THE EFFECTIVENESS OF BRUNO MARS SONG IN DOO-WOPS & HOOLIGANS ALBUM ON STUDENTS' PRONUNCIATION MASTERY

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Abstract

The aim of this research is to find out the effect and significant difference of bruno mars song in doo-wops & hooligans album for students' pronunciation mastery at Vocational High School Kartikatama Metro. Song is a media in the form of musical works that are suitable for teaching English, especially pronunciation. This research used quasi experimental design. The subjects of this research are the tenth grade students at Vocational High School Kartikatama Metro. The result of data analysis indicates that value of t obtained (to) is lower than value of t table (-16.482<2.074). Moreover, the second data indicates t obtained (to) is lower than value of t table (-13.657<2021). The conclusion are teaching English pronunciation using bruno mars song in doo-wops & hooligans album is effective to increase students' pronunciation mastery and gives a significant differences. Researchers hope that this research can help future researchers to conduct similar research, especially when using English songs to teach pronunciation. Future researchers must use the latest songs in conducting further research.

Keywords: Pronunciation Mastery, Bruno Mars Song

Introduction

English is a global language for people who will progress and develop, they are the people who must be able to speak and explore the English language. English also has a purpose, which is to make it easier for us to communicate with people from different countries. In Indonesia, English is used as a foreign language. Indonesians use English to communicate in several situations. English is also often used in the delivery of information and knowledge. Thus, the Indonesian people will have broader insights they can speak English and use it regularly to find information. English is also studied as a compulsory subject at the junior high school to university level. Listening, speaking, reading and writing are part of English and there are language components one of them is pronunciation. Pronunciation is an important language component in communication. It helps the listener to understand the words spoken by the speaker. The speaker can not pronounce the English word correctly, communication can not go well.

However, mastery of English pronunciation is still a difficult thing for students. External factors that make it difficult for students are the lack of facilities from schools, for example there is no supporting lab for teaching pronunciation. The teacher's teaching technique is less interesting, because the teacher does not use supporting media in class, the teacher only uses the lecture method in delivering material, the teacher is not used to using English when teaching and the teacher does not teach how to pronounce English words correctly. In addition, there is an internal influence from students which causes learning English to be less meaningful. First, students do not pay attention to the teacher when the teacher is explaining the material. Second, students have limited knowledge of pronunciation, because they tend to pronounce English words according to what is written on them. Third, student learning motivation is still low. This can be seen when the teacher explains that students choose to talk to their friends. Then finally, English is a foreign language and students find learning English very difficult because students are not used to using it in everyday life.

When the researcher conducted the pre-survey, the researcher found that more than half of the students did not pay attention to the teacher who was teaching, they preferred to talk with their classmates. After collecting pre-survey data, the researchers found several facts about their pronunciation problems: (1) there were only a few students who were active in learning (2) the teacher did not use interesting media so that students tend to get bored easily (3) most students did not know how to pronounce language words english properly.

It is most likely solvable with the right teaching style. The researcher chooses for a Bruno Mars song as a teaching media. One of the media that can be used in teaching pronunciation is a song. The songs, according to (Van Thao, 2021) is a single work of music and often stands alone, intended to be sing by a human voice with clear and specific tones and patterns. The conclusion of song definition is a media in the form of musical works that are suitable for teaching English, especially pronunciation. In other words, songs are proven to improve students' pronunciation.

They easily listen through the songs they listen to. From songs many people can learn many things such as culture, new words, and how to pronounce words. Based on the reasons above, the researcher believes that songs can be used as an alternative in language learning.

Based on the problems described, researcher formulate the following research questions :

- Is there any effect of bruno mars song in doo-wops & hooligans album on students' pronunciation mastery at Vocational High School Kartikatama Metro?
- Is there any significant differences when use the bruno mars song in doo-wops & hooligans album on students' pronunciation mastery at Vocational High School Kartikatama Metro?

Literature Review

According to Asmaradhani in (Rais et al., 2020) song is one of the media that can be used for teaching pronunciation, and proven can increase students' pronunciation. Songs as one of listening materials can be applied in English language learners. While the students are listening to the music or song, they will learn many things, such as learning grammar and pronunciation (Yusmita & Angraini, 2017). While Doren in Andianto cited in (Faliyanti, 2017) states that song is a short musical work set to a poetic text, with equal importance given to the music and the words. The conclusion of song definition is a media in the form of musical works that are suitable for teaching English, especially pronunciation. In other words, songs are proven to improve students' pronunciation. They easily listen through the songs they listen to.

Pronunciation

Pronunciation is the way how to to say or pronounce the words as well as the native speaker (Faliyanti & Prasesti, 2016). The fact that pronouncing words in English should distinct the features between what it is written and pronounced become such a burden for students in Indonesia as EFL learners. Why miss pronunciation and bad intonation are very important to be fixed?. Because if the sound produced by EFL learners different from what it should be it can cause misunderstanding and misconception.(Kayyis et al., 2019). Harmer in (Kasyulita, 2019) state that if the students wants to able to speak fluently in English, they need to pronoun phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech. Meaning that pronunciation is the important aspect if we want to speak English clearly. We need to understand about phonemes, intonation, stress, and that all is part of pronunciation.

According to Pulston & Burder in (Gilakjani, 2016) pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint. In addition, Harmer in (Pourhosein Gilakjani & Sabouri, 2016) state that's pronunciation as the way the sounds of a language are made, the way how and where the word stress and sentence stress are placed, and the way how pitch and intonation are used to indicate our feeling and

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our meaning. (Pourhosein Gilakjani & Sabouri, 2016) also state that pronunciation is defined as the method of producing the sounds for constructing meaning. It consists of consonants and vowels of a language (segments), features of speech such as stress, timing, rhythm, intonation, phrasing (suprasegmental features), and voice quality.

As a conclusion pronunciation is means is the most important means of communication. Therefore, a person is required to have pronunciation skills in order to convey information properly. So, it can be concluded that pronunciation has an important role in communication between humans.

Teaching Pronunciation Using Song

According to (Yusmita & Angraini, 2017) teaching English through songs requires language teachers to be active in order to maintain students interest. The teachers should be able to use the songs in teaching by breaking it down into several creative teaching learning activities. As an example, students are given some pieces of cards to choose and guess missing parts in song lyrics or cross-words are given to students who do not listen to the song carefully, or give a punishment to students when they are not know the answers, for example the students sing a song in the classroom.

Research Methods
Research Design

The design used in this research is the Quasi Experimental Design. Experimental research design is a research method used to find the effect of certain treatments (Sugiyono, 2013). In this study, one group will be designated as the experimental class, while the other group will be designated as the control class. Researchers will use the song Bruno Mars in the Doo-Woops & Holigans album as a teaching media in the experimental class, while the control class will use printed media as media.

Participants

In this study the population was class X students of Vocational High School Kartikatama Metro in the 2023/2024 academic year which consisted of 3 classes and a total population of 65 students. The researcher obtained that class X Accounting as the experimental group and X Computer and Network Engineering as the control group using cluster random sampling. Class X Accounting consists of 23 students as an experimental class and X Computer and Network Engineering as a control class also consisting of 23 students.

Instruments

In this study, the instrument used is test form. The researcher will do a pre-test and post-test. Pre-test and post-test are formative evaluation types that are used to assess student learning progress or development. The pre-test is a test given at the beginning of the learning process, while the post-test is given at the end of the lesson.

Data Analysis

Based on (Sugiyono, 2013) data analyzing is an activity after data from all respondents or other data sources are collected. In this study the data will be analyzed using the following techniques:

- Data identification. The researcher will identify the data through the scores obtained by the students beforehand.
- Calculating the score on the pre test.
- Doing treatment using the Bruno Mars song to teach pronunciation.
- Calculating the score on the post test.
- Report the results, after completing all steps the researcher can make conclusions.

Findings

This section describes data computations from students who have been taught with and without the Bruno Mars song in the Doo-Wops & Hooligans album. All data obtained is processed using statistical formulas with the SPSS (Statistical Package for Social Science) application.

The Result of Pre Test

The data description presented includes the mean, standard deviation, range maximum and minimum scores for each group. Table 1 shows a summary of the data distribution for the pre-test in the experimental and control classes.

Table 1. The Result of Pre-Test in the Experimental Class and Control Class

Data Description			Experiment	Control
Number of Cases (N)		Valid	23	23
		Missing	0	0
Mean (M)			28.57	28.74
Std. Deviation (SD)			5.273	3.441
Range			16	14
Minimum Score			22	23
Maximum Score			38	37

From table 4.1 the results of the experimental class pre test obtained a mean of 28.57 and a standard deviation of 5.273. While the mean control class is 28.74 and the standard deviation is 3.441. Furthermore, the maximum value is 38 and the minimum value is 22 for the experimental class. For the control class the maximum score is 37 and the minimum score is 23. Thus, the range is 16 for the experimental class and 14 for the control class. The full results can be seen in the attachment.

The Result of Post Test

This section explain about the standard deviation, mean, range, minimuim and maximum value obtained in the post test of students in the experimental class and control class. This section will be explained in tabular form in table 2.

Table 2. The Result of Post-Test in the Experimental Class and Control Class

Data Description			Experiment	Control
Number of Cases (N)	Vali d		23	23
		Miss ing	0	0
Mean (M)			67.00	40.00
Std. Deviation (SD)			12.424	10.479
Range			51	37
Minimum Score			42	27
Maximum Score			93	64

Analyzing the data above, it can be concluded that for the same 23 cases in the experimental and control classes, the average in the experimental class was 67.00, while the data for the control class was 40.00. The standard deviation and range of the experimental class are 12.424 and 51 respectively, while the control class is 10.479 and 37. The experimental class has a minimum value of 42, while the control class has a minimum value of 27. Furthermore, the maximum value in the experimental class is 93, while the maximum value is in control class is 64. After analyzing the mean difference of pre test and post test scores, the researcher used gain score formula to prove the hypothesis.

(First Hypothesis)

- Alternative Hypothesis (Ha) : There are an effect of using bruno mars song in doo-wops & hooligans album on students' pronunciation mastery at Vocational High School Kartikatama Metro.
- Null Hypothesis (Ho) : There are no effect of using bruno mars song in doo-wops & hooligans album on students' pronunciation mastery at Vocational High School Kartikatama Metro.

To prove the first hypothesis, the researcher used the t-test formula and calculated using the SPSS program. A positive t-count value, statistically (Ha) is accepted if the t-count is greater than the t-table. On the other hand (Ho) is accepted if the t-count is smaller than the t-table. Meanwhile, if the t-count value is negative, if -(t-count) is smaller than -(t-table) it means (Ha) is accepted. On the other hand, -(t-count) is greater than -(t-table) meaning (Ho) is accepted. A complete summary of the calculations can be seen in the following table:

Table 3. The Result of T-test Paired Samples Test

Paired Samples Test

	Paired Differences			95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 Pre Test - Post Test	-38.435	11.184	2.332	-43.271	-33.599	-16.482	2	.000

The results of the analysis as presented in Table 4.11 show that the t-ratio value (-16.482) is lower than the t-table (-2.074) at a significance level of 0.05 and a significance (0.000) is lower than 0.05. Because the alternative hypothesis (Ha) is accepted. This means that using the Bruno Mars song in doo-wops & hooligans album at Vocational High School Kartikatama Metro is effective for students' pronunciation mastery.

(Second Hypothesis)

- Alternative Hypothesis (Ha) : There are an significant differences when use the bruno mars song in doo-wops & hooligans album on students' pronunciation mastery at Vocational High School Kartikatama Metro.
- Null Hypothesis (Ho) : There are not significant differences when use the bruno mars song in doo-wops & hooligans album on students' pronunciation mastery at Vocational High School Kartikatama Metro.

The result of the hypothesis testing could be seen in the following table.
Table 4. The Result of T-Test Independent Samples Test

Independent Samples Test

	Levene's Test for Equality of Variances					Mean Differenc e	Std. Error Difference	Lower
	Fig.	Sig.	t	Df	Sig. (2-tailed)			
Hasil Test Pronunciation — Equal variances assumed	.397	9 004	-13.657	44	.000	-38.435	2.814	-44.107
Equal variances not assumed			-13.657	29 .676	.000	-38.435	2.814	-44.185

Table 4.12 shows that the t value obtained (-13.657) is lower than t table (-2.021) at a significance level of 0.05 and a significance (0.000) is lower than 0.05. From the statement above, the alternative hypothesis (Ha) is accepted. That is, use the bruno mars song in doo-wops & hooligans album at Vocational High School Kartikatama Metro gives significant difference in students' pronunciation mastery.

Discussion

After the pre-test, the average student learning outcomes in the experimental class was 28.57 and in the control class was 28.74. Then the treatment for the experimental class was carried out using the Bruno Mars song in the Doo-woops & hooligans album in learning, while the control class was without it. The researcher has carried out a post test and calculated that the average student score for the experimental class was 67.00, and for the control class it was 40.00. There was an increase in both classes, even after the data was entered into the SPSS score of the experimental class it still resulted in a significant increase from the score in the experimental class, the results showed that the post test score was better and higher than the pre test score. This shows an increase in student scores before and after using the Bruno Mars song in the Doo-woops & hooligans album.

As a result, testing the hypothesis on the first hypothesis shows that the use of the song Bruno Mars in the album Doo-woops & hooligans to teach English pronunciation improves students' pronunciation mastery. The mean pre-test scores in the experimental group were significantly higher than the mean post-test scores. The value (to) obtained is then greater than the table value (-16.482<-2.074).

Even so, the hypothesis testing on the second hypothesis shows that the experimental group has a significant score after using the Bruno Mars song in the album Doo-woops & hooligans to master English pronunciation. The t value obtained (to) is greater than the t table value (-13.657<-2,021).

It can be concluded that the students of class X Vocational High School got good achievement in mastering English pronunciation after using the Bruno Mars song in the Doo-woops & hooligans album. Therefore, teaching English pronunciation using this media is effective in influencing students in mastering pronunciation.

Conclusion

It was determined that teaching pronunciation to tenth grade students at Vocational High School Kartikatama Metro using the Bruno Mars song in the doo-woops & hooligans album is an efficient way to improve pronunciation mastery. The results showed that the experimental group experienced a higher mastery of pronunciation after being given treatment. Based on the results of the pre-test scores, the participants in the experimental group and the control group had an average score of 28.57 and 28.74 respectively. In the post test, the experimental group outperformed the control group, with an average score of 67.00 for the experimental group and 40.00 for the control group.

Analysis of the first hypothesis data shows that at the significance level of 0.05 and 0, the t value obtained (-16,482) is lower than t table (-2.074) (0.000, and lower than 0.05). In conclusion, the hypothesis test (Ha) is accepted. This means that the song Bruno Mars in the album Doo-woops & hooligans has an effect on the mastery of English pronunciation of class X Vocational High School students.

For the second hypothesis, at a significance level of 0.05, the t-count value (-13.657) is greater than the t-table value (-2021), and the significance (0.000) is less than 0.05. As a result, the alternative hypothesis (Ha) is accepted. This means that the use of the Bruno Mars song in the doo-woops & hooligans album can improve the English pronunciation mastery of class X Vocational High School students making a significant difference.

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