

**Videotaped Children Songs to Improve the Pupils' Pronunciation**  
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Communicating in English is a need for everyone who wants to express and share their ideas globally. Sometimes, failure in certain area can be caused by language incapability. Therefore, to minimize this problem, the government of Indonesia has put English as a compulsory subject for schools and universities as an attempt to compete globally. Yet, English is not a compulsory subject for elementary schools. The Decree of Ministry of Education and Culture, No: 060/U/1993 issued on February 25, 1993, stated that English is a local content subject and would be taught from the fourth grade up to the sixth grade pupils. Then, The Ministry of Education and Culture supplies the above decree with The Ministry of Education Regulation: 22Year 2006, issued on May 23, 2006 which stated that English teaching must have standardized contents as they are issued from English curriculum as local content subject. However, not only government but also the parents want to help their children in learning English. For instance, they send their children to learn English in language courses. These phenomena show that the government and the parents really expect Indonesian language learners to be able to communicate in English.

There are receptive and productive skills which support the language users' communication. Receptive skills are listening and reading where the language users are demanded to understand and comprehend the meaning of utterances and sentences. Productive skills are speaking and writing where the language users are demanded to produce sounds and sentences. Communication can be done spoken and written. However, spoken communication is rapidly used by all language users.

One of the supporting indicators in using English successfully in spoken communication is pronunciation. Correct pronunciation will effect to understandable utterances and also communication process. Once a learner learns a language, she/he must know how to pronounce the words adequately. By knowing how to pronounce the language adequately, learners might have better education, lives, jobs, and even friends. Aniroh (2009) contended that the demand of learning English entails substantially that English is required not only for formal qualifications, but also for the effectiveness in the work places and for career advancement. Making mistakes in pronunciation could be one factor which makes language learners feel embarrassed to speak and it could cause their communicative ability not improved.

In Indonesian context, however, English pronunciation had rather been neglected. For example, the teaching of the English pronunciation has insufficient portion. As a result, Indonesian learners tend to make a considerable number of mistakes in pronunciation when they try to speak in English (Moedjito and Harumi, 2008: 71). There are also some findings which show that English pronunciation of Indonesian learners is at risk. Wulandari (2007), for instance, found that students at junior high school level in Palembang had difficulties in their fricatives pronunciation and this made the students' speaking achievement in danger. Moedjito and Harumi (2008, 77) also found that Indonesian students commonly make mistakes in some vowels and consonant sounds such as /d/, /t/, /v/, /p/, /f/, /s/, /z/, /j/, /l/, /i:/, /u/, etc.

This problem appears due to the teachers' monotonous teaching strategy. They are not motivated enough to find an attractive teaching strategy for pronunciation class. Yet, songs seem to be popular media to teach English to children. Through songs, the children can learn how to spell, pronounce, and tell the time (Kent, 1999; Ahola, 2005; Yoo, 2002). The songs also provide fun and attraction on them. Therefore, songs could be

used as one of an attractive medium to teach English to children. As Halliwell (1992:6) believed that children could get absorbed in play or fun in a language classroom, songs are really great support to teachers.

All the reasons above made the writer interested in helping English teachers in improving the pupils' pronunciation ability. And, the writer tried to propose videotaped children songs as the strategy in classroom learning activity. As videotaped children songs covered the nature of songs and also provide the pupils text to read and pronounce together. This study tried to find out whether there was a significant difference in pronunciation ability of primary school pupils who were taught by using videotaped children songs and those who were not.

### **Pronunciation and its implementation**

Pronunciation is a way in which a language is spoken or the way certain sounds are produced. Pronunciation could be said as how the written words are spoken to be understood. Pronunciation is considered as one of the essential elements to be the key of someone in oral communication.

Pronunciation might include four main fields (Abdullah in Wulandari: 2007). They were (1) Vowels and Consonants, (2) Stress, (3) Length or rhythm, and (4) Intonation. In relation to this study, the writer would focus on all vowel and consonant sounds.

Vowel sounds and consonant sounds do not necessarily correspond to the vowels and consonant we are familiar with in the alphabet. Vowel sounds are all voiced for example /i;, e, I, and ə/. Consonant sounds may be voiced or unvoiced. Consonant voiced, for example, are /b, d, g, v, and z/. Meanwhile, consonant unvoiced are /k, t, p, f, and s/.

A consideration of learners' pronunciation errors and of how these could inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. Unfortunately, Moedjito & Harumi (2008) found that in Indonesian context English pronunciation has rather been neglected. For example, the teaching of English pronunciation tends to have insufficient portion. As the result, Indonesian learners tend to make a considerable number of mistakes in pronunciation when they try to speak in English. Those mispronunciations, of course, would give bad impacts to Indonesian learners. It would also hamper the flow of oral communication. It is necessary, therefore, for all teachers of English to properly deal with appropriate teaching strategy for pronunciation.

There are some suggested techniques of teaching pronunciation. (1) minimal pairs; (2) repetition technique; (3) selective listening technique; (4) phonetic transcription; and (5) tongue twisters (Warna, 2003). Related to this study, it could be seen that the use of videotaped children songs could be the alternative of selective listening technique. Again, the writer tries to teach pronunciation and vocabulary integratedly since both support one another.

To help the learners in reaching adequate pronunciation, some researchers had applied some different strategies from this present study in order to improve pronunciation ability. First, the study from Rengifo (2009) tried to improve his adult students' pronunciation ability through karaoke. It was an action research which took five cycles to get different categories data. The samples were 12 – 15 students whose ages range from 18 to 60 years old in an adult English institute. The study found that (1) karaoke could improve the students' pronunciation, (2) karaoke could make every person relax and encouraged, (3) karaoke enabled the students become good at distinguishing vowel and consonant sounds. This study slightly had the same strategy to implement since it used videotaped children songs to encourage the students want to do karaoke. It

also tried to improve vowel and consonant sounds as this current study focus. However, Reginfo did not really focus on videotaped children songs but he gave more attention to the karaoke process.

The other study was about teaching second language pronunciation through linguistic mimicry. It was an experimental study which also used audio taped dialogs which possessed some criteria of mimicry skills - students who missed critical periods of acquisition or who did not have a natural talent for mimicry could learn to more clearly hear variations in speech, notice overt and subtle physical gestures, spot cues from facial expressions and incorporate them into their L2 production. It was found that teaching linguistic mimicry enable the learners to have good pronunciation.

### Research Design

In this study, the writer provided the pupils with some children's videotaped children songs and teach the elementary school pupils at SDN 6 Talang Kelapa, Banyuasin, South Sumatera, Indonesia with the videotaped children songs in order to improve their pronunciation ability. The songs would be selectively chosen based on the need of vowel and consonant sound. The writer just simply chose the songs from the available CDs at store at her town.

This study used videotaped children songs strategy to experimental group to improve the pupils' their pronunciation ability. The research design was as follows:

**Table 1. Research Design**

Group	Pretest	Treatment	Posttest
E	O <sub>1</sub>	X	O <sub>2</sub>
C	O <sub>3</sub>	-	O <sub>4</sub>

Definition:

E : experimental group

C : control group

O<sub>1</sub> : the pretest of the experimental group using videotaped children songs

O<sub>2</sub> : the post test of the experimental group using videotaped children songs

O<sub>3</sub> : the pre test of the control group

O<sub>4</sub> : the post test of the control group

X : the treatment by using videotaped song strategy

- : no treatment

This study required two parallel classes, experimental group and control group, that are as similar as possible. The researcher would apply videotaped children songs strategy to the experimental group. However, X here was the treatment done to improve students' pronunciation mastery through videotaped children songs. Control group here referred to the class which did not get any treatment. The researcher did the experiment in 14 meetings – one meeting for pre test, twelve meetings for treatment, and one meeting for post test. It took 2 x 35 minutes per meeting.

The population of this study was all the fifth grade pupils of primary school 6 Talang Kelapa academic year 2010-2011. The total of the population is sixty pupils. There are two classes of fifth grade in the school. Each class consisted of thirty pupils. The specific classification could be seen in Table 2.

**Table 2. The Fifth Grade Pupils at SDN 6 Talang Kelapa**

Class	Male	Female	Total
Va	12	18	30
Vb	14	16	30
<b>Total</b>	26	34	60

*Source: SDN 6 Talang Kelapa, Banyuasin, South Sumatera, Indonesia*

The population was taken from pupils of SDN 6 Talang Kelapa. The writer chose this school because this school was considered as *Sekolah Inti* for Talang Kelapa district.

In this study, population sample was applied. However, the writer classified the samples by using certain procedures. The writer gave the pupils general vocabulary test and pronunciation test to see the pupils' average score of vocabulary and pronunciation mastery. The general vocabulary test and pronunciation test were taken from the pupils' textbook.

The writer selected the samples based on these following criteria (1) the pupils were taught by the same teacher, (2) the pupils' average score (6-7) of the general vocabulary and pronunciation test, (3) the pupils did not have English lesson out of school, (4) the pupils were relatively the same age. The sample consisted of 30 pupils; there are 30 pupils for experimental groups and 30 pupils for control group.

**Table 3. The Sample of the Study**

No	Group	Number of Pupils
1	Experimental Group	30
2	Control Group	30
Total		60

The writer used a test to collect the data. The writer used a pronunciation test to collect the data about pupils' pronunciation mastery. In this pronunciation test, the writer used pre-test and post-test to the two groups. The test was in a form of oral test which was recorded. The test covered pronunciation of vowel and consonant sounds. In this test, the students were asked to read words in isolation, and paragraph. In constructing the test, the writer followed the same steps as vocabulary test. The writer built her own test by following certain procedures. (1) the writer consulted curriculum of primary schools and the phonetic transcription from Oxford Dictionary, (2) the writer asked the expert's judgment on the appropriateness, in this case the English elementary school teachers, (3) the writer tried the test out, the writer did the try out at SDN 14 Talang Kelapa, (4) the writer analyzed the result, whether or not it was valid and reliable, (5) the writer produced the final test, and (6) the writer conducted the test.

In this study, the writer used content validity and face validity. Content validity showed the researcher whether the test items represented the list of frequent vocabularies or not. Then, face validity showed whether the test instructions and fonts were applicable and understandable for elementary school pupils. The assessment of this content validity was frequently made by expert judgments with the aids of descriptive statistics and the assessment of this face validity was made by some participants' responses with the aids of percentage.

To find the content validity of the test, the researcher did the following steps: (1) provided a curriculum, (2) provided table of specification, and (3) asked the experts' judgment on the appropriateness based on syllabus to three elementary English teachers. These persons were chosen based on the elementary school teachers and three years teaching experiences. They were Evi Yesri Wando, S. Pd., Nuraini, S. Pd., and Neni Novalia, S. Pd. The three respondents were asked to determine the level of

appropriateness of the tests. The result of the responses of pronunciation test, the items were 88% very appropriate, and 12% appropriate). Moreover, the difficulty level of pronunciation test of 85 items given, it was found that 28% very easy or easy, 39% desirable, and 33% very difficult or difficult

Then, to find out face validity of the test, the researcher did these following steps: (1) provided a simple questionnaire to be given to the pupils, and (2) analyzed the responses by using percentage. In this study, the face validity was measured about the clearness of test instructions. The clearer the test instruction was, the more valid the tests were. The format of the questionnaire was adapted from Likert Scale Method.

From two instructions of the pronunciation test, words pronunciation instruction was 43% strongly clear, and paragraph instruction was 40% clear.

Pronunciation test used inter-rater reliability where the test was administered once with more than one individual observed the pupils. Inter rater reliability addresses the consistency of the implementation of a rating system. There were two raters get involved in working and scoring the test. One was the writer and another one was the independent rater who is the English teacher of SDN 6 Talang kelapa.

A test of inter rater reliability used the following stages: two raters' scores the test based on the recordings and answer keys. The correlation coefficient ( $r$ ) between the two raters was calculated by means of Pearson Product Moment Correlation. The calculation was done by using SPSS version 16.0. The reliability of the test was 0.902 since the reliability coefficient of the test was higher than 0.70, the test was considered reliable.

### **Listening Procedures**

The teaching procedures in this study were always done by three stages i.e. pre activities; whilst activities; and post activities. The teacher tried to involve the pupils in certain situation in pre activities. Giving questions which are related to the topic and asking previous knowledge about the topic would be the activities done at this stage. Meanwhile, the whilst activities are the activities which seem to be the most important stage since it requires more creativity and innovation of the teacher to transfer the knowledge of certain topic to their students. Dealing with this study, the writer used videotaped children songs and some types of tasks such as fill in blanks for sentences or words, glossaries, reading aloud, singing together, matching pictures, matching words, and multiple choices. Then, all tasks were also discussed together at this stage. The teacher also help the students to pronounce the words. At last, the teacher would have to conclude the topic discussed at the end of the class, it is called post activities. The teacher sometimes invited the students to do homework as well at this stage. However, all stages must involve the listening process by the use of English videotaped children songs and suit to the targeted topic. Complete framework of teaching listening could be seen as follow:

#### **a. Pre-activities**

- Greet the students
- Ask their feelings
- Ask some question related to targeted topic such as do you ever see a star? (for twinkle twinkle little star song); is it/the star sparkling?; do you like to see a sparkling star?; and etc.
- Encourage the student to sing a song about star (this could be in Bahasa Indonesia or English)
- Introduce the student a song about the star in English (twinkle twinkle little star)
- Assess the students' initial pronunciation about targeted topic at this stage

- b. Whilst activities
- Show the student glossaries related to the targeted topic. In this stage, teacher can vary the activities by giving the students pictures, words, card, and etc.
  - Ask the student to read and find out the meaning of the glossaries given.
  - Give the student blanks lyrics of the song.
  - Play the song once only and ask the students to fill them (remember not to help them to fill the blanks)
  - See how many correct answers the students get
  - Ask the students to read aloud their answer
  - Again, play the song once only and ask the students to fill them (remember not to help them to fill the blanks)
  - Again, see how many correct answers the students get
  - Again, ask the students to read aloud their answer
  - Do the step of playing the song, seeing correct answers, and reading aloud over and over. However, the teacher must ask the students to see the glossaries given before while listening to the song if they can not get the correct answers yet.
  - At the end, if all blanks are already filled in, play the song for many times and ask the students to sing. This stage can be done individually, in pairs, or groups
  - Encourage the students to pronounce targeted sounds or words over and over.
  - Assess the students' pronunciation. If there are still found some mispronunciations, explore them at post activities or next meeting at pre activities.
- c. Post activities
- Conclude the lesson
  - Ask the students to read the lyrics
  - Ask the students to make sentences from the targeted words
  - Give the students homework (the homework could be in varied form such as retelling the songs, or making sentences)

## Findings

In data distribution, the primary data were presented and analyzed referring to the objectives of the study. The data distribution was taken from pronunciation test. The pronunciation ability were presented in (a) normality distribution, (b) pretest scores in experimental group, (c) pretest scores in control group, (d) posttest scores in experimental group, (e) posttest scores in control group, and (f) statistical analysis.

**Table 4. Summary Normality and Descriptive Statistics of Pronunciation Scores in the Experimental and Control Group**

Group	Pretest						Posttest					
	Highest	Lowest	Frequent	Average	SD	Normality	Highest	Lowest	Frequent	Average	SD	Normality
EG	62.50	2.50	23.50	36.10	1.36	.200*	74.00	3.00	26.5	48.61	1.68	.095*
CG	67.00	9.50	27.00	35.95	1.21	.200*	62.00	18.00	25.5	36.38	1.05	.200*

All scores obtained, pretest and posttest of EG and CG, were considered as the normal data since their significant value were more than .050. In the experimental group, the lowest pretest score obtained by the pupils, for the test of pronunciation, was 2.50 while the highest score was 62.50 and the average score was 36.10 with standard deviation of 1.36. Meanwhile, the lowest posttest score obtained by the pupils, for the test of pronunciation, was 3.00 while the highest score was 74.00 and the average score was 48.61 with standard deviation of 1.68. However, the lowest pretest score obtained by the control group was 9.50 while the highest score was 67.00. The average score was 35.95 with standard deviation of 1.21. For posttest, the lowest score obtained by the pupils was 18.00 while the highest score was 62.00. The average score was 36.38 with standard deviation of 1.05.

All scores obtained, then, were classified into certain poor, below average, average, above average, and very good level. Complete classification can be seen at Table 5.

**Table 5. The Grade Categories on Pronunciation Scores**

<b>Grade</b>	<b>Interval</b>	<b>Category</b>
A	69-85	very good
B	52-68	above average
C	35-51	average
D	18-34	below average
E	0-17	poor

Therefore, it was found that 2 pupils (7%) were in poor category; 12 pupils (40%) were in below average category; 13 pupils (43%) were in average category; 3 pupils (10%) were in above average category for EG pretest scores. In addition, It was found that 1 pupil (3%) were in poor category, 13 pupils (43%) were in below average, 13 pupils (43%) were in average, and 3 pupils (10%) were in above average category for CG pretest scores.

After the treatment, it was found that 2 pupils (7%) were in poor category, 5 pupils (17%) were in below average, 6 pupils (20%) were in average, 14 pupils (47%) were in above average category, and 3 pupils (10%) were in very good category for EG posttest scores. And, it was found that 16 pupils (53%) were in below average, 11 pupils (37%) were in average, and 3 pupils (10%) were in above average category for CG posttest scores.

### **The Statistical Analysis Results**

In order to verify the findings, the statistical analyses were applied. In the study, the writer used independent t-test to find out whether or not there was significant difference in pronunciation ability between the posttest scores of the experimental and control groups. However, the paired sample t-test analysis was done to see the mean difference within the groups.

The pupils' mean of pronunciation score of pretest in the experimental group was 36.10 and in the posttest was 48.61 (see Table 4). The output of paired sample T-test showed that the mean difference between pretest and posttest was 12.517 with the standard deviation 9.234, t-obtained was 7.424 and the significant level was 0.000. Since the significance was less than 0.05, it meant that there was a significant difference in pronunciation ability within the experimental group before and after the treatment. In contrast, the pupils' mean of pronunciation score of pretest in the control group was 35.95

and in the posttest was 36.38 (see Table 4). The output of paired sample T-test showed that the mean difference between pretest and posttest was 0.4333 with the standard deviation 4.477, t-obtained was 5.30 and the significant level was 0.000. There was no a significant difference in pronunciation ability within the control group before and after the treatment since the significance was higher than 0.05.

The value of t-obtained of independent T-test was 3.376. At the significant level of 0.05 in two tailed testing with df was 58, the critical value of t-table was 1.67155. Since the value of t-obtained 3.376 was higher than the critical value of t-table (1.67155) and the significance was less than 0.05. It means that the teaching of English using videotaped children songs significantly improved the pupils' pronunciation ability. Furthermore, there was a significant difference in pronunciation ability of the pupils who were taught by using videotaped children songs and those who were not.

### **Conclusion**

Pronunciation is an essential indicator of a good communication process. Neglecting the pronunciation would be a first step of miscommunication. Therefore, English teachers must be able to help their students acknowledge an adequate pronunciation. Using videotaped children songs could be one of media used. It provides the students enjoyable situation so that they are not burdened to learn just like a lecturing method. This enjoyable situation suits to the primary school students learning style. Besides, the videotaped children songs also provide colorful texts, attractive pictures, and interesting sounds to the students. The videotaped children songs give the encouragement for the students since they can dance during the class. However, the teaching frequency might influence the output as well since the treatment was done four times in a week for twelve meetings (2x35 minutes). In conclusion, videotaped children songs have helped the students to improve their pronunciation in learning English.

However, the government of Indonesia is still demanded to be pro-active in facilitating the students at school such as providing computers, speakers, LCD projector, and English children song CDs. The teachers are demanded to be more active in exploring the students' problems dealing with their ability in communication and trying to find more strategies and media to solve them.

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