

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Pronunciation is essential for communication. Communication requires understanding between the speaker and the listener. Correct pronunciation helps communicators communicate. Having good pronunciation can make communication with other speakers or native speakers easier. On the other hand, incorrect pronunciation might create misunderstandings between the speaker and the listener. The wrong pronunciation will guide to misinterpretation and a negative impression of the other person. Thus, pronunciation is one of the most significant and hard to learn which non-native English speakers have to deal with when learning English. In communication, misunderstanding can become a serious problem when someone says the wrong word. Additionally, statements made can be confused with negative connotations. One of them is the presence of certain tones in the latter that are not found in the Indonesian students will find it difficult to pronounce this sound because their speech organs have never been trained or stimulated to produce it.

In pronunciation, the reader can learn phonemes. Phonemes are divided into two parts: consonants and vowels. These consonants are divided by the type of sounds that occur when they are pronounced properly or correctly: plosive, fricative, affricate, nasal, lateral, and approximant. The researcher wants to analyze the two type's sounds of English consonants in phonemes; that is, fricative and affricative sounds. Fricative consonants are /f/, /v/, /s/, /z/, /ð/, /θ/, /ʃ/, /ʒ/, and /h/ where all of them are articulated by lungs pushing air through a narrow opening

where it causes friction of various kinds. Despite this, three fricative consonants that do not exist in Bahasa Indonesia, are /θ/; /ð/; and /ʒ/. For example in English words, such as, ‘things’ (/θɪŋz/); ‘the’ (/ðə/); ‘vision’ (/vɪʒn/). /tʃ/ and /dʒ/ are the only affricate consonants in English. For example, ‘rich’ (/rɪtʃ/) and ‘just’ (/dʒʌst/). A researcher can find many students say /det/ for ‘that’ which must be pronounced as /ðæt/ because of the transfer of /ð/ into /d/, /wɪt/ for ‘with’ (/wɪð/), /tɪŋ/ for ‘think’ (/θɪŋk/), /meser/ for ‘measure’ /meʒe(r)/, and many others. The researcher also finds the same problem when she was teaching. The students have difficulties pronouncing not only unfamiliar words but also familiar words. The researcher uses these two types of consonants because some familiar words are sounds of those types.

Teaching pronunciation to Indonesian students is difficult. For example, students feel confused when the teacher asks students to speak with others and dread aloud. Students do not know whether the words they said are the same symbols in long and short vowels. That is why the researcher found the problem that Indonesian students are unable to pronounce English properly and correctly. When attempting a second language (L2), students tend to use the sounds of their L1. When students use L1 sounds as substitutions for the target language sounds, it will change their pronunciation, and the words students utter will have different meanings, which will confuse utterances. Therefore, English sounds are very crucial to be learned to make the learners become familiar with and able to pronounce them correctly to make effective communication. So, the researcher make the students to know how far they can pronounce fricative and affricate sounds using ELSA speak application.

Maybe, it will become one of the ways for them to measure their English pronunciation.

Anggraini (2022:136) stated that the English Learning Speech Assistant (ELSA) software was created in 2015 by Vu Van and is based in San Francisco, California, in the United States. It makes use of speech recognition technology and artificial intelligence (AI) to help with and refine English pronunciation. Users of the ELSA Speak Application can use speech recognition technology to aid them with their English pronunciation. For users to practice pronunciation, the ELSA Speak app offers more courses and more themes, starting with practicing English words, phrases, and sentences. An interactive dictionary is another element of the ELSA Speak app that teaches users how to pronounce the word or phrase they are looking for.

Many factors affect success or failure as a result of the teaching-learning process, especially in pronunciation. One of them is the environment or situation where and how is the teaching-learning process done. In many cases, the learning process is uninteresting because the technique used by the teacher, or the way the teacher delivers the materials is not attracting the students. In teaching English, the implementation of suitable techniques, material, and media is very important, because it can create a pleasant environment and encourage students to learn English. Teachers must consider it enjoyable, interesting, challenging, and avoid students' boredom.

In this case, the teacher's role is needed to make them eager to learn and practice a lot, because his or her creativity in using media, applying techniques, and delivering the materials will attract and motivate the students to learn and practice

their pronunciation. Therefore, the teacher should be able to combine suitable media, techniques, and material to create an enjoyable teaching-learning situation and encourage students to learn and practice a lot. Song has a positive image of making situations enjoyable and interesting. Using songs in teaching pronunciation has a positive effect which improves the student's ability in pronouncing words. Even more, it can motivate individuals through certain types of songs. Songs have their characteristics and they have different tones, strains, and lyrics. That is why the song was considered by the researcher as suitable for teaching pronunciation because it has a harmony of tone that can interest the students. It was good to gain their interest because it also affects their attitude towards the teaching-learning process. The researcher assumed that using the song in teaching pronunciation made the teaching-learning process became more interesting and enjoyable. Thus, it reduced students' boredom and encouraged them to learn and practice pronouncing words joyfully teaching pronunciation.

Another reason why the researcher choose a song to teach pronunciation is that song promotes authentic material. It is song by native speakers; therefore they heard and learned directly from the singers who have a background in English native speaker. The researcher uses two songs, that is: "Perfect" by Ed Sheeran and "My Love" by Westlife. The researcher chose the song because its lyrics contain the words of fricative and affricate. It was proven because the researcher had previously performed mini-research. Songs have good grammar, so they are highly recommended for use in teaching pronunciation to students.

According to this statement, teachers could use songs to teach pronunciation at any level. Moreover, it could create a harmonious atmosphere in the classroom

so the teaching-learning process would be more enjoyable. For instance, using songs to teach pronunciation was very useful to help the teacher to solve the problems faced by the students and had a significant impact on the student's achievement in pronouncing English fricative and affricate consonants.

Based on the background above, the researcher conducted do study entitled **“Teaching pronunciation of fricative and affricate sounds through English songs at eight grade students of UPT SMP N 37 Medan.”**

1.2 The Problem of the Study

Based on the background above, the researcher conducted an experiment concerning the analysis that the researcher would like to formulate the problem as follow;

“How are the students in pronouncing fricative and affricate sounds through English songs at eighth-grade students of UPT SMP N 37 Medan?”

1.3 The Objective of the Study

Based on the problem of the study above, the researcher formulated the objectives in this research:

“To describe the students' pronouncing fricative and affricate sounds through English songs at grade eight students of UPT SMP N 37 Medan.”

1.4 The Scope of the Study

In this research, the researcher aims to analyze pronunciation of fricative (/θ/, /ð/, /ʒ/) and affricate (/tʃ/, /dʒ/) sounds pronounced by students. The researcher only focuses on analyzing in the eight classes consist of 30 students divide into one class in UPT SMP N 037 Medan.

1.5 The Significance of the Study

The significance of this research are divided into two, as follows:

1. Theoretically

The findings of this research are intended to advance the theory, information, and understanding of the students' pronouncing of fricative and affricate sounds. In addition, this further research would give information to linguistic students who are interested in pronunciation.

2. Practically

The findings of this research are expected to be useful for:

- 1) For other researchers, the results of this research may help them in finding references for further research.
- 2) For students, it can develop an understanding of pronunciation.
- 3) For teachers, it is expected that the results will be useful to improve their knowledge about pronouncing English songs of fricative and affricate sounds.

CHAPTER II

REVIEW OF LITERATURE

2.1 Pronunciation

Pronunciation is the way words of a language are pronounced the manner in which words are pronounced. Words can be pronounced in several ways. There are many definitions of pronunciation, as mentioned by experts.

Pennington (1996:2) pointed out that pronunciation is the main medium of self-information exchange individuals and representative of different groups. This paves the way for a better understanding of how language works and the interrelationships between different aspects of linguistics and social meaning.

Richard and Schmidt (2002:440) pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation is stressed more by the way sounds are perceived by the hearer, for example, in the word knife, the k is not pronounced.

Kristina et al. (2006:1) defines pronunciation as an action or way of speaking with lecturer. Pronunciation is an important form of sound production in two ways. Sounds are important because they are used in certain language codes. Pronunciation refers to the production and reception of speech. It is used to realize meaning in the context of usage. In this sense, pronunciation refers to the act of speaking (Dalton and Seidlhofer, 1994:3). It is always possible to study speech from two perspectives: phonetics and phonology (Crystal, 2003:236).

Pronunciation is a very important aspect of language. Saleh and Gilakjani (2020:490) stated that pronunciation is a fundamental aspect of spoken language which is important for effective communication. Pronunciation can be learned by

repeating sounds and correcting students when they make them wrong. When students start learning pronunciation, they develop new habits and past difficulties caused by their mother tongue. The act of pronouncing produces a sound system that communicates from either the speaker or listener's point of view. Where a word is pronounced correctly when it is supposed to be discussed.

Since there is a distinction between a symbol's sounds and its pronunciation, pronunciation is one of the key aspects of English communication. It is important to have both strong vocabulary and clear pronunciation when speaking to others. According to Simarmata & Pardede (2018:37) teaching pronunciation is important as result. It can be concluded that considering the use of symbols to represent different sounds, pronunciation is the way a word is spoken. While teaching English pronunciation is crucial for students, it also improves their ability to communicate in English and gives them a better understanding of native English speakers.

Based on the above explanation, the researcher summarizes pronunciation as a sound that produces sound. Pronunciation is not just a sound but is important to for providing information or code in a particular language. Therefore, pronunciation is a production by the listener to further emphasize sound. Pronunciation is a process or action that can say a word briefly and clearly. Pronunciation refers to the act of speaking to anyone.

2.2 The Production of Speech Sounds

All sounds made when speaking are the result of muscle contraction. The muscles in the chest that are used for breathing produce the flow of air needed for almost all speech sounds; the muscles in the larynx produce many different

modifications in the flow of air from the chest to the mouth. After passing through the larynx, air passes through the vocal tract, which ends at the mouth and nostrils. To learn how sounds are produced, it is necessary to become familiar with the different parts of the vocal tract. These different parts are called ‘articulators’.

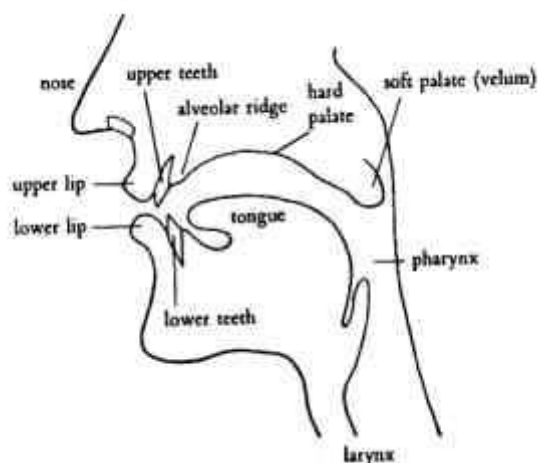


Figure 2.1. The production of speech sound

Figure 2.1 shows the human head, seen from the side, displayed as though it had been cut in half.

- a) The pharynx is a tube that begins immediately above the larynx. It is approximately 7 cm long in women and about 8 cm in men, and at its top end, it is divided into two parts: one part is the back of the mouth and the other is the beginning of the way through the nasal cavity.
- b) The velum of the soft palate is located in a position that allows air to pass through the nose and mouth. It is often raised in speech so that air cannot escape through the nose. The velum is an articulator that can be touched by a tongue. Tongue is in contact with the lower side of velum when produce sound /k/ and /g/, and these consonants called ‘velar’.
- c) The hard palate is often called the ‘roof of the mouth’ and can be felt as

a smooth curved surface by the tongue.

d) The alveolar ridge was between the top front teeth and the hard palate. Sounds made with the tongue touching (such as /t/ and /d/) are called ‘alveolar’.

e) The tongue is an important articulator that can be moved into various shapes. It is common to divide the lines within the tongue.

Figure 2.2 shows the tongue on a larger scale with the following parts: tip, blade, front, back, and root.

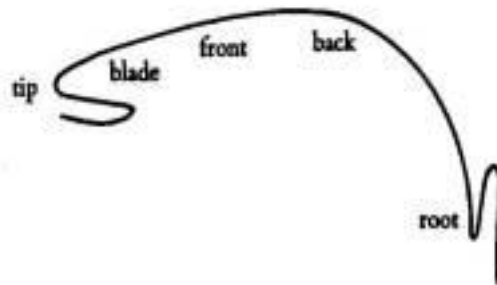


Figure 2.2. Sub-divisions of the tongue

f) The teeth (upper and lower) are usually shown in pictures such as Fig. 2.1 only at the front of the mouth, immediately behind the lips. This is a simple picture and it should be realized that most speakers have teeth on the sides of the mouth, almost back to the soft palate. The sounds produced by the tongue touching the front teeth are called ‘dental’.

g) Lips are also important for speech. They can be pressed together (when producing the sounds /p/ and /b/), brought into contact with the teeth (as in /f/ and /v/), or rounded to produce the lip-shape for vowels like /u:/ in which the lips are in contact with each other are called ‘bilabial’, while those with lip-to-teeth contact are called ‘labiodental’.

2.3 Basic Sounds of English

Every language undoubtedly contains a basic sound. Therefore, it is very important for students to learn the role of basic sounds. In this topic, the researcher explained the basic sounds of English, which covered consonants of English, types of English consonants due to the point of articulation, English fricative consonants, and English affricate consonants.

2.3.1 Consonants of English

The word consonant might be very familiar, but when studying the sounds of speech scientifically, it is not easy to define exactly what it means. According to O'Connor (1967: 24) consonants of English are speech sounds generally made by definite interference of the vocal organs with airstream. Jones (1987: 23) quoted by Diantari (2004: 8) says that consonant is a sound in which the air from the lungs is not allowed to pass out through the mouth without something to interrupt it. Consonants are important for forming English sounds. It is supported by O'Connor (1980: 24) who concedes that we can still understand a single sentence even though the vowels letters are left out. However, it would be difficult to determine the meaning of a word if all consonants were removed, because consonants are bones of the skeleton of English and give it shape. For example, the sentence "We must be hurry or we'll be late" still could be understood although if some of the vowels are left out, "We **mst b hrry** or **w'll b** late". However, it would be confusing if some of the consonants were left out, "We **u e u** or **e e** late".

Furthermore, O'Connor (1980: 24) says that the differences of accents are mainly the result of differences in sounds vowel; the consonants

are similarly wherever English spoken, in other words if the vowel sounds were imperfect, it would not prevent us from being understood, but if the consonant sounds were imperfect there would be great misunderstanding. For example, if the students pronounce /tæŋk/ instead of /θæŋk/ for the word ‘thank’, it would ruin their sentences, because /tθæŋk/ stands for ‘tank’ which means armored fighting vehicle with guns and not /θæŋk/ ‘thank’ which means grateful for something.

English sounds are mainly built by vowel and consonant, in which consonants have significant role in forming English sounds, they contribute more in making English sound than vowels do (Roach, 1993). According to Roach, there are three types of English consonants classification: due to the point of articulation; vibration of vocal cord; and manner of articulation is passed through oral cavity. According to their point of articulation, consonants can be divided into several positions. They are bilabial, labiodental, dental, alveolar, palato-alveolar, palatal, velar, and glottal.

Since the consonants of English contribute more to English sounds than vowels do, and due to some researcher’ findings and expert theories, it could be said that the most problematic consonants among English consonants are friction and affricate consonants that do not exist in Bahasa Indonesia. Therefore, it is very important to learn English consonants, especially friction and affricate consonants that do not exist in Bahasa Indonesia.

2.3.2 Type of English Consonants Due to the Point of Articulation

Based on the point of articulation, consonants of English are divided into several positions of articulation, in this case are organs of mouth, they are: bilabial, labiodental, dental, alveolar, palato-alveolar, palatal, velar, and glottal consonants. These consonants are also divided by the type of sounds that occur when they are pronounced properly or correctly: plosive, fricative, affricate, nasal, lateral, and approximant.

The types of consonants according to the point of articulation (horizontal) and manner of articulation (vertical) are presented in Table 2.1. When there is a pair of phonemes with the same place and manner of articulation but differing whenever they are fortis or lenis (voiceless or voiced), the symbol for the fortis consonant is placed to the left of the symbol for the lenis consonant.

Table 2.1. English consonants phonemes

	Bilabial	Labio-Dental	Dental	Alveolar	Palato-Alveolar	Palatal	Velar	Glotal
Plosive	p b			t d			k g	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricate					tʃ dʒ			
Nasal	M			n			ŋ	
Lateral				l				
Approximant	w				r	j		

2.3.3 English Fricative or Friction Consonants

Fricative or friction consonants are all consonants with the characteristic that when they are produced air escapes through a small passage and makes hissing sounds (Roach, 1993:47). According to O'Connor (1967:26) friction consonants are /f/, /v/, /s/, /z/, /ð/, /θ/, /ʃ/, /ʒ/.

and /h/ where for all of them are articulated by lungs push air through a narrow opening where it causes friction of various kinds. In spite of this, there are three friction consonants which are not exist in Bahasa Indonesia, they are: /θ/; /ð/; and /ʒ/. The fricative or friction consonants are presented below: 1. /θ/ and /ð/, these two consonants are classified into dental fricative consonants because they are produced by lower and upper teeth. They are articulated by placing the tongue inside the teeth and the tip of the upper teeth as shown in Fig. 2.3. /θ/ is stronger and longer and always voiceless. /ð/ is weaker, shorter and may be voiced.

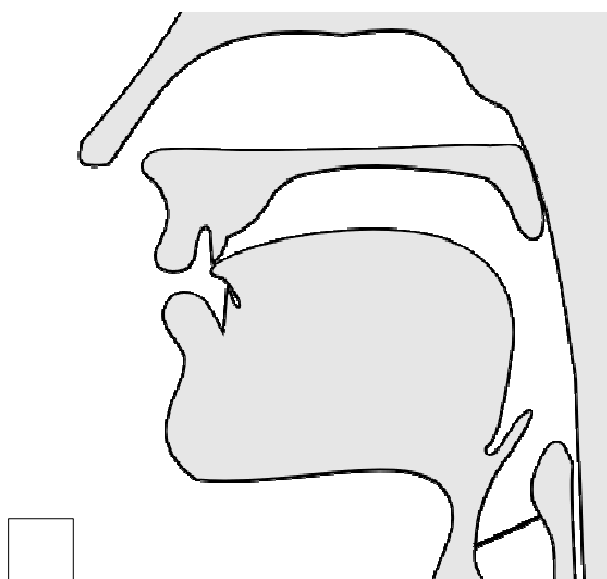


Figure 2.3. Dental fricative

Table 2.2. Fricative or friction consonants of / θ/ and /ð/ sounds

Symbols	Basic Sounds	Position in Words		
		Initial	Middle	Final
/θ/	th	thief /θi:f/	ethnic /'eθnik/	tooth /tu:θ/
/ð/	dh	then /ðen/	father /'fa:ðə(r)/	breathe /bri:ð/

3. /ʒ/ is classified into palato-alveolar or post-alveolar fricative because it is produced by the tip of the tongue touching the alveolar little back to alveolar ridge or middle alveolar as shown in Fig. 2.4. /ʒ/ is weak one and voiced, it is very seldom occurring at the beginning of English word, and rarely happens at the ends of words. If it is any, it is usually occur at some words borrowed from France.

Table 2.3. Fricative or friction consonants of /ʒ/ sound

Symbols	Basic Sounds	Position in Words		
		Initial	Middle	Final
/ʒ/	z	genre /ˈʒɑ:nrə/	visual /ˈvɪʒuəl/	garage /ˈgærɑ:ʒ/

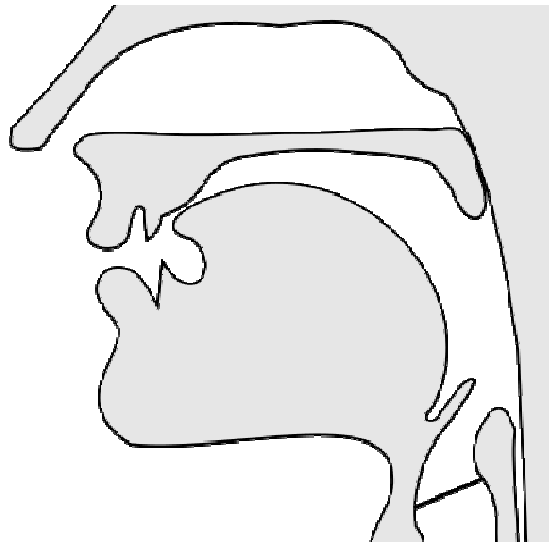


Figure 2.4. Palato-alveolar

2.3.4 English Affricate Consonants

/tʃ/ and /dʒ/ are the only two affricate phonemes in English. They are rather complex consonants because they begin as plosive and end as fricative. /tʃ/ sound is very close to the /t/ sound with the same post alveolar point of articulation and voiceless quality, but it begins with a complete

stoppage of airflow at the post-alveolar point of articulation. The /dʒ/ sound is analogous to /tʃ/ except it is voiced. Here again, the stoppage is made entirely at the post-alveolar or palato-alveolar point of articulation as the sound /ʒ/.

Table 2.4. Affricate consonants

Symbols	Basic Sounds	Position in Words		
		Initial	Middle	Final
/tʃ/	ch	chamber /ˈtʃeɪmbə(r)/	nature /ˈneɪtʃə(r)/	church /tʃɜːtʃ/
/dʒ/	J	juice /dʒuːs/	judgement /ˈdʒʌdʒmənt/	bridge /brɪdʒ/

2.4 Features Involved in English Pronunciation

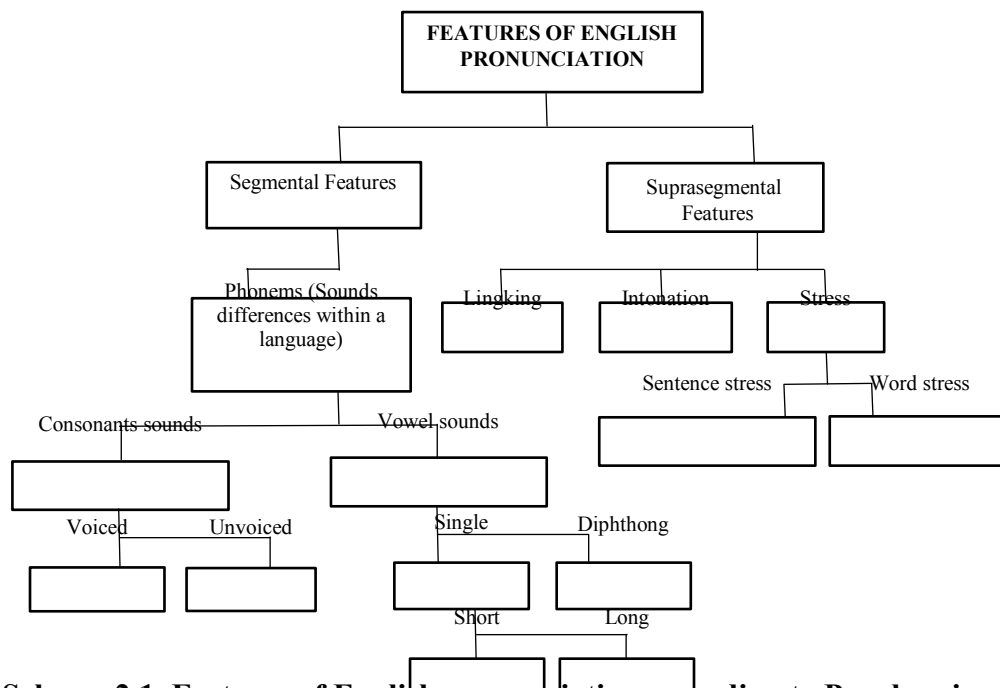
Pronunciation is a key aspect in the development of oral skills. Proper pronunciation is inherent to any competent speaker but this competence can (and must) be trained in any non-native speaker. The review of previous literature on the topic shows that with careful preparation and integration, pronunciation can play a significant role in supporting the learners' overall communicative skill (Pourhosein, 2012:119). Nonetheless, the idea that learners should speak and sound like native speakers is not the trend nowadays, apart from being a rather unrealistic idea. In fact, it is rare that L2 adult learners achieve native-like speech patterns (Moyer, 2004; Scovel, 2000:213). Moreover, it is difficult to achieve native-like pronunciation in typical ESL classrooms after childhood. As Ur (1996) concedes, the aim of pronunciation is not to achieve a perfect imitation of native accent, but to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers. In fact, the goal for teaching pronunciation was not to get native-like accents but more to have eligible and understandable

pronunciation.

According to Burns (2003), it is far more important for speakers to be able to achieve intelligibility (the sound patterns produced by the speaker are recognizable as English) comprehensibility (the meaning of what is said can be understood by the listener) and interpretability (the purpose of what is said can be understood by the listener). Moreover, Howlader's (2010:233) found that mutual intelligibility, comprehensibility and neutral accent can promote better oral communication.

There are various features of English pronunciation which are shown in the scheme.2.1 according to Pourhosein (2012:119). They are mainly divided into segmental features and suprasegmental features. Segmental features cover the phonemes or sound of the consonant and vowel. Furthermore, in consonant sounds, there are two ways of pronouncing them which are voiced and voiceless. While in vowel sounds, they considered being single which can be shortly and long pronounced and diphthong which is more like a combination of more than one vowel. The second feature is suprasegmental which covers linking, intonation, and stress. Stress aspect also divided into two which are sentence stress and word stress. Suprasegmental features are considered to be more difficult to be taught than segmental features because it needs a professional teacher in its field.

As stated before, that the main purpose of teaching pronunciation is not to get native-like accent but more in the eligible of the utterances produced. Besides, because of the difficult level of teaching suprasegmental features, therefore, in this research, the researcher only focused on teaching segmental features.



Scheme 2.1. Features of English pronunciation according to Pourhosein (2012)

2.5 Teaching Pronunciation

Pronouncing a language properly is a key aspect when understanding and making ourselves understood. Thus, learning pronunciation is very important. Unfortunately, learning pronunciation seems to be uninteresting with some conventional method, technique, and media. As we know, a suitable media, technique, and method used to teach will attract the students, creates an enjoyable situation in the class, and makes them achieve better.

Harmer (2002) states three alternatives in teaching pronunciation. First, whole lesson: making pronunciation the main focus of lesson, it does not mean that every minute of the lesson has to be spent on pronunciation work. Second, discrete slots: some teachers insert short, separate bits of pronunciation work into lesson sequences. And the last alternative is integrated phases: many teachers get students to focus on pronunciation issues as an integrated part of lesson.

In this case, teacher should decide what alternative he/she chooses. By deciding the alternatives he/she used in teaching English pronunciation, he/she could make a strategy based on the alternative to achieve maximum result. Moreover, the most important thing of teaching and learning was the understanding of the students about the lesson. Cameron (2001: 40) says that “it is a crucial thing for teachers to take responsibility for checking whether their pupils understand the language being used and the purpose of activities being carried out”. In here, the teacher should know that they were studying about pronunciation and they were expected to be able to pronounce English words correctly. Enthusiasm is needed in teaching English pronunciation so that both, the teacher and the students achieve a good result in it.

Briefly, the ability of the teacher to use suitable media, technique, and method was very important to make the teaching learning process becomes enjoyable, fun, attractive, and efficient. The teacher had responsibility of his/her students to make them understand and able to pronounce English words correctly

2.6 Song

Songs are musical compositions intended to be sung by humans. This is often done at different tones and voices and still uses sound patterns and silences. Songs contain various forms, such as those including the repetition of sections.

Song is short poem or verses set to music and intended to be sung (Weikart, 1988: 12). Song, which belonged to genre including both lyrics and music, could be added to list. They were marked by richness of content, poetical metaphor and symbol that emotionally reflect the world live in. Song could motivate a positive influence on listener. Song could inspire the students to express their attitude to

words what they have heard. Here, we could see that applying songs in teaching learning process provides an active process for the students they were intended to sing.

Griffiee (2001) states that song are the words that you want to sing and are part of the music. For the most part, literary writers use it to express their ideas, feeling emotions. A song attracts and attracts listeners through the tone or content of the song and is usually composed by professional composers and lyricists. There are many message delivered by song. Through song people can convey their ideas and feeling to other by voicing. People can communicate to others through song. In others words, song can be used as the way to deliver idea and feeling.

Lyrics are part of a song. Lyrics are a set of words that make up a song, usually composed of scriptures and chorus. The free online dictionary says that lyricism is an art form of auditory communication that combines musical instruments or sounds in a structured and continuous manner. In this sense, it can be concluded that the lyrics are one of literary works, which complete and beautify the song, and make the listener more interested in listening to it.

According to Hornby (2000:802), he stated that the lyric is expressing a person's personal feeling and thoughts, connected with singing and written for a lyric poem is the words of a song. Language song really is not much different from the language of poetry. It is a short lyric poem that expresses emotion. The lyrics of songs are typically of poetic, rhyming nature, though they may be religious verses or free prose.

There are many types of songs, such as classic, pop, jazz, blues, folk, rap, rock, country, and so on. The characteristics of the songs' lyrics were usually short,

affective, simple, repetitive, rhymed, dialogic, conversation-like features. Hence, they could put into service in language teaching, including vocabulary, listening, pronunciation, etc. The researcher intend to choose. “Perfect” by Ed Sheeran and “My Love” by Westlife. These songs were chosen by considering the speech sounds that would be investigate, as follows:

1. “Perfect” (Ed Sheeran)

I found a love, for me
Darling, **just** dive right in and follow my lead
Well, I found a girl, beautiful and sweet
Oh, I never knew you were **the** someone waiting for me

'Cause we were **just** kids when we fell in love
Not knowing what it was
I will not give you up **this** time
But darling, **just** kiss me slow
Your heart is all I own
And in your eyes, you're holding mine

Baby, I'm dancing in **the** dark
With you between my arms
Barefoot on **the** grass
Listening to our favourite song
When you said you looked a mess
I whispered **underneath** my **breath**
But you heard it
Darling, you look perfect tonight

Well, I found a woman, stronger **than** anyone I know
She shares my **dreams**, I hope **that** someday I'll share her home
I found a lover, to carry more **than just** my secrets
To carry love, to carry **children** of our own

We are still kids, but we're so in love
Fighting against all odds
I know we'll be alright **this** time
Darling, **just** hold my hand
Be my girl, I'll be your man
I see my **future** in your eyes

Baby, I'm dancing in **the** dark
With you between my arms
Barefoot on **the** grass
Listening to our favorite song

When I saw you in **that** dress, looking so beautiful
I don't deserve **this**
Darling, you look perfect tonight
Baby, I'm dancing in **the** dark
With you between my arms
Barefoot on **the** grass
Listening to our favorite song
I have **faith** in what I see
Now I know I have met an angel in person
And she looks perfect

I don't deserve **this**
You look perfect tonight

The first song is “Perfect” sung by Ed Sheeran. This song is chosen, because it consisting words which are containing the /θ/, /ð/, /tʃ/ and /dʒ/ sounds. The bold typed words are indicating the words which consist of these dental (/θ/ and /ð/), such as; ‘breath’ (/brɛθ/); ‘faith’ (/feɪθ/); ‘than’ (/ðæn/); ‘that’ (/ðæt/); ‘the’ (/ði/); ‘this’ (ðɪs/); ‘underneath’ (/ʌn.də'niθ/); ‘with’ (/wɪθ/); and palato-alveolar (/tʃ/ and /dʒ/) sounds, such as ‘children’ (/ˈtʃɪl.drən/); ‘future’ (/ˈfju.tʃə/); ‘just’ (/dʒʌst/).

2. “My Love” (Westlife)

An empty street, an empty house
A hole inside my heart
I'm all alone, **the** rooms are getting smaller
I wonder how, I wonder why
I wonder where **they** are
The days we had, **the** songs we sang **together**
Oh, yeah
And oh, my love
I'm holding on forever
Reaching for **the** love **that** seems so far

So, I say a little prayer
And hope my dreams will take me **there**
Where **the** skies are blue
To see you once again, my love
Overseas, from coast to coast
To find a place I love **the** most
Where **the** fields are green
To see you once again
My love

I try to read, I go to work
I'm laughing **with** my friends
But I can't stop to keep myself from thinking, oh no
I wonder how, I wonder why
I wonder where **they** are
The days we had, **the** songs we sang **together**, oh, yeah
And oh, my love
I'm holding on forever
Reaching for the love **that** seems so far

So, I say a little prayer
And hope my dreams will take me **there**
Where **the** skies are blue
To see you I once again, my love
Overseas, from coast to coast
To find a place I love **the** most
Where **the** fields are green
To see you once again

To hold you in my arms
To promise you my love
To tell you from **the** heart
You're all I'm **thinking** of
I'm **reaching** for **the** love **that** seems so far

So, I say a little prayer
And hope my dreams will take me **there**
Where **the** skies are blue
To see you once again, my love
Overseas, from coast to coast
To find **the** place I love **the** most
Where **the** fields are green
To see you once again
(My love)

Say a little prayer (my sweet love)
Dreams will take me **there**
Where **the** skies are blue (woah, yeah)
To see you once again
Overseas, from coast to coast
To find **the** place I love **the** most
Where **the** fields are green
To see you once again
My love

The second song is "My love" sung by Westlife a legendary pop band from
Ireland. This song is chosen, because it consisting words which are containing the

/θ/, /ð/, /tʃ/ and /dʒ/ sounds. The bold typed words are indicating the words which consist of these dental (/θ/ and /ð/), such as; ‘thinking’ (/θɪŋ.kɪŋ/); ‘the’ (/ði/); ‘they’ (/ðeɪ/); ‘that’ (/ðæt/); ‘there’ (/ðeə/); ‘with’ (/wɪθ/); ‘together’ (/tə’geðə/) and palato-alveolar (/tʃ/ and /dʒ/) sounds, such as ‘children’ (/tʃɪl.drən/); ‘reaching’ (/ri:tʃɪŋ/).

2.6.1 Songs Related to Teaching Pronunciation

In daily life, people are surrounded by songs. A song is like magic that could be hypnotized; therefore, when heard, the songs could be brought into the songs. For example, when someone was listening to a song, he could be brought into the story of the lyrics and the melody would play his emotions or feelings.

Sometimes, people did not realize that they could sing the songs without learning how to sing them in a certain way. From the songs, people could learn many things, for example, to know more new words, and learn how the words are pronounced. As songs were having magical effects, people could use songs in the learning process. Harmer (2000: 242) states that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects. Songs are good resource for teaching English. First, they are funny. Second, they promoted mimics, gestures, etc, associated with meaning. Third, they were good at introducing suprasegmental phonetics (e.g., stress, rhythm and intonation). Fourth, the students played a participative role. Fifth, they could be applied to comprehension stages (listening) or production (speaking). Sixth, song were played at all levels and ages. Seventh, students learned English very easily through echoic memory. Another reason why the researcher choose songs for teaching pronunciation is that song promote authentic materials. It is sing by a native speaker; therefore, students would hear

and learn directly from singers who have a background as native speakers.

According to this statement, the teacher could use songs as a medium for teaching pronunciation at any level. Moreover, it could create a harmonious atmosphere in the classroom, so the teaching-learning process would be more enjoyable. Thus, using songs for teaching pronunciation would be very useful in helping the teachers solve problems faced by students.

2.6.2 Criteria of Selecting Song

The researcher realized that not all kinds of songs were appropriate to be used in teaching English for junior high school students. Therefore, there must be criteria of selecting the songs which would be used in the teaching learning process. Coromina (1993:27) suggests that there are two main principles in choosing songs in teaching learning process. The principles are “what to look for” and “what to avoid”.

“What to look for” means selecting the songs which will be used in teaching learning process. The teacher should be careful and consider some of these requirements: 1) the song must carry some sort of message or at least tell an interesting story; 2) the words of the song should be simple; and 3) each word must clearly pronounce. Therefore, the students could learn how to pronounce fricative and affricate consonants.

Besides, there are certain types of song that should be avoided by the teacher, they are: 1) songs that are too fast paced; 2) songs which the lyrics are too long; 3) songs in which the music burnt the singer’s voice; 4) songs where there is no substances in the lyrics; and 5) songs that verge on obscene or that include lyrics that are discriminatory (for example, song that mock religious beliefs).

Based on the explanation above, the researcher's consideration in choosing the songs which were simple, clearly pronounced, and had no sarcasm. The songs also contained some fricative (/θ/, /ð/, /ʒ/) and affricate (/tʃ/, /dʒ/) consonants.

2.6.3 Advantages and Disadvantages Teaching Students using Song

There were many key studies proving that including songs in learning English process is very useful. Morales (2008:163) consider that when students sing they may improve English speaking skills and practice pronunciation. In addition, they can discuss the different topics in the lyrics like love, hate, revenge, and in this manner they can practice speaking by expressing opinions and reflection about the contents of the songs.

According to Orlova (2003:12) these are some of the advantages for working in class with song:

- 1) Practicing the rhythm, stress, and the intonation patterns of the English language.
- 2) Teaching vocabulary, especially in the vocabulary reinforcement stage.
- 3) Teaching grammar. In this respect, songs are especially favored by teachers while investigating the use of the tenses.
- 4) Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions.
- 5) Teaching listening. Music can be helpful for comprehension.
- 6) Developing writing skill. For this purpose, a song can be used in a variety of ways; for example, speculation as what could happen to the characters in the future, writing a letter, and many more.

As there always advantages one must look at the disadvantages when deciding to use songs as teaching pronunciation.

- 1) Teaching pronunciation by using songs takes an extra time in the regular meeting. It can be ineffective time for the teaching learning process while the teacher want to give the materials appropriate to their syllabus.
- 2) It is also seen as enjoyable activity for students, it might create threats to classroom atmosphere which can lead to destruction of normal discipline of the classroom.

2.7 Previous Studies

This technique has been used by some researchers. Here the writer presents three previous researches. The first research was conducted by Suci Wulandari, Efa Silfia and Kartika Dewi (2022), the title “*The ability of Students in Pronunciation English Palatal Alveolar Fricative and Palatal Alveolar Affricative Consonant at Ninth Grade of Junior High School 17 Jambi City*”. This research is aimed at describing students’ ability to pronounce English palatal alveolar fricative and affricative consonants (‘ and ʃ) and find out in which position (initial, medial, and final) are the most difficult to pronounce. The design of this research was descriptive quantitative method approach. They conducted research at the Junior High School Number 17 Kota Jambi in January 2022. To collect data, researchers using the student voice recording method in mentioning pronunciation. The population of this research was the ninth-grade students at SMPN 17 Jambi City in academic year 2021-2022, the total number of them were 340 students. As the sample was the ninth-grade students, they consist of 10 students. This research used purposive sampling technique in taking the sample if this research. The result of

this research showed that on the test there were 4 students belong to very good categories, 2 student belongs to good categories, 3 students belong to fair categories, 1 student belongs to weak category and none of the student belong to poor category. The ability of the students in pronouncing the English palatal alveolar fricative (ç) and (tʃ) affricative consonant was 78%, this is categorized as good. The students' ability in pronouncing sound (ç) belongs to very good category (85%) and sound (tʃ) belongs to good category (73%).

The second research was conducted by Dewa Ayu Rini (2019), the title "*Teaching Pronunciation of Fricative and Affricate Sounds through English Songs at Grade 8 Students of SMPN 8 Bandar Lampung*". The objective of the current study were to explore whether song could significantly increase students' capability in pronouncing certain English consonants (/θ/, /ð/, /z/, /ʃ/, and /dʒ/), and find out whether students had the same difficulty in pronouncing /θ/, /ð/, /z/, /ʃ/, and /dʒ/ consonants. The design of this research was quantitative approach. They conducted research at the Junior High School Number 08 Bandar Lampung in May 2019. One group pre-test and post-test design was used in this research while the data were taken by using pronunciation test from 24 students of grade 8 of SMP Negeri 8 Bandar Lampung in odd semester of academic year 2019/2020. The data were analyzed using Paired T-Test and SPSS version 16.0. The result shows that there is a statistically significant increase of the students' achievement in pronouncing /θ/, /ð/, /z/, /ʃ/, and /dʒ/ consonants. The data in this study also shows that students have different difficulties in pronouncing /θ/, /ð/, /z/, /ʃ/, and /dʒ/.

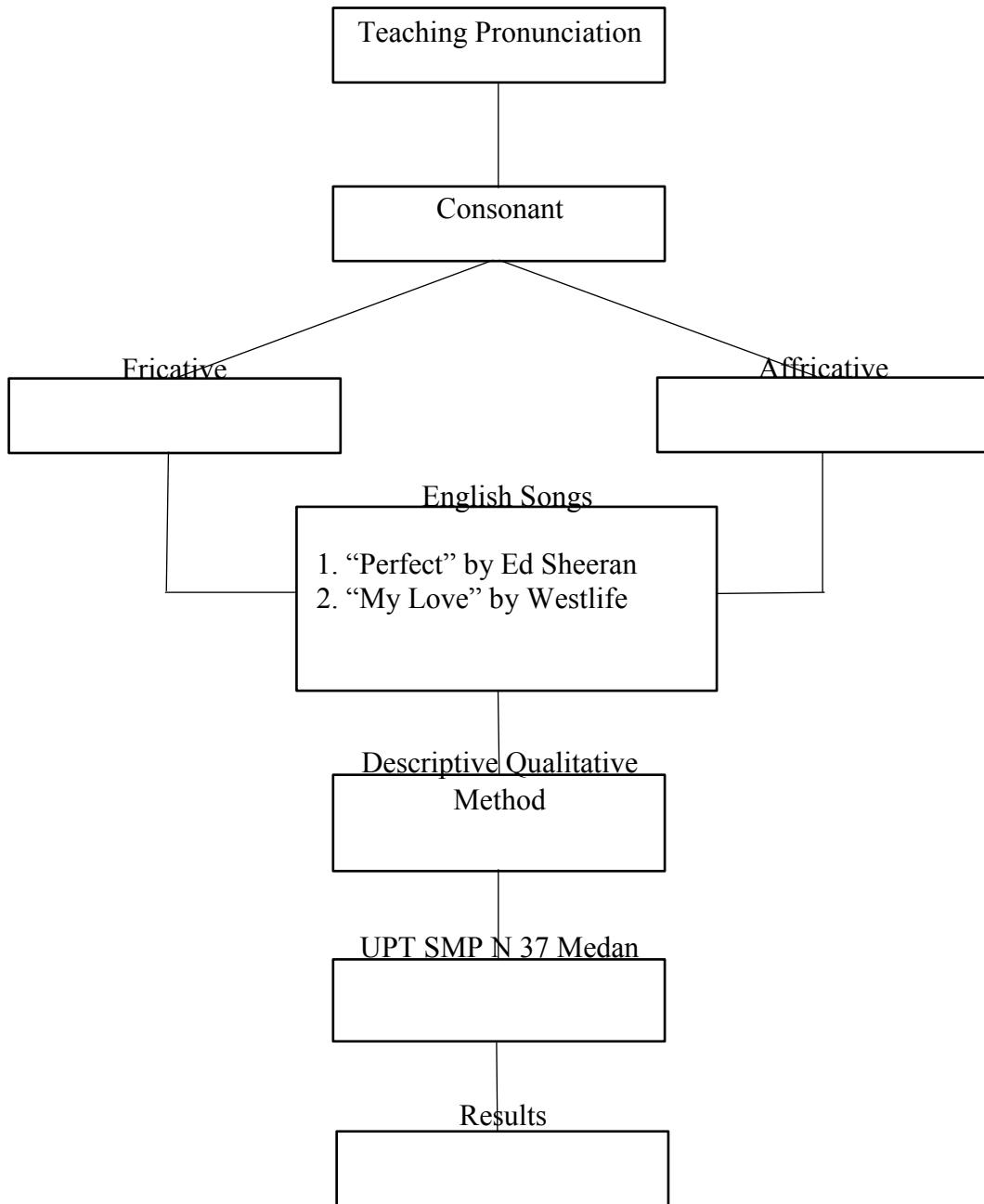
The last research was conducted by Mohammad Khoiril Anam (2018), the title "*Thai and Indonesian English Students' Problems in Pronouncing English*

Fricative and Affricate Sounds: A Case Study in IAIN Kediri". This study aims to see the phonological problem deviation of English learners. The design of this research was qualitative approach method. The researchers used a purposive sampling of the respondents. Respondents of this study were Thai and Indonesian students of IAIN Kediri taken purposively since this study is a case study. The data were voice recording from a passage that the respondents read. The result of this study shows that the deviation of fricative and affricate sounds produced by respondents really varies. This study also found that the deviation of the sound was because phonological problem encountered by respondents was a mistake, not an error. Therefore, generalizing a rule of the phonological problem is impossible to do since the deviation is overlapped and irregular.

2.8 Conceptual Framework

Conceptual framework is a framework that contains generalizations which can be used to be used to define several interrelated plans and is a tool for describing phenomena about the research problem and the theoretical framework used. Pronunciation plays as the important thing in speaking with others. In addition, speakers will pronounce the words that they know how to pronounce well. The major challenge of English pronunciation is to create a confidence that correspond to the English sound and to disassemble the arrangement for our native language's habits have so strongly established. It can accomplish this by forming new speaking habits, new ways of hearing, and new ways of employing our speech organs. It can help students to learn pronunciation while speak with other people.

Scheme 2.2. Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, the researcher used a descriptive qualitative, which is a type of research method. Similar to other qualitative research methods, it begins by identifying a problem. The problem statement or question in qualitative research indicates the overall aim of the study. Developing a qualitative problem statement initially involves identifying a broad subject or an area that requires further exploration. This broad subject of interest is often referred to as a focal point of inquiry in qualitative research. Sidiq et al (2019:3) stated that qualitative research is research that the result of findings cannot get by using statistical techniques. The purpose of qualitative research is to gain an understanding of the phenomena experienced by the study subjects.

3.2 Population and Sample

3.2.1 Population

According to Sugyiono (2013:80) population is a geographic generalization with the following characteristics, the object/subject has quality and certain characteristics that are set by the researcher to learn and then make the conclusion. The population for this research will consist of eighth-grade students from UPT SMP 37 Medan during the academic year 2023/2024. This population consisted of 180 students divided into six class.

3.2.2 Sample

Sampling is a method used to obtain samples. Sampling was established to voluntarily select some of the individual research processes. The goal of sampling

was to use individuals to gather information about the population. A random sampling technique is used to sampling technique. Random sampling is a sampling technique that provides equal opportunities for each element (member) population to be selected as sample members (Sugiyono, 2013:82). This sample consist of 30 students divide into one class.

3.3 The Instruments of Collecting Data

Hardani (2020:119) stated that researcher serves as the primary tool in qualitative research, but only once the research question is established. In this study, the writer will use the instruments:

1. Observation

Observation is a systematic data collection approach. The observation was the systematic description of events, behavior, and artifacts in the social setting chosen for study (Marshal and Rossman 1989:79). The researcher visited the research location, UPT SMPN 37 Medan. This activity was conducted to determine the number of students in the school as population.

2. Test

A test is a tool used to collect the data. The pronunciation test, which consist of an English song, will use to describe students' pronunciation by subjects. The test is where students sing English songs that have been directly determined individually.

3. Recorder

The recorder is an example of modern technology that can be used simultaneously to provide valid results. The researcher record the students

using hand phone to investigate the student in pronouncing English songs. After giving them a pronunciation test, the researcher recorded the students' pronunciation, then listen to the recording. The researcher use ELSA Speak Application online as correction of pronunciation. Samad and Ismail (2020:1) stated that ELSA Speak Application is one of the media that can enhance education in the era of 4.0.

4. Transcribing

Based on Irawan & Tampubolon (2020:3) phonetic transcription is effective in teaching pronunciation. Phonetic transcription drives from a conjunction of data and symbols of a notation system for showing theoretical models as the result of the category of the data. After listening recording of the pronunciation test of the students, the researcher wrote down the phonetics transcription of the students' pronunciation.

3.4 The Technique of Collecting Data

This study are collected by these techniques (Tampubolon et al., 2023:4):

- 1) The researcher gave instruction on the pronunciation test to the students.
- 2) The researcher explained the pronunciation test to the students
- 3) The researcher conducted a pronunciation test.
- 4) The researcher recorded students' pronunciation.
- 5) The researcher transcribed the students' pronunciation during the phonetics transcription.

3.5 The Technique of Analyzing Data

After collecting data, the researcher analyzed it using steps by Miles, Huberman, and Saldana (2014:12-14), as follows:

1. Condensation of Data

Data condensation is the process of selecting, condensing, simplifying, abstracting, and/or altering data included in observation, pronunciation test, recorder, and transcribing. This process strengthens information by condensing it. Researcher avoided using the phrase 'data reduction' as it implies a loss or weakening of data.

2. Data Display

The data display phase is done in the form of a brief description by using narrative text, it can also be in the form table. In this case, the researcher displays the data on the results of student's pronunciation of fricative and affricate sounds in the form of descriptive text. The data derived from activity observation, pronunciation test, recorder, and transcribing analysis.

3. Drawing and Verifying Conclusions

In this research, all of the results of data had been written in the data display. From the data display it was analyzed further to derive the conclusions.

Scheme 3.3 Technique of Analyzing according to Miles, Huberman, and Saldana (2014)

