that consists of 30 items. The questionnaire has the statement lists and five responses which should be chosen by the students. The five responses consist of *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*. The result of r_{xy} is then compared with r table of *Pearson Product moment* at the level of significance 5%. It can be known that from 30 items, there are 15 items which are valid and 15 items are not valid. The questionnaire was analyzed individually. After analyzing the results, the students answered *strongly agree* (35.9%), *agree* (47.2%), *neutral* (9.9%), *disagree* (5.9%), and *strongly disagree* (1.1%). It means most of students have positive responds after receiving treatments using Joox application.

The influence of English Song toward Students' Pronunciation

The calculation of the result showed that the mean score of pre test in experimental class is 66.47 and 66.20 in control class. Then, the mean

score of post test in experimental class is 72.54 and 69.80 in control class. The minimum score of pre test in experimental class is 53 and 56 in control class. Then, the minimum score of post test in experimental class is 60 and 56 in control class. The maximum score of pre test in experimental class and control class is 76. And the maximum score of post test in experimental class and control class are 86 and 80. Based on the result, it was found that there was a significant difference between students' pronunciation from the experimental classand control class.

To prove the hypothesis of this research, statistic calculation of t-test formula with the degree of significance 5% was used. To interpret the value of t-test, the result was compared with the value of t_{table}, degree of freedom was used. Based on the result of test of mean difference significant (independent t_{test}), it was found that $t_{count} \geq t_{table}$ or 4.26 ≥ 2.00. The alternative hypothesis was received. It can be concluded that there was an influence of English song toward students' pronunciation at the Eighth grade of SMPN 6 Kota Serang.

The influence of English song and Joox application toward students' pronunciation

To find out the mean difference of experimental and control class, the researcher used t-test formula. There are alternative hypothesis (h_a) and null hypothesis (h_0) that assumed in this research. If the null hypothesis was rejected, it means that there were the differences between the experimental and control group after implementing English song technique. It was found that $t_{count} \geq t_{table}$ or 4.26 ≥ 2.00. The alternative hypothesis was received. To measure students' response of English pronunciation after giving treatments, the researcher used close-ended questionnaire that consists of 30 items. The questionnaire has the statement lists and five responses which should be chosen by the students. The five responses consist of *strongly agree, agree, neutral, disagree,* and *strongly disagree.* The result of r_{xy} is then compared with r table of *Pearson Product moment* at the level of significance 5%. It can be known that from 30 items, there

are 15 items which are valid and 15 items are not valid. The questionnaire was analyzed individually. After analyzing the results, the students answered *strongly agree* (35.9%), *agree* (47.2%), *neutral* (9.9%), *disagree* (5.9%), and *strongly disagree* (1.1%). It means most of students have positive responds after receiving treatments using Joox application.

From the results above, it can be concluded that English song are appropriate technique that influencing students' pronunciation. However, students' response was also supported by the students' interest in the used Joox application of the learning English, especially pronunciation. It indicates there was influence of English song and Joox application toward students' pronunciation at the Eighth grade of SMPN 6 Kota Serang in second semester of academic year 2018/2019.

Discussion

This research was designed to find out the influence of using English song and Joox application toward students' pronunciation. This research was expected to find out the enhancement of students' pronunciation through English song and Joox application. Before introducing English songs and Joox application as technique and media to the students in the experimental group, the teacher firstly explained what pronunciation is. The students did not know what pronunciation about. The researcher taught phonemes in segmental features; vowels, consonants, and diphthongs, and suprasegmental features; intonation, word stress, and rhythm. Students can be understood the material easily. Second, students were taught about the familiar English song based on the topic of syllabus in academic year 2018/2019.

After that treatments, the students could try to play again their Joox application in their smartphones and enjoyed it. This technique was successful to make the studentsbe able to sing the songs with correct pronunciation. The statement in line of the research from (Coromina, 2000) and (Lynch, 2008) songs must have clear and understandable lyric. The

teacher was suggested to choose songs which are understandable; not too fast in term of rhythm so that the students could follow the material based on what they hear from the songs. Teacher should choose clear song that can be understood easily by students.

Learning pronunciation using English songs and Joox application as technique and media make students understand easily to memorize the pronunciation of the words and enjoy the learning process. It was revealed from the result in which students of experimental class were more interested in learning pronunciation using English songs and joke application than students of the control class. Moreover, students enjoyed learning the materials at school by using suitable songs and application. It is believed that teaching English using song has many advantages for student in learning students' pronunciation (Lynch, 2008). Because of through songs students could learn variety of new vocabulary that introduced to the students.

Based on the test it was found that $t_{count} \geq t_{table}$ or 4.26 ≥ 2.00. The alternative hypothesis was received. It can be concluded that there was an influence of English song toward students' pronunciation at the Eighth grade of SMPN 6 Kota Serang. Moreover, the used Joox application make students interested in learning English, especially pronunciation. Based on students' response in questionnaire, most of students answered *strongly agree* (35.9%) and *agree* (47.2%), it means that most of students have positive responds after receiving treatments using Joox application.

From the results of the research, it can be concluded that English song are appropriate technique that influencing students' pronunciation. However, students' response was also supported by the students' interest in the used Joox application of the learning English, especially pronunciation. It indicates there was influence of English song and Joox application toward students' pronunciation at the Eighth grade of SMPN 6 Kota Serang in second semester of academic year 2018/2019.

Conclusion

Based on the data analysis of students' pronunciation test and questionnaire that have been presented and discussed of this research, it can be concluded that song and Joox application have significant influence to improve students' pronunciation. Based on the test It was found that $t_{count} \geq t_{table}$ or 4.26 ≥ 2.00. The alternative hypothesis was received. It can be concluded that there was an influence of English song toward students' pronunciation at the Eighth grade of SMPN 6 Kota Serang. Besides, songs can improve students' pronunciation, the used of the song provide teachers with more fun alternative teaching technique. Moreover, the used Joox application make students interested in learning English, especially pronunciation. Based on students' response in questionnaire, most of students answered *strongly agree* (35.9%) and *agree*(47.2%), it means that most of students have positive responds after receiving treatments using Joox application.

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