THE IMPACT OF SONGS ON STUDENT PRONUNCIATION AT SMP SWASTA KATOLIK BUDI MURNI 2 MEDAN

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Abstract

This study investigates the impact of songs on students' pronunciation skills among eighth-grade students at SMP Swasta Katolik Budi Murni 2 Medan. Utilizing a quantitative approach with a quasi-experimental design, the research involved 30 students, divided into two groups of 15 students each. The experimental group received pronunciation instruction through songs, while the control group was taught using traditional methods over four sessions. The findings revealed a significant difference between the two groups, demonstrating that songs have a notable impact on enhancing English pronunciation skills compared to conventional teaching techniques. This study emphasizes the benefits of integrating songs in pronunciation learning, as they increase student engagement, create a more enjoyable learning atmosphere, encourage active participation in English communication, and enhance overall learning satisfaction.

Keywords

Songs; English Pronunciation Skills; Quantitative Approach; Quasi-Experimental Design

Introduction

Good pronunciation is an essential aspect of learning foreign languages, including English. Proper articulation of words not only improves the listener's comprehension but also reflects the speaker's level of language proficiency. However, many students face challenges in achieving accurate pronunciation due to factors such as the influence of their native language, insufficient speaking practice, and ineffective teaching methods.

Songs present an engaging and effective method for improving students' pronunciation skills. With their universal appeal, songs can create a fun and interactive learning environment. Research suggests that songs help students internalize sound patterns, rhythm, and intonation—key elements of good pronunciation.

Several studies have investigated the relationship between songs and language learning. For instance, Nguyen (2020) found that incorporating songs into English lessons improved students' listening and speaking skills while helping them grasp pronunciation nuances. Students who learned through songs demonstrated better mimicry of correct pronunciation and greater retention of new vocabulary. Similarly, Rahman (2018) observed that using music in language learning contexts enhanced students' pronunciation and vocabulary. The melodic and

rhythmic nature of songs enabled students to remember and replicate accurate sound patterns more effectively.

In addition, Lee (2019) noted that students were more motivated and engaged when musical elements were integrated into language learning. Songs not only made the process more enjoyable but also boosted students' confidence in speaking. Lee's findings showed that students who learned through songs participated more actively in speaking activities. Smith (2021) further emphasized the importance of using songs with clear and understandable lyrics, which significantly improved students' pronunciation and intonation when practiced through singing.

Despite strong evidence supporting the use of songs in language learning, there is still a need to better understand the specific impact of songs on students' pronunciation. This study aims to analyze how songs influence pronunciation in English language learning, focusing on how musical elements can be utilized to enhance students' pronunciation skills.

This study investigates the impact of songs on pronunciation development, focusing on articulation, stress, intonation, and rhythm as students engage with English lyrics and melodies. Conducted in an educational setting with learners of varying proficiency levels, the research explores how song-based activities enhance pronunciation skills. It emphasizes the use of songs with clear and rhythmic lyrics as a pronunciation tool, utilizing qualitative data from observations, interviews, and student feedback to assess their effectiveness.

This study aims to analyze the impact of songs on pronunciation development, specifically focusing on stress, intonation, and rhythm in English language learners. It also explores students' perceptions of songs as effective tools for improving pronunciation skills. Additionally, the research identifies both the challenges and advantages of incorporating songs into pronunciation lessons from the perspectives of both students and teachers.

Methods

The research design for this study is a quasi-experimental design with a pre-test and post-test approach. This design allows researchers to measure the effect of songs on students' pronunciation by comparing their performance before and after the intervention. This research design is highly suitable because it incorporates controlled comparison through experimental and control groups, allowing for a clear evaluation of the effects of songs on pronunciation. By measuring changes between pre-test and post-test, it establishes a causal relationship between the use of songs and pronunciation improvements. The quasi-experimental approach is practical for educational settings where random assignment is not feasible, ensuring applicability in real classroom scenarios. Additionally, the integration of quantitative and qualitative data provides a comprehensive evaluation, capturing both measurable outcomes and learner experiences. This balanced approach ensures a thorough and reliable assessment of the impact of songs on pronunciation skills.

This study was conducted at SMP Swasta Katolik Budi Murni 2 Medan, located at Jalan Kapitan Purba II No. 18, Mangga, Medan Tuntungan District, Medan City, North Sumatra. The school was chosen as the research site for two key reasons. Firstly, based on a literature review, no prior research has examined the impact of songs on students' pronunciation skills at this school. Secondly, the school fosters a strong learning culture, particularly emphasizing

interactive learning, which aligns well with the objectives of this study. The research was carried out over four days in January 2025.

The study aimed to assess the impact of songs on students' pronunciation skills by focusing on a population of eighth-grade students from SMP Swasta Katolik Budi Murni 2 Medan during the 2024/2025 academic year. These students were divided into two groups: an experimental group (15 students) and a control group (15 students). Since the study employed a quasi-experimental design with a control group, one class was selected and then split into two groups for comparison. The specific class chosen for this research was Class VIII-6, consisting of 30 students.

This research employs a combination of quantitative and qualitative instruments to gather comprehensive data on the impact of songs on student pronunciation. Pronunciation tests serve as the primary tool for measuring changes in pronunciation skills. A pre-test is conducted before the intervention to assess students' baseline proficiency, followed by a post-test to evaluate improvements. These tests focus on phoneme production, word stress, intonation, and overall intelligibility, with grading based on a standardized rubric.

In addition to tests, audio recordings of students' performances and classroom activities are collected to ensure accurate pronunciation assessment. These recordings allow researchers to review and compare pre-test and post-test results in detail. Observational checklists are also utilized during lessons to document students' engagement, confidence, and participation in song-based pronunciation activities. Lastly, statistical analysis tools such as SPSS or Excel are employed to process test scores and identify significant trends, ensuring objective evaluation of the effectiveness of using songs to enhance pronunciation skills.

The research follows a structured quasi-experimental design with a pre-test and post-test approach to assess the impact of songs on pronunciation skills. In the preparation stage, two groups of students—an experimental group and a control group—are selected based on similar proficiency levels. Age-appropriate English songs with clear pronunciation and rhythmic patterns are chosen for the experimental group, while the control group follows traditional pronunciation exercises. Lesson plans are developed for both groups, and pronunciation tests are created to evaluate phoneme accuracy, stress, intonation, and rhythm.

During the study, both groups take a pre-test, and their pronunciation is recorded for analysis. The experimental group engages in song-based pronunciation activities, such as listening, repetition drills, and singing along, while the control group practices traditional exercises like reading aloud and phonetic drills. After the intervention, both groups take a post-test, and their recordings are analyzed to measure improvements. A T-Test is used to compare score differences, ensuring statistical validity. Observations on student engagement and feedback further support the findings. Finally, the research findings are documented, highlighting the effectiveness of song-based learning in improving pronunciation and suggesting its integration into language teaching.

The data analysis in this research primarily relies on the T-Test to evaluate the significance of song-based activities on students' pronunciation skills. Initially, pre-test and post-test data are collected to assess pronunciation changes before and after the intervention. These scores are systematically organized in spreadsheets for clarity and further analysis. Before applying the T-Test, assumption testing is conducted, including normality tests to verify

if the data follows a normal distribution and homogeneity tests to ensure equal variances. These steps ensure the statistical validity of the analysis.

A paired sample T-Test is then performed to compare students' pronunciation scores before and after the intervention. The hypothesis framework includes a null hypothesis (no significant impact) and an alternative hypothesis (a significant impact of songs on pronunciation). The results are analyzed using key statistical metrics such as the p-value and t-statistic. If the p-value is below the significance threshold (e.g., 0.05), it confirms that the song-based approach significantly improves pronunciation skills. The findings are presented using tables and graphs for better clarity and understanding.

While the T-Test is a robust method for analyzing pronunciation improvement, it has certain limitations. The test is sensitive to sample size, meaning small samples may yield less reliable results. Additionally, it assumes normal data distribution, which, if violated, can compromise validity. Ensuring that pronunciation scores meet interval or ratio measurement requirements and verifying the independence of observations are crucial for accurate results. Researchers must conduct assumption checks to uphold statistical reliability. By addressing these considerations, the analysis provides meaningful insights into the effectiveness of song-based learning for pronunciation enhancement.

Ensuring the validity and reliability of the research instruments is essential for obtaining accurate and credible results. Validity refers to how well the pronunciation test measures students' actual pronunciation skills and improvements due to the song-based intervention. To establish validity, language experts review the test items to confirm their alignment with research objectives, ensuring they accurately assess aspects like intonation, stress, and articulation. Reliability ensures that the test produces consistent and stable results over time and across different raters. To establish reliability, the same group of students is tested at two different points to assess result consistency. Multiple evaluators are trained and use standardized scoring rubrics to maintain uniform assessments.

Before conducting the T-Test, normality and homogeneity tests are performed on pre-test and post-test data. The normality test verifies whether the data follows a normal distribution, while the homogeneity test ensures equal variances between groups. These tests help confirm the appropriateness of statistical analysis, strengthening the validity and reliability of the research findings.

Results

The initial finding revealed the pre-test scores of the control group, which was conducted during the first meeting of the study. The total score of 15 students was 775, with an average score of 51.67. Similarly, the pre-test for the experimental group was conducted, yielding a total score of 779 and an average of 51.93. The subsequent finding involved the post-test scores of the control group, where the total score was 776, with an average of 51.73. Lastly, the post-test for the experimental group, conducted at the final meeting, showed a total score of 903 and an average of 60.2.

A normality test was performed on both pre-test and post-test data to determine whether the scores followed a normal distribution. Using IBM SPSS Statistics 27, the Shapiro-Wilk test indicated that the significance value (p) was greater than 0.05, confirming that the data was

normally distributed. This allowed for hypothesis testing using a parametric approach through the T-Test.

Homogeneity tests were conducted to verify whether the sample groups originated from populations with equal variance. The interpretation focused on statistical values based on the mean. The analysis, performed using IBM SPSS Statistics 27, showed that the probability (Sig.) values for both pre-test and post-test were greater than 0.05. Consequently, it was concluded that the pronunciation skill score variances in both pre-test and post-test were homogeneous.

The paired sample statistics for the control group, where 15 students took both the pre-test and post-test, resulted in a pre-test mean score of 51.67, a standard deviation of 5.551, and a standard error mean of 1.433. The post-test produced a mean score of 51.73, a standard deviation of 3.863, and a standard error mean of 0.997. These results indicated that there was no significant difference in pronunciation skills between the pre-test and post-test for the control group.

In contrast, the paired sample statistics for the experimental group, where 15 students also took both tests, showed a pre-test mean score of 51.93, a standard deviation of 4.317, and a standard error mean of 1.115. The post-test results revealed a mean score of 60.20, a standard deviation of 5.254, and a standard error mean of 1.356. These findings demonstrated a significant improvement in pronunciation skills from pre-test to post-test in the experimental group. This suggests that incorporating songs into pronunciation practice positively influenced students' performance, as indicated by the higher post-test scores.

Discussion

A paired samples T-Test was conducted to assess the impact of songs treatment on students' pronunciation skill, comparing the results of pre-test (before the treatment) and post-test (after the treatment) on experimental group. Based on the results, the paired samples statistics indicate that the pre-test mean score ($M = 51.93, SD = 4.317$) significantly increased after the treatment, as reflected in the post-test mean score ($M = 60.20, SD = 5.254$).

Table 1: Paired Samples Test on Pronunciation Skill of Experimental Group

Experimental Group		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test – Post-test	-8.267	6.766	1.747	-12.014	-4.520	-4.732	14	.000

The paired samples test results from Table 1 reveal a statistically significant mean difference in pronunciation skill's scores between the pre-test and post-test ($M = -8.267, SD = 6.766, 95\% \ CI \ [-12.014, -4.520], t \ (14) = -4.732, p = 0.001$). To compare either at level 5%, based on t-table, it can be analyzed that the absolute value of t_o is higher than t-table at 5%. In other words, $4.732 > 2.145$. These findings provide robust evidence of a significant improvement in students' pronunciation skill following the songs treatment, emphasizing the effectiveness of the implemented measures for students of grade VIII at SMP Swasta Katolik Budi Murni 2 Medan during the 2024/2025 academic year. The result of significant difference

supports the rejection of the null hypothesis, it means that alternative hypothesis (a significant impact of songs on pronunciation skill) is accepted.

This research highlights the potential of songs as innovative and engaging tools in pronunciation training, offering educators effective strategies to enhance students' oral skills. The findings may inspire teachers to incorporate songs and musical activities into their lesson plans to improve learners' pronunciation in a dynamic and enjoyable way. The study's findings can inform curriculum developers and policymakers about the benefits of integrating song-based activities into English language programs. It provides a basis for creating structured materials that support pronunciation improvement through songs.

Further studies can explore the long-term effects of using songs in pronunciation training and investigate how different song genres impact language learning. Future research could also examine the effectiveness of combining songs with other multimedia resources or compare the impact of songs on different aspects of English language skills, such as listening comprehension and speaking fluency. Expanding the research to different educational levels and diverse learner backgrounds would also provide deeper insights into the broader applicability of this method.

Conclusion

This study employed a quasi-experimental research design using a pre-test and post-test approach, conducted with two groups: an experimental group and a control group. The experimental group was taught using song lyrics as a medium for enhancing pronunciation skills. The research was carried out at SMP Swasta Katolik Budi Murni 2 Medan, targeting eight-grade students during the 2024/2025 academic year. Specifically, Class VIII-6, consisting of 30 students, was selected as the research sample.

Based on the data analysis presented in the previous chapter, several key conclusions can be drawn regarding the impact of using songs to enhance the pronunciation skills of eight-grade students at SMP Swasta Katolik Budi Murni 2 Medan:

1. Students who were taught using songs found the learning process enjoyable and engaging, particularly in improving their speaking skills. They became more active, interested, and motivated in class, demonstrating greater participation and enthusiasm in the learning process.
2. The hypothesis stating that "there is a significant impact of teaching English using songs on pronunciation mastery at SMP Swasta Katolik Budi Murni 2 Medan" was confirmed. This conclusion is supported by the results of the T-Test analysis, which indicate a statistically significant improvement in pronunciation skills among students in the experimental group.

These findings highlight the effectiveness of integrating songs into English language teaching, particularly in enhancing pronunciation skills. Using music as a teaching tool not only fosters a more interactive and engaging learning environment but also contributes to measurable improvements in students' pronunciation mastery.

By integrating songs into speaking practice, learners can improve pronunciation, expand vocabulary, and build confidence while connecting with the cultural aspects of the

language. Songs bridge the gap between theoretical learning and practical application, making them an invaluable resource for developing speaking proficiency.

Teachers are encouraged to incorporate songs as a teaching tool to enhance students' pronunciation skills. Selecting songs with clear lyrics and appropriate pronunciation features can help students practice stress patterns, intonation, and word articulation in an enjoyable and effective way. Additionally, teachers should integrate interactive activities such as singing along, pronunciation drills, and discussions about lyrics to maximize learning outcomes.

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