pronouncing with various activities because pronunciation is not only a complex skill compared to listening, speaking, reading and writing but also very important to support their communicative competence.

3. To other researcher

This study is not the end of the problem being studied. The result of the study does not prove that something is absolutely true for all time. Thus, this research needs considerable improvement through further research.

the implication that the students gain enough experiences in the teaching and learning process, so that they are motivated enough to learn. Besides, by practicing those songs, the students are more active so that the goal of teaching and learning can be achieved. Through this situation and condition, songs give a very significant contribution to increase students' English pronunciation proficiency.

C. Suggestion

Based on the result of the research, some suggestion can be offered as follows:

1. To the English teachers

There are many techniques in teaching English especially a technique in teaching pronunciation. The teacher should use the appropriate techniques in teaching English to the young learners. Using songs in teaching English pronunciation, especially to the young learner is an alternative technique. It has been proved in this study from the research in SD Negeri Cengklik I Surakarta. By using songs, students can improve the pronunciation mastery easily.

2. To the students

The students should be active in the teaching learning process and do much more practices in the class. They have to improve their competence of

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the result of the research, it can be concluded that there is a significant difference in the achievement of pronunciation between the students taught using songs and those taught by drilling technique to the fourth grade students of SD Negeri Cengklik I of the 2008/2009 academic year. The mean of the experimental group's scores is 61.35 while the mean of the control group's scores is 56.35. Not only the mean scores, but also the value of the t- test shows the difference. Based on the data analysis, the t value is 4.0353. The required t value needed for 5% level of significance is 1.66. Means, t value is greater than t-table. Besides, the students taught using songs have higher achievement than those taught by drilling technique. It is proved by the student's high score of experimental group is higher than the student's high score of control group.

Significantly, it can be concluded that the use of songs is more effective than the use of drilling in pronunciation ability.

B. Implication

The result of the research shows that using songs is found to be able to improve the students' pronunciation proficiency. Songs can be used in teaching and learning process in order to create new atmosphere in the English lesson. The use of songs raises the students' motivation and enjoyment. This seems to carry

always happy while singing and at the same time learning pronunciation unconsciously.

Considering many aspects of songs, the use songs as the aid in teaching pronunciation give opportunities for young learners to practice the language naturally and pleasantly. The use of songs also increases the students' motivation and participation in the classroom activity. As a result, the use of songs gives better achievement for students' English pronunciation mastery than the use of drilling technique.

to say those words again on the following meeting, it seemed that they forgot as they pronounced /kni:f/ or /kni:fə/ instead of /naïf/ for *knife* and /sti:k/ instead of /stIk/ for *stick*. This finding seemed to suggest that merely through drilling in teaching the pronunciation of a word could not make that pronunciation stick in the students' minds which as a result, they would easily forget it.

Brewster (1992:178) states that songs and rhymes include its individual sounds and sounds in connected speech, and more importantly, feature relating to stress, rhythm and intonation. Those elements are particularly useful for practicing pronunciation. Then, songs and rhymes are useful for practicing new grammatical patterns or vocabulary once they have been presented. In this research, the rhymes or songs are sung by the whole class, but sometimes the teacher may like to vary the groupings.

Song as a piece of work of listening is highly rhythmical because patterns of sounds and stress of words are sometimes repeated in regular sequences. Murphey (1998:6) says that the songs we used have to be understood easily by the children and full of repetitions supports it. It will help young students study the pronunciation of words easily. He states:

> Songs in general also use simple, conversational language, with a lot of repetition, which is just what many language teachers look for in simple texts. The fact that they are affective makes them many times more motivating than other texts.

Children songs found in the nursery rhymes contain some vocabulary items needed by children which are often repeated in one song. The repetition that naturally occurs in songs can make drill work easier and pleasantly. Children are

observed during the treatments. The words are "knife" and "stick". In the control group, the pronunciation of these words were taught to the students by the teacher through drilling, while in the experimental group, they were presented through song entitled "This old man". Here are the lyrics of that song which contained the words *knife* and *stick*:

This old man, he played <u>five</u>

He played knick knack on my <u>knife</u>

With a knick knack paddy whack

give a dog a bone

This old man came rolling home

This old man, he played <u>six</u>

He played knick knack on my <u>stick</u>

With a knick knack paddy whack

give a dog a bone

This old man came rolling home

From the lyrics above, it is seen that there is a similar rhyme between the words *five* **/faiv/**, and *knife* **/naif/**, and the words *six* **/sIks/** and *stick* **/stIk/**. To say differently, it seems that the sounds */ai/* in *five* and */ I/* in *six* are repeated similarly in the words *knife* and *stick* respectively. The students of the experimental group tended to pronounce knife and stick correctly because they tried to associate the sounds of those words with those of *five* and *six*. In the control group, soon after the teacher drilled the students to pronounce the words knife and stick, it seemed that they could pronounce those words correctly. However, when they were asked

a. Music is highly memorable. Whether this is because it creates a state of relaxed receptivity, or its rhythms correspond in some way with basic body rhythms, or because its messages touch deep-seated emotional or aesthetic chords, or because its repetitive patterning reinforces learning without loss of motivation− whatever the reason, songs and music 'stick' in the head.

b. It is highly motivating, especially for children, adolescents, and young adult learners. Popular music in its many forms constitutes a powerful subculture with its own mythology, its own rituals, and its own priesthood. As such it is a part of students' lives in a way that so much else we use is not. If we can tap, we release unsuspected positive energy.

Based on the theory above, it is clear that songs offer two major advantages in learning English pronunciation. It seems to be true that using songs can help students with low motivation. Songs can also be used to increase the students' attention span. It is so because songs are highly motivating and arouse playfulness. The students who have no motivation in learning usually do not pay attention to what is being taught by the teacher and cannot concentrate well either. By listening to songs and then trying to sing, they will participate in the activity and enjoy it. Since they want to be able to sing the songs themselves, they will surely be concentrated on the lyrics and the rhythm of the songs as well. In other words, it means that their motivation and attention span will increase.

The finding of this research supports the theory above. In addition, following is an example of how a song can help the students in memorizing how to pronounce a word with pleasant. This example is based on what the writer

by drilling is 56.35. It shows that the mean score of the experimental group is higher than the mean score of the control group. The student's high score who was taught using songs is 73 while the student's high score who was taught by drilling is 67. Based on the result above, the students taught using songs have higher achievement than those taught by drilling. Then, it can be concluded that the use of songs in teaching pronunciation is more effective that the use of drilling.

D. Discussion

There are many techniques in teaching pronunciation to young learners. Teacher needs to use the most suitable and effective technique. One of the techniques in teaching pronunciation to the young learner is using songs. By listening to songs which sung by native speakers, it can be said that it was the native speakers themselves who taught pronunciation to the students. This statement is supported by the theory of Kenworthy (1998: 4) which states that the native language is an important factor in learning to pronounce English. That is why teaching pronunciation through songs is preferable and should be given to students as much as possible as an exposure to native language.

The result of the research shows that the group of students who taught using songs gets higher achievement in English pronunciation ability than those who taught by drilling. In this case, the fact that the use of songs as a teaching aid is more effective than merely by drilling is supported by Murphey (1998:3) as follows:

To discover whether there is any significant difference in pronunciation mastery between two groups, namely the experimental group (the group taught using songs) and the control group (the group taught by drilling), the writer used t-test. Null hypothesis (Ho) states that there is no significant difference in the achievement of pronunciation between the students taught using songs and those taught by drilling, while alternative hypothesis (Ha) states that there is a significant difference in the achievement of pronunciation between the students taught using songs and those taught by drilling. Null hypothesis (Ho) is rejected if $t_o > t_t$ (t observation > t table) for degree of freedom (df) = $n_1 + n_2 - 2$ and at the level of significance $\alpha = 0.05$, which means that alternative hypothesis (Ha) is accepted. On the contrary, if $t_o < t_t$ (t observation < t table), Ho is accepted and Ha is rejected.

The result of t computation (t-test) shows that the t observation (t_o) is 4.0353 while the t table (t_t) for the degree of freedom 80 and at the level of significance 0.05 is 1.66. It can be seen that the t observation (t_o) is higher than the t table (t_t), which means that the alternative hypothesis (Ha) is accepted while the null hypothesis (Ho) is rejected. It can be concluded that there is a significant difference in the achievement of pronunciation between the students taught using songs and those taught by drilling. The computation of t-test can be seen in appendix 12.

From the computation of the means score of the two groups, it can be known that one of the group gain better result than other. The mean score of the students taught using songs is 61.35 while the mean score of the students taught

The test of normality is aimed at seeing whether or not the distribution of the score is normal. The normality testing used in this research is Liliefors testing. From the data of the experimental group, it is obtained that Lo is 0.0689. It is consulted with L table for n = 37 at the level of significance α = 0.05, which is 0.1457. Because the value of Lo is lower than L table (Lo < Lt), it can be concluded that the sample of the experimental group is in normal distribution.

Meanwhile, from the data of the control group, it is obtained that Lo is 0.0540 and the L table for n = 40 at the level of significance α = 0.05, which is 0.1401. Because the value of Lo is lower than L table (Lo < Lt), it can be concluded that the sample of the control group is in normal distribution. The computation of normality test can be seen in appendix 18.

2. Homogeneity Testing

A homogeneity test was utilized to analyze if the sample was homogeneous or not. The homogeneity testing used in this research is Bartlett formula. From the data, it is obtained that the chi square observation (χ_o^2) is 0.0028 while the value of chi square table for df = 1 at level of significance α = 0.05 is 3.841. Because χ_o^2 is lower than χ_t^2, it can be concluded that the data are homogeneous. The computation of homogeneity test can be seen in appendix 19.

C. Hypothesis Testing

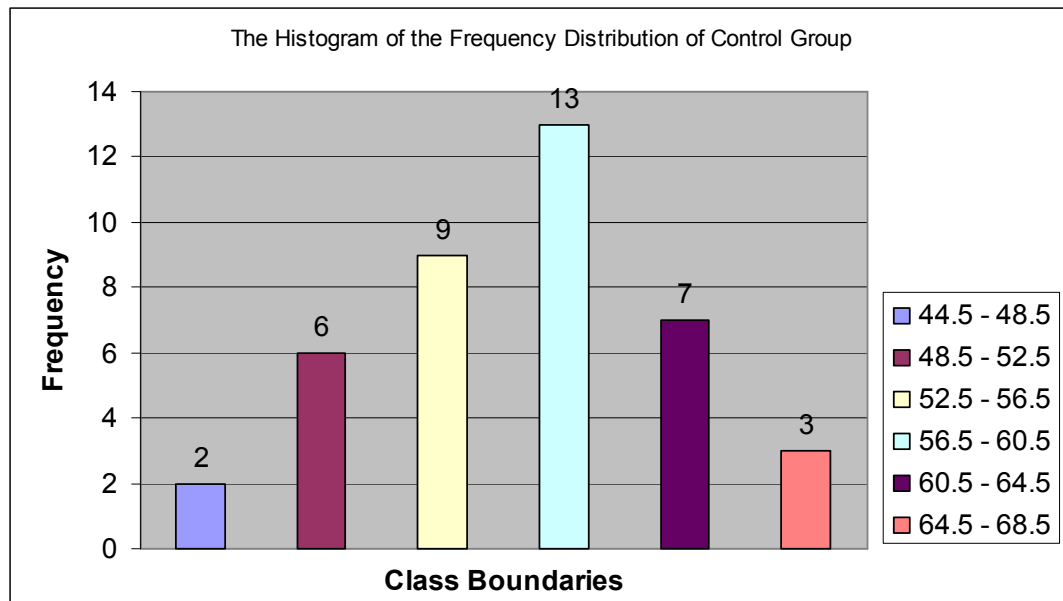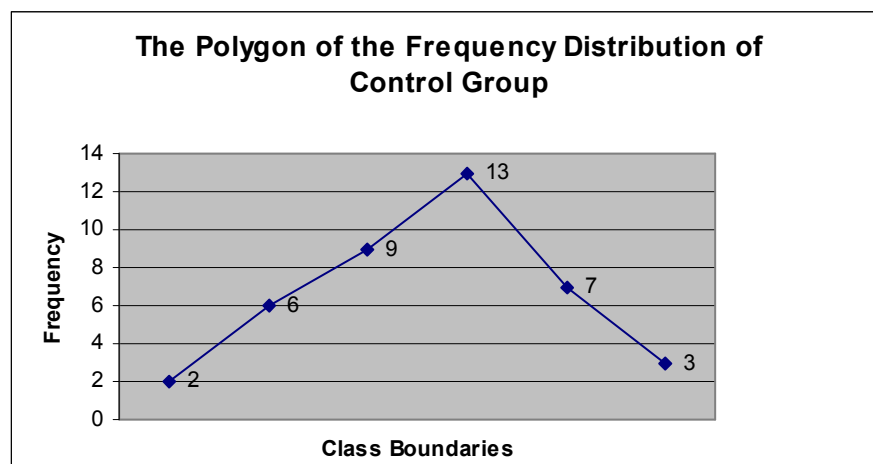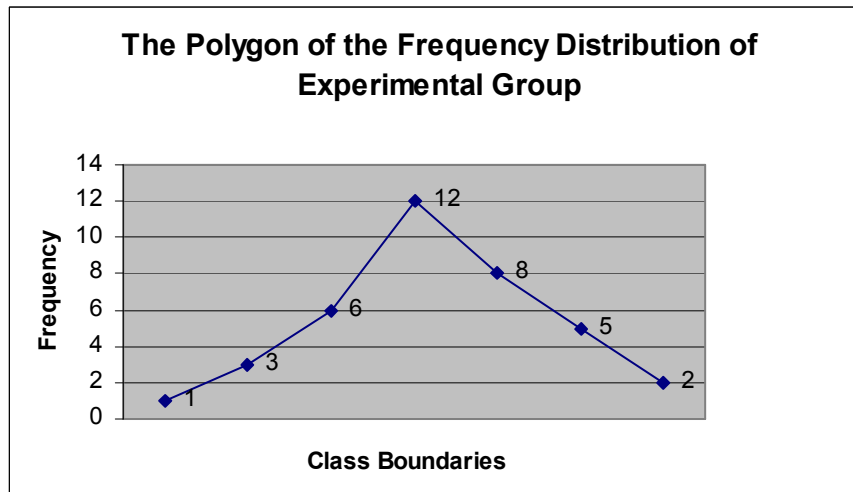The Histogram of the Frequency Distribution of Control Group

Figure 4: The Polygon of the Control Group

B. Prerequisite Testing

As the requirements of t-test, the data of this research need to be tested for the normality and the homogeneity.

1. Normality Testing

The Polygon of the Frequency Distribution of Experimental Group

2. Control Group

From the data of the test, it can be seen that the highest score is 67 and the lowest score is 45. The mean of the scores is 56.35, the median is 57.4232, the mode is 58.1 and the standard deviation is 5.4328. The following are the table of frequency distribution and the figures of histogram and polygon of the control group.

Tabel 3: The Frequency Distribution of the Control Group

Class Limit	Class Boundaries	Midpoint	Tally	Frequency	Percentage
45 - 48	44.5 - 48.5	46.5	II	2	5%
49 - 52	48.5 - 52.5	50.5	IIII I	6	15%
53 - 56	52.5 - 56.5	54.5	JHI IIII	9	22.50%
57 - 60	56.5 - 60.5	58.5	JHI JHI III	13	32.50%
61 - 64	60.5 - 64.5	62.5	JHI II	7	17.50%
65 - 68	64.5 - 68.5	66.5	III	3	7.50%
Total				40	100%

Figure 3: Histogram of the score of the control group

Tabel 2: The Frequency Distribution of the Experimental Group

Class Limit	Class Boundaries	Midpoint	Tally	Frequency	Percentage
48 - 51	47.5 - 51.5	49.5	I	1	2.70%
52 - 55	51.5 - 55.5	53.5	III	3	8.11%
56 - 59	55.5 - 59.5	57.5	IЖ I	6	16.22%
60 - 63	59.5 - 63.5	61.5	ЖI ЖI II	12	32.43%
64 - 67	63.5 - 67.5	65.5	ЖI III	8	21.62%
68 - 71	67.5 - 71.5	69.5	IЖ	5	13.51%
72 - 75	71.5 - 75.5	73.5	II	2	5.41%
Total				37	100%

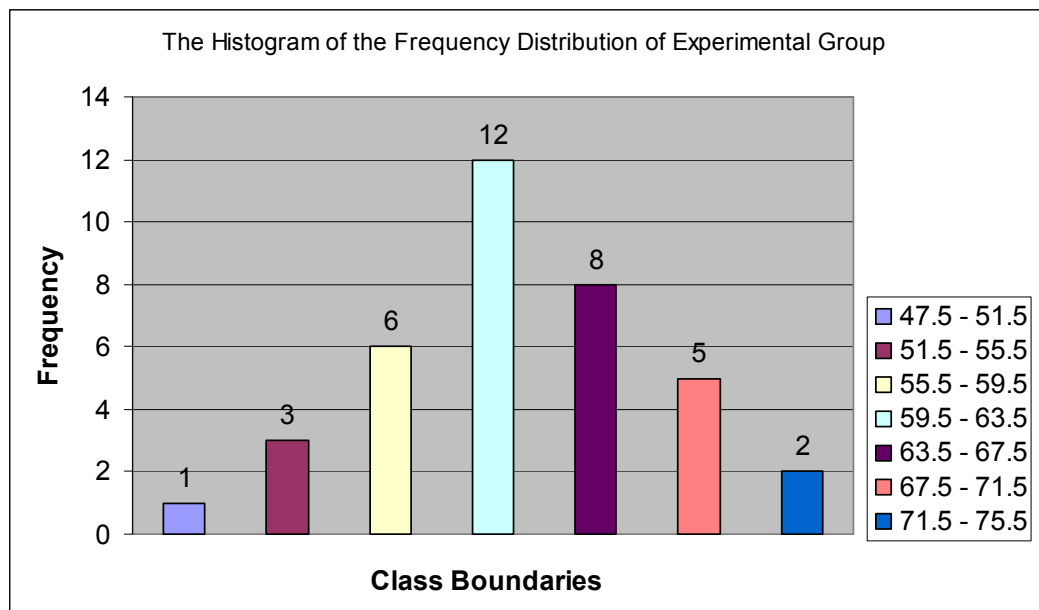Figure 1: Histogram of the score of the experimental group

Figure 2: The Polygon of the Experimental Group

A. The Description of the Data

The purposes of this research are to know whether there is a significant difference in the achievement of pronunciation between two groups of students taught using two different techniques, and to know which group has higher achievement in writing. This research was conducted at the fourth grade students of SD Negeri Cengklik 1. The writer took two classes as the sample; those were class IVA as the experimental group which consists of 37 students and class IVA as the control group which consists of 40 students.

The writer gave different treatments to the groups. The experimental group was taught using songs while the control group was taught by drilling. After giving eight treatments, the writer gave a test to the students. The data which are analyzed in this research are the result of the test. The scores of the two groups are compared by using t-test formula. The data description of each group can be seen as follows:

1. Experimental Group

The highest score a student could obtain would be 80 and the lowest score would be 20. It was because the highest score a student could obtain from each item of the test was 4, the lowest one was 1 and the number of the test items was 20. From the data of the test, it can be seen that the highest score is 73 and the lowest score is 48. The mean of the scores is 61.35, the median is 62.67, the mode is 61.9 and the standard deviation is 5.44. The following are the table of frequency distribution and the figures of histogram and polygon of the experimental group.

Ha (Alternative Hypothesis)   : $\mu_a > \mu_b$

CHAPTER IV

THE RESULT OF THE STUDY

To test the difference between the two groups, the writer used t-test. As requirement of t-test, the data have to be tested using normality test and homogeneity test. The formula of the t-test is as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S_{\overline{X}_1 - \overline{X}_2}}$$

Where:

$$S_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

$S_{\bar{x}_1 - \bar{x}_2}$: The standard error of the difference between the two groups

$\overline{X}_1$: The mean of the group taught using songs

$\overline{X}_2$: The mean of the group taught by drilling

n_1 : The number of the group taught using songs

n_2 : The number of the group taught by drilling

The value of the t-test is consulted to the value of t-table in the appropriate degrees of freedom at the level of significance 5%. The degrees of freedom can be determined by using the formula: $df = n_1 + n_2 - 2$.

Finally, the comparison between the value of t-test and the value of t-table determines whether or not the difference between two groups is significant. From the significance of the difference, it can be known whether teaching using songs has difference with teaching by drilling in pronunciation ability.

F. The Statistical Hypothesis

The statistical hypothesis of the research is as follow:

H$_0$ (Null Hypothesis)   : $\mu_a = \mu_b$

$$rkk = \frac{k}{k-1}\left(1 - \frac{\sum si^2}{st^2}\right); \; k = \text{the number of the valid items}$$

Where: $si^2 = \frac{\sum xi^2}{n}$

$st^2 = \frac{\sum xt^2}{n}$

From the computation of reliability, it is known that the value of reliability is 0.3395.

E. The Technique of Analyzing the Data

The data gained were used to know the difference between the experimental groups and the control group. To gain the scores of the subjects' pronunciation performance, the recorded data was analyzed by the researcher and the English teacher. The format for evaluating the students' performance was given to each evaluator. It used the scale of 4 levels: unintelligible (1), intelligible (2), good (3), and very good (4), with the stretch of scores 1-4. The meaning of those scores are: unintelligible means that it is very difficult to understand and contained many phonemic errors; intelligible means that they are understandable, foreign accent noticeable but not disturbing; good means that they are definitely comprehensible; very good means that they are close approximation to a near native speaker. (Finocchiaro and Sako, 1983). Finally, the scores were used to prove whether there was any significant difference on the achievement of pronunciation between the students taught using songs and those taught by drilling.

or bad is showed by empirical data and computed by validity formula. The
validity of the instrument is measured by this formula:

$$ri = \boxed{\dfrac{\sum xixt}{\sqrt{\left(\sum xi^2\right)\left(xt^2\right)}}}$$

Where:

$$\Sigma xixt = \Sigma XiXt - \frac{(\Sigma Xi)(\Sigma Xt)}{n} \qquad \Sigma xt^2 = \Sigma Xt^2 - \frac{(\Sigma Xt)^2}{n}$$

$$\Sigma xi^2 = \Sigma Xi^2 - \frac{(\Sigma Xi)^2}{n}$$

$\Sigma XiXt$ = the sum of scores of Xi times Xt

$\sum Xi$ = the sum of scores of the item number quadrate

$\sum Xt$ = the sum of Xt quadrate

n   = the total number of students

The result of the try out test was that 20 among 25 items were valid. The
whole computation of validity and reliability of the instrument can be seen in
appendix 1.

b. Reliability of the instrument

The reliability refers to the reliability of an instrument and the
consistency of its result (Arikunto, 1993: 142). The test is reliable if it consistently
yields the same or nearly the same rank over repeated administration. To know the
reliability of the test, the writer used formula as follows:

behavior and describing it with the aid of numerical device or category system. In this research the test was intended to collect the data about students' pronunciation ability. The most effective pronunciation test is an oral test. This kind of test requires each student to read and say the words correctly based on the topics.

In this research, the writer used try out test to find out the valid items. Then, the valid items were tested to the sample as the pre-test and post-test. The items in the test depict the materials given in the second semester based on the school curriculum of the English lesson. The test consists of 20 items in the form of separated words. It is because the teaching of English in grade 4 is focused on increasing the students' vocabularies in the form of single words.

a. Validity of the Instrument

The writer tried to construct the instrument according to the material given in the second semester of the 4th grade of elementary school. She also made such effort that all of the English sounds were represented. However, she found that it was difficult to find the appropriate words from the determined topics to represent some sounds. Therefore, after a discussion with the English teacher, she tried to pick up the needed words from the songs which match with the last two topics of the material given in the second semester.

This research used empirical validity. That was the validity that points out conformity between result of measuring and real situation. A test that is good

I	April, 24th 2009	Pre test of the control group
II	April, 28th 2009	Pre test of the experimental group
III	May, 1st 2009	The 1st treatment of the both groups.
IV	May, 5th 2009	The 2nd treatment of both groups.
V	May, 8th 2009	The 3rd treatment of both groups.
VI	May, 12th 2009	The 4th treatment of both groups. (Topic: Parts of the Body)
VII	May, 15th 2009	The 5th treatment of both groups.
VIII	May, 19th 2009	The 6th treatment of both groups
IX	May, 22nd 2009	The 7th treatment of both groups.
X	May, 26th 2009	The 8th treatment of both groups. (Topic: Clothes)
XI	June, 5th 2009	Post test of the control group.
XII	June, 16th 2009	Post test of the experimental group.

2. Test

In collecting the data, this research used test. A test is used to examine and measure the qualities of someone or the knowledge or abilities of someone. Syakur (1999: 5) states that a test is a systematic procedure for observing one's

Sample is a few proportions of population selected for observation and analysis (Putrawan, 1990: 5). Usually the sample is considerably smaller than the population, though in the case of relatively small population, the sample maybe nearly the same size (Mason and Bramble, 1997: 113). From this statement, sample may be in the same size as the population. In other word, all the population can be determined as sample. The sample of this study consists of 77 students and they are divided into two groups, that are IV A and IV B.

3. Sampling

The sampling used in this study is random sampling, that is randomize the class to determine the experiment and the control group, so that each unit in the population has an equal chance to be included in the sample. This study takes IV A as the experimental group and IV B as the control group.

D. The Technique of Collecting the Data

1. Direct Observation

The treatment was done for 45 minutes twice a week on Tuesday and Friday for both groups. It was done by the teacher of English herself for eight meetings. The researcher as the observer observes the activities of the students and the teacher in teaching and learning process.

Table 1. Research schedule

Meeting	Date	Activities

keep the students motivated in learning English, some songs which did not contain any of the vocabulary items also presented to them.

B. The Setting of the Research

The research was carried out in SD Negeri Cengklik I which is located in Mojosongo, Banjarsari, Surakarta. It was conducted in April - June 2009, while the try out test was conducted in SD Negeri Tugu which is located in Jebres, Surakarta on April 3th 2009.

C. The Subject of the Research

1. Population

A population is any group of individuals that have one or more characteristics in common that interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group (Putrawan, 1990: 5).

The population of this research includes all the fourth-year students of SD Negeri Cengklik 1, which was then referred to as the class IV A and class IV B of the 2008/2009 academic year. The class IVA consists of 37 students, while the class IV B consists of 40 students. So, the total of the population consisting of of all the population was taken as sample. Therefore, the research is called as population research.

2. Sample

Mason and Bramble (1997: 56) state that experimental studies involve comparing conditions under various settings of the treatment. They also state that the subjects might be divided into two groups, one to undergo a treatment condition, called the experimental group or treatment group, while the other to receive a neutral treatment or control group. Meanwhile, Sutrisno Hadi (1992: 428) says *"… tujuan umum daripada studi eksperimen adalah untuk menyelidiki pengaruh dari kondisi K terhadap gejala G"*. In other words, the experimental method is intended to investigate the effect of a treatment (X) for the variable (Y).

The experimental method is actually used to examine whether the experimental group will show a change of behavior after being given treatment compared with the control group. The emphasis is on the extent of difference as the result of comparison between the behaviors of the experimental and the control group.

In her thesis, the writer uses the fourth grade students of SD Negeri Cengklik 1 Surakarta that is included in the beginning level. In this research, the first group or the experimental group was taught using songs while the second group or the control group was taught by drilling. The students of experimental group learned how to pronounce the given vocabulary items by listening to some songs which contained those words. Whereas the control group was also given the same vocabulary items as those given to the first group but the way the students learned how to pronounce those words was different because they learned it merely through pronunciation drill given by the teacher. However, in order to

Pronunciation can be taught by songs. Singing songs is one that is motivating, clear, and contains interesting way in teaching language. It has high interest value because it captures the students' attention. It provides language practice in stimulating and relevant way. It gives nuance of learning pronunciation. Teacher may create it considering the meaningfulness and appropriateness toward learners need.

Considering the explanation above, the writer assumes that using songs will give high contribution to the success of pronunciation teaching and learning process.

F. Hypothesis

Teaching English pronunciation to elementary school students by using songs is more effective than that without using songs

CHAPTER III
RESEARCH METHODOLOGY

A. The Method of the Research

Research is a scientific method for gaining knowledge through investigation or experimentation to find out empirical facts that may verify the hypothesis proposed before (Nunan, 1992: 3). Related to the objective of this research, the method that is used in this research is experimental method.

Meanwhile, Pomeroy, et al. as cited by Celce-Murcia (1988:118) provide guidelines for selecting songs. They are:

a. Songs must be singable length, range and rhythm. Verses should short and melodies should have a one-octave range and an uncomplicated rhythmic pattern.

b. Songs should have repetitive lyrics or a chorus which is easy to learn. This allows even the slowest student to participate.

c. Lyrics should reflect standard spoken English, with respect to register, subject-verb agreement and word order.

d. The emotional and conceptual content of a song should be appropriate to the age and maturity of the students.

e. Songs must be pedagogically appropriate to the teaching point and not so colloquial as to require that the lyrics be changed into Standard English.

E. Rationale

The existence of English as a foreign language in Indonesia is very important. Realizing the importance of it, English is taught not only in junior and senior high school, but also in elementary schools. Teaching English pronunciation at Elementary school is not easy. Teachers should create an attractive and interesting technique. The technique should be suitable with characteristics of children.

Then, songs and rhymes are useful for practicing new grammatical patterns or vocabulary once they have been presented. This can be done with the use of drawings on the board, mime or explanations in the mother tongue. The rhymes or songs can be sung by the whole class, or you may like to vary the groupings (Brewster, 1992:178). Songs and rhymes include its individual sounds and sounds in connected speech, and more importantly, feature relating to stress, rhythm and intonation. Those elements are particularly useful for practicing pronunciation.

4. The Criteria of Songs to be Used in Language Learning

It has been stated previously that there are many benefits which can be taken from using songs in the language teaching and learning process. However, not all songs are qualified enough to be used in a language learning as they may either help or hinder in a number of different ways. They may in the way that they can be used as a useful aid in learning vocabulary, pronunciation, structure and sentence pattern. They hinder when they interfere with learning, when they establish irregular sentence or stress patterns which have to be corrected when used in conversation. These facts, then, should be kept in mind when considering the use of songs in language learning.

There are no rules, actually, for selecting a song for classroom use, but there are several things to take into consideration. Griffee (1992:8) suggests that a good song to use in a classroom is a song which both the students and the teacher like, which fits the lesson, and one which the teacher has a copy of.

a. Music is highly memorable. Whether this is because it creates a state of relaxed receptivity, or its rhythms correspond in some way with basic body rhythms, or because its messages touch deep-seated emotional or aesthetic chords, or because its repetitive patterning reinforces learning without loss of motivation− whatever the reason, songs and music 'stick' in the head.

b. It is highly motivating, especially for children, adolescents, and young adult learners. Popular music in its many forms constitutes a powerful subculture with its own mythology, its own rituals, and its own priesthood. As such it is a part of students' lives in a way that so much else we use is not. If we can tap, we release unsuspected positive energy.

One of the key factors in learning a foreign language is the ability and the opportunity to play with it. Songs can help children to develop movement skills and spatial awareness by providing opportunities to respond through bodily movement. Action song gives opportunity for children to perform and mime the actions as they sing. In singing games, children can use their eyes, hands-fingers and arms to develop fine motor coordination. Skipping, dipping, counting and finger rhymes can all be included in this category, as well as other songs which can be accompanied by actions (Brewster, 1992:175).

Besides, songs arouse playfulness to the pupils because songs are relaxing. They provide variety and fun and encourage harmony within oneself and within a group. Brewster (1992:173) states that learning songs and rhymes provides an opportunity for pupils to practice, through imitation and repetition, the rhythm and intonation of the English language – and to enjoy themselves at the same time.

language, offering to the learners opportunities for practicing the language. They, provide both language learning content and the language learning process, both subject-matters to be learned as well as practice in language learning.

Song as a piece of work of listening is highly rhythmical because patterns of sounds and stress of words are sometimes repeated in regular sequences. Murphey (1998:6) says that the songs we used have to be understood easily by the children and full of repetitions supports it. It will help young students study the pronunciation of words easily. He states:

> Songs in general also use simple, conversational language, with a lot of repetition, which is just what many language teachers look for in simple texts. The fact that they are affective makes them many times more motivating than other texts.

Word repetition in a song is very helpful for a young language learner to memorize words. No matter what culture young learners come from, singing is a great way to introduce, improve and strengthen language skills. This is true for young people and adults, however, young people probably are the most willing to join in the fun and sing along. Further, Murphey (1998:6) states:

> Songs can be immensely valuable for developing certain capacities, but they can be many times valuable if we exploit them creatively to bridge the gap between the pleasurable experience of listening/singing and the communicative use of language.

The fact that songs are effective makes them many times more motivating. Given strong motivation, students can do better job than anyone can do for them. According to Murphey (1998:3), music and song offer two major advantages, namely:

Furthermore, the singing of songs resembles what Piaget, as quoted by Murphey (1992:40) described as egocentric language, in which children talk, with little concern for an addressee. They simply enjoy hearing themselves repeat. It could be that the need for egocentric language never really leaves us and is fulfilled partly through song. Krashen has suggested that this involuntary repetition may be a manifestation of Chomsky's 'language acquisition device". It seems our brain have a natural propensity to repeat what we hear in our environment in order to make sense of it. Songs may strongly activate the repetition mechanism of the language acquisition device. It certainly seems to do so with children, who learn songs almost effortlessly.

It should be noted that song is a tool which can be used to animate and facilitate language learning and acquisition. Children love the sound of words for they are experimenting with language in this period of their development. Children learn new words everyday, they like try them out and to chant them in their play. This fact seems to become one of the reasons why most children like singing for they can sing while they are playing. Singing a song also often becomes a welcome change from the routine classroom activity in learning a language. Pleasure for it becomes an important part of language learning.

3. The Reason for Using Songs in Language Learning

Griffee (1992: ix) supports the importance of song for contextualization by stating that songs offer a rich background and a social and historical context for language learning. More than that, however, songs are themselves vehicles for

technique. One of the techniques in teaching pronunciation to the young learner is using songs.

Griffee (1992: 3) says that the word 'songs' refer to the pieces of music that have words, especially popular songs such as those one hears on the radio. Both songs and speech are vocally produced, are linguistically meaningful and have melody. Song is often employed in literature to refer to a lyric poem adapted to expression in music. This definition supports the previous statement which declares that songs have rhyme and rhythm as rhyme and rhythm are considered as inevitable parts of poems.

Rhyme is more than an ornament in poetry or songs. It provides pleasing sense impression, it helps to establish stanzaic form, it is an aid in memorizing and it contributes to the unity of a poem or a song. Rhythm is the uniform of recurrence (repetition of beat or accent is the measured flow of words in verse or prose. It is most often established by a combination of accent and number of syllables.

2. Songs in Children's Language Learning

Words and sounds are go hand in hand. For that reason, ability to make and distinguish between the articulated sounds or phonemes of a language is part of language learning. Song appears to precede and the aid the development language in young children. Research finds that musical babbling produced by infant, and returned by parents, is very crucial in the development of language in young children.

there are between each beat. A useful way to demonstrating this is to ask the children to clap to the strong beats. Songs, rhymes and jazz chants are an excellent illustration of the way in which stress and rhythm work in English.

4.) Intonation

Some of the most important functions of intonation in English are to help emphasize the most strongly stress word in a sentence; to show the grammatical function of what is being said, for example whether something is question; and to show feelings and emotions.

With doubt, English pronunciation is complicated enough to learn and it brings with it some problems that learners gradually improve their pronunciation. From the above, it can be noticed a useful information for teachers of how to demonstrate the areas of pronunciation difficulties by using certain ways or techniques like listening exercise, games, songs, rhymes and also by asking learners to clap indicating the stressed words or syllables. The use of enjoyable techniques as described above can help to reduce learners' frustration in approaching these areas of difficulties.

D. The Concept of Songs

1. Definition of songs

Related to the importance of pronunciation in English teaching-learning process, the role of pronunciation has great influence toward others for students. Therefore, it is very important for teachers to use the most suitable and effective

Some are also provided with examples of techniques by which these can be solved. A brief outline is given below:

1.) Individual sound

There may be some consonant sounds which are not present in the mother tongue but which occur in English. In case like this, it will be useful to demonstrate how these sounds are made by showing what should be happening to the lips, tongue and teeth. The pronunciation of vowels is more likely to cause problems. Again, the teacher needs to demonstrate the way I which these sounds are made, for example, whether the mouth is quite open or close and whether the lips are rounded or spread out. Spend a little time to make learners aware of the differences between /i:/ and /I/, for example, using the technique of 'ear-training'. Listening exercises and games where the children learn to hear these differences can include listening of sounds which are the same or different.

2.) Sounds in connected speech

Pronouncing how sounds blend together in informal speech is important. One of the pronunciation features present in English is 'linking' where certain sounds are run together to avoid a jerky, staccato effect. This happens most commonly where a word ending in a consonant or a vowel; is followed by a word beginning with a vowel.

3.) Stress and rhythm

English is 'stress-timed' language, which means that stressed beats occur at roughly equal intervals of time, regardless of how many syllables

pronunciation itself. Mostly, learners fail to accurately pronounce either individual or combinations of sounds. Moreover, combining the use of appropriate stress, intonation and rhythm in utterances is perceived to be problematic for them.

In relation to this, Ur (1996:58) reveals some pronunciation errors common to the speech of many speakers of English as a foreign language. These are as follows:

a. Difficulty in pronouncing the *th* sounds /θ/ and /ð/;

b. Difficulty in pronouncing the neutral 'schwa' vowel (the first syllable of *away*, for example);

c. A tendency to give uniform stress to syllables that should be lighter or heavier;

d. A tendency to shorten diphtongs and make them into monothongs.

It is suggested that errors which are most important to correct are those which may easily lead to lack of comprehension or which make the speech 'uncomfortable' to listen to. By the same principle, it is added, errors which produce no comprehension problem but simply make the speech slightly foreign-sounding may not need correcting. From the suggestion, it is known that teachers need to determine the correction for learners' errors limited only to those which are incomprehensible.

Brewster et al. (1991: 85-87) summarize the main areas of pronunciation difficulties of young learners which teachers need to know about.

want to say. He additionally insists that students will need good pronunciation for this, though they may not need to have perfect accents. Still, similar to Kenworthy's suggestion, Harmer states that the teaching of pronunciation should, therefore, aim to give students communicative efficiency. It needs to be said at the outside that the aim of pronunciation improvement is not to achieve a perfect imitation of native accent, but simply to get the learners to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speaker (Ur, 1996:56). Equal to the preceding theories, this statement attempts to emphasize from the very beginning that teaching pronunciation is set to achieve learners' understandable speech rather than to focus on perfectly imitating the native accent.

To conclude the view of these experts, it is important then to note that the foremost and realistic target of teaching pronunciation is to get learners achieve intelligible pronunciation. This means that what they say should always be comfortably understandable and so their pronunciation is supposed to be at least sufficient for that purpose. Besides, the teaching of pronunciation should enforce communicative efficiently as another reasonable, communicative efficiently than will automatically go on in turn.

5. Pronunciation as Learning Problems

Lado (1964:77) points out that teaching English intonation, stress and rhythm arte complex and constitute major problems for many language backgrounds. It is also mentioned that with intonation and rhythm, the vowels needs to be taught gradually, because of their difficulty and frequency. It is obvious that pronunciation is one of the most difficult domains in learning a foreign language. What is difficult for learners simply deals with elements of

need to be able to recognize intonation, at the very least they need to recognize whether the tune of someone's voice suggest that the speaker is sure or uncertain or whether the intonation he/she used convey friendliness, interest, indifference or emotion. They also need to use intonation appropriately if they are to be well understood as different intonation may refer to different intention of the speaker.

Concerning the aspects of pronunciation above, Ur (1996: 49) suggests that it is useful to be aware of the way different sound, stressed and intonations interact within the entire utterances to produce easily comprehensible pronunciation. An intelligible pronunciation is therefore surely made up of the appropriate uses of these features in the production of speech.

4. The Target of Teaching Pronunciation

There is always a target to formulate for any instructional program. The purpose of pronunciation teaching is actually very simple, that is, to help the learners to pronounce English better than they do.

Kenworthy (1987: 3) suggests what she referred to as comfortably intelligible for reasonable goals to achieve. It is argued that native-like pronunciation or accent is only for particular learners instead of being imposed as a goal in teaching pronunciation. Conversely, intelligibility and communicative efficiently are the only realistic goals. This idea is supported by Harmer (1991:22) who states that getting students to have perfect pronunciation is an unrealistic and inappropriate goal. It is added that the goal of intelligibility and efficiency can be much more important. In other words, the aim should be to make sure that students can always be understood to say what they

The impression of rhythm in natural speech may arise out of a feeling of alternation between strong and weak 'beats' in various patterns.

For the native speaker, the stress pattern of a word is an important part for identifying the word. Students need to use the stress and rhythm correctly if they are to be understood. When they learn new words, they should know where the words are stressed as well as how to say sentences with appropriate stress since stress can be used to change the meaning of questions, sentence and phrases.

c. Intonation

People do not speak in a monotone. A sort of musical or intonation is occurred in the same time when we produce a speech. Haycraft (1975: 2) explains intonation as the tune of a sentence, comparable with the rise and fall of the tune in a piece of music. Intonation is the movement of the voice or the melody, between high and low pitch when we speak. In making up a speech, we pronounce the syllable that makes a combination of musical tones.

According to Syafei (1988: 29), intonation is grammatically important in distinguishing one type of sentence from another; and it is also important in signalling the attitude of the speaker in what he is saying. English has two basic tunes, that is, ultimately falling as in *Two and two are four*, and ultimately rising as in *Are two and two four?*. From the two sentences above it can be stated that intonation has a grammatical function, that is to say, that there are 'correct' intonations for things such as question, statements, sentence tags and so on.

The intonation is a powerful, basic structure for the analysis of talk. Speakers use intonation to send various messages (Kenworthy, 1998: 11) Students

Stress is the strength of voice placed on a particular syllable in a word as in "particular" or on a particular word or words in a sentence as in "*Water* is *heavier* than *air*" (Haycraft, 1975: 1). Furthermore, Syafei says, "Each word has one stress syllable; the others are unstressed or weak syllables" (1988: 23). Strong stress is marked with an acute accent [´], weak stress may be marked in [˘], but is it generally unmarked. For example, in the word *always*, three are two syllables combined, but the stress is in the first syllable, Al-ways.

When we hear polysyllabic words uttered, we might be aware that some part of the word sounds louder or uttered with more force than another part. There are no certain rules about the stress patterns of English language. No rules for determining which syllable of a word should be stress, and which should be unstressed. What we need to do is to turn to a dictionary. However, according to Syafei (1988: 24), certain observations can be help.

1.) When one-syllable words are in isolation, they are considered to be primary stressed syllables. They get primary stress for example: two, pen, but, man, boy, girl, tell.

2.) The great majority of two syllable words get the stress on the first syllable.

Stress can be compared with the beat in music which is called rhythm. Rhythm is a product of word stress and the way in which important items are foregrounded through backgrounded by their occurrence on a weak beat (Kenworthy, 1998: 30). In a discourse, rhythm gives a characteristic sound, different from other languages and not always well-imitated by foreign learners.

There are some basic elements of English pronunciation that students should know. According to Harmer (1991: 21), they are sounds, stress, rhythm and intonation.

a. Sounds

Haycraft (1975: 2) states that sounds are articulation of the different consonants and vowels in English and the use of weak forms. Students who are learning English often look to the conventional spelling of English words for information concerning the appropriate sequences of sounds to be used. If English spelling were consistent, it would of course give that information. Unfortunately, the ordinary spelling of an English word sometimes has little apparent relation to its sound. There is no one-to-one correspondence between sounds uttered and the letter which appears in the written word. The spelling ought in the words *bough, through, although, cough, tough, thought,* and *thorough* shows seven different pronunciations. On the other hand, the same sound may have various spellings as the sound /i:/ in the words: read, see, people, believe, we, key, machine, and pizza.

Students need to be able to make the various sounds that occur in English language. They should know how sow sounds are made and how to differentiate between the sounds, especially if the distinctions change meaning, as in the sounds of *live* /l ɪv/ and *leave* /li:v/. The students also need to understand and use certain sound rules that must be applied in producing the English sounds, for example the different pronunciations of the *–ed* past tense endings.

b. Stress and Rhythm

1.) I'm sorry. You can't come with us.

2.) I'm sorry you can't come with us.

The difference between *a* and *b* can be seen in writing by noting the punctuation and capitalization, but how can this difference be shown in speech? What punctuation and capital do in writing, rhythm and intonation do in speech. In *a,* a rise and fall in pitch on *sorry* followed by a pause perform the same function as a period. This tells the listeners that *I'm sorry* constitutes one idea. A rise and fall on *come* indicates that the next set of words constitutes a second idea. In *b,* only one rise and fall on come indicates that there is only one idea in this sentence, that is, *I'm sorry that you can't come with us.* This example shows how rhythm and intonation can perform grammatical functions.

In addition, there have been a number of recent investigations of pronunciation mastery in language learning. According to Nunan (1991:104), in relation to pronunciation, research into the learning strategy preferences of students has consistently shown that mastery of the sounds and pronunciation of the target language is a high priority for most learners. In other words, learning pronunciation is demanded by most of second language learners. They are particularly concerned with the pronunciation of the target language. Therefore, language learners should be engaged with the study of pronunciation

3. Elements of English Pronunciation

students are living in a target language community, they should be able to find unlimited access to native-speaker speech through personal contact and radio or television. However, outside such communities it may be more difficult. That is why teachers must ensure that they give students as much listening material (on tape or video) as possible. The first answer to the question about how to teach pronunciation is that students should be given as much exposure to people speaking the language correctly as possible (Harmer, 1991: 22)

The above statements are in line with Jones' statement (1987: 3) which suggests that the first thing to be dealt with pronunciation lesson is having an "ear training" for the students, that is by having them listen to the correct and accurate pronunciation of the foreign sounds. No one can hope to be a successful second language learner unless he/she has a good ear. Therefore, listening is very important in this way.

b. Pronunciation and Spelling

Learning about pronunciation also helps learners with the spelling system of English especially because there is no one to one relationship between a sound and its spelling. A speaker's difficulties with pronunciation often originate from misinterpretation of the spelling system rather than difficulty with the pronunciation of the sound.

c. Pronunciation and Grammar

Pronunciation can convey grammatical information. Consider the following sentences:

has a greater effect on intelligibility, spelling and literary understanding than is usually thought. This statement suggests that the teaching of pronunciation in the English teaching and learning process is very important.

Pronunciation is an integral part of language learning. Its scope is much broader than an inventory and description of individual sounds. It also tends to concentrate on the elements of stress and intonation which function in the communication process. The importance of pronunciation has greater significance when it is connected with other aspects of language use. Pennington and Richards in Nunan states that pronunciation forms a natural link to other aspects of language use, such as listening, vocabulary, and grammar; ways of highlighting this interdependence in teaching need to be explored (1991:106).

a. Pronunciation and Listening Comprehension

To communicate effectively, speakers need to follow certain patterns of rhymes/stress and intonation in their spoken English. Similarly, listeners need to know how speech is organized and what patterns of intonation means in order to interpret speech accurately. In learning pronunciation, students need to know how sounds are made and how stress and intonation are used. They also need to hear the language being used so that they can both imitate the pronunciation and also acquire some of its sounds and patterns.

One source of language the students can listen to is the teacher. This source will be absolutely vital, since in so many ways, the teacher will be the language model for the students to aim at. However, it is also important for students to be exposed to other voices especially those of the native speakers'. If

then does not only concerns with the actual production of speech sound, but also concerns more with the way sounds spoken by a person are perceived by other.

2. The Importance of Pronunciation in Language Learning

For anyone who learns a language, the ability to communicate through the language being learned will become the ultimate goal to achieve. Nobody, indeed, will ever learn to master a language without intending to be able to communicate through it. It is natural because language itself mainly functions as a means of communication.

Moreover, communication is a two-way process. Speaking a language does not constitute communication unless what is said is comprehended by others for this reason, learning words, phrases and grammatical features of a language will be useless if the learners themselves will not be able to produce these in a way which makes their utterances comprehensible.

To make an utterance comprehensible, of course, people should pay attention on the accuracy of their pronunciation. This is due to the fact that words or phrases which are not pronounced accurately often confuse listeners and frequently cause misunderstanding.

Many students, thought, they have been studying English for about four years still pronounce English words in terms of their own language sound systems. Bobda in Kral (1994: 107) states that of all levels of linguistics analysis, pronunciation exhibits the highest number of deviations. Too much tolerance in the teaching and learning of pronunciation in non-mother tongue environments

with the knowledge and skills of English so that they will be ready in getting it at higher level.

C. Pronunciation

1. The Definition of Pronunciation

Lado (1979: 70) defines pronunciation as the use of a sound system in speaking and listening. Meanwhile, according to Syafei (1988: 1) pronunciation is a two fold process. It involves the recognition of sounds as well as the production of sounds. Such definition emphasized upon recognition of sounds as well as their production will be a sure help for the students in comprehending the language and speaking more accurately. In other words, in order to be able to pronounce well, students have to be able to recognize and perceive sounds; some ways to practice on aural perception before students practice on oral production of sounds.

While according to Diah Kristina and Zita Rarastesa, pronunciation is the act or manner of producing words; utterance of speech (2006:1). In other words, Diah and Zita also say that it is a way of speaking a word, especially a way that is accepted or generally understood. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stressed more in the way sounds are perceived.

From the quotations above, the writer concludes that pronunciation can be defined as the way of a word when it is spoken. It is clear that in pronunciation, people learn how they utter words or a way of speaking a word. Pronunciation

e. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be, the better.

Brewster (1992: 24) also mentions that general purposes of early language learning are to prepare children linguistically, psychologically, and culturally. Psychologically preparation is one which helps monolingual children make fundamental discovery that the notions they have learned to master in their mother tongue can be expressed equally well, albeit differently, using other languages, where different forms serve the some communicative function as in their mother tongue.

Heubener (1960: 198) says that general aim of language teaching is to equip the students with the knowledge and skills required for effective communication in the foreign language. He also adds some aims of teaching English to young learners as follows:

a. Only by an early start can language mastery be assured.

b. Preadolescents can learn a language without self-consciousness.

c. The early start instils respect for the other people and foster tolerance.

d. Appreciably more children can be eager to study a foreign language later on.

e. The students who began early will be much further along in high school and in college.

From the explanation above, it can be concluded that young learners will learn a foreign language easier than adult. By so doing, they will be more familiar with the language and learn it naturally. Then, it is clear that teaching English as a foreign language at elementary school is aimed to prepare students

Teaching can't be separated from learning process. One of the factors that affect foreign language learning is age. Nowadays, learning English has been started from elementary school, and even some kindergartens have taught English to their students. It means that children are introduced to English as early as possible. As they are exposed to English since the earlier age, it is hoped that they will learn English more naturally as they learn their mother tongue. As Goodz in Genesee (1994:105) points out that children who are exposed to two linguistic systems from a very early age demonstrate a capacity to keep their two languages separate and display an early understanding of their different situations when one or the other of their languages is appropriate. Therefore, it is important to introduce English language to young learners as early as possible so they will be ready in getting it at higher level.

Brumfit (1995:28) also proposed some reasons of teaching to young learners:

a. Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectations of life in school.

b. As a group, they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural groupings by the school.

c. They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling.

d. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling.

b.) the way the new language functions (the same as the pleasure a small child derived from finding out how a toy works).

4) Pleasure derived from discovering, right from the first lessons, aspects of the other culture contained in the new language (songs, nursery rhymes, riddles, short stories, customs and various aspect of daily life).

Besides, Scott and Yteberg (1990: 5) point out that children have short concentration and memory span. Teachers should know this characteristic. By so doing, they know what should be done in order to achieve the goal of instruction effectively. Teachers should plan the lessons carefully. The variety in teaching and learning process is extremely important including variety of activity, pace, organization, voice, etc. Children like well-prepared lesson, because it makes the teaching and learning process be easier and more effective. Added by Scott and Yteberg (1990: 97), carefully planed lesson plan will be advantageous such as: a.) it makes life much easier for the teachers in the classroom; b.) it saves time; c.) teachers know what they will need for each lesson; d.) teachers can more easily see how to balance the lesson; e.) it gives the teachers security and confidence; f.) it allows the teachers to use energy and enthusiasm to enjoy what they are doing; g.) teachers sometimes sit back and observe what is going on; h.) as pupils get older, they become more aware of how well prepared lessons are, and they like to have well prepared lessons.

4. Teaching English to Young Learners

In teaching young learners, the teacher must know and understand their characteristics in order to reach the objective of learning. By knowing the characteristics of young learner, the teacher can improve the quality of teaching English to young children.

According to Susan Halliwel (1998:3) children, (1) are already very good at interpreting meaning without necessarily understanding the individual words; (2) already have great skill in using limited language creatively; (3) frequently learn indirectly rather than directly; (4) take great pleasure in finding and creating fun in what they do; (5) have a ready imagination and; (6) above all take great delight in talking.

According to Brewster, et.al (1992: 14), there are main elements of the pupils' interest:

1) A natural desire to communicate, still present after mother tongue acquisition.

2) Pleasure taken in playing with a new code:

a.) from a phonological perspective (phonemes, rhythm, intonation);

b.) from a lexical, and hence semantic perspective. It is a source of satisfaction to rediscover the pleasure derived as a small child when using new words to designate; hearing and saying *horse, cat, dog* to label the picture of a horse, cat or dog;

c.) from a syntactical perspective.

3) Pleasure derived from learning and understanding:

a.) the meanings;

realistically about the future and to consider possibilities that they actually doubt. Adolescents look for relations, they separate the real from the possible, they test their mental solutions to problems, and they feel comfortable with verbal statements. There are several essential features of formal operational thinking:

1) The adolescents' ability to separate the real from the possible.

2) The adolescents' thinking is propositional, which means that she uses not only concrete data, but also statements or propositions that contain the concrete data.

3) Adolescents attack a problem by gathering as much information as possible and then making all the possible combinations of the variables that they can.

The students of second grade belong to the concrete operational period. They just transform from the pre-operational to the concrete operational period. At this stage, their attention improves. Children can perform mental operations only on concrete objects or events, and not on verbal statements (Piaget in Elliot, 2000:41). The statement implies that the students will learn better using concrete object rather than listening to the teacher's explanation. It also implies that giving the students chances to find their own objects and bringing them into real contact with the objects will be an effective technique to introduce English vocabulary.

3. The Characteristics of Young Learners

Young learners are children in the age of 6 to 13 years old. The teaching approach required for children is obviously different from that for adults.

The features of this stage are realism, animism, and artificialism. Realism refers to the ability to slowly distinguish and accept a real world. Animism refers to a child's tendency to consider a large number of objects as alive and conscious, objects that adults consider to be inert. Artificialism refers to the assumption that everything is the product of human creation.

c. The Concrete Operational Period

Between 7 and 11 or 122 years of age, children overcome the limitations of preoperational thinking and accomplish true mental operations. Students can now reverse their thinking and group objects into classes.

The features of this stage are conservation, seriation, and classification. Conservation is the realization that the essence of something remains constant, although surface features may change. Seriation is the ability to arrange objects by increasing or decreasing size. Classification is the ability to group objects with some similarities within a larger category.

When children reach this phase of cognitive development, they are on the threshold of adult thought, or formal operations. Consequently, we can see the middle childhood pupils have experienced an intellectual revolution. Their thinking has become logical and more abstract, their attention improves, and their memory becomes more efficient as they develop new strategies.

d. The Formal Operation period

According to Piaget, the formal operational period, during which the beginning of logical, abstract thinking appears, commences at about 11 or 12 years of age. During this period, youngsters demonstrate an ability to reason

According to Piaget in Elliot, et al. (2000:35), cognitive development means passage through four stages or periods: *sensorimotor, preoperational, concrete operational, and formal operational.* The age at which children reach the four stages varies, but the sequence of the stages never varies. Every child must pass through the sensorimotor stage before the preoperational, the preoperational stage before the concrete operational, and the concrete operational stage before the formal operational. Each of the stage will be discussed briefly in the explanation below:

a. The Sensorimotor Period

The sensorimotor period extends from the birth to about 2 years old. The cognitive development of infants and toddlers comes mainly through their use of their bodies and their senses as they explore the environment, hence the label sensorimotor.

Infants "know" in the sense of recognizing or anticipating familiar, recurring objects and happenings, and they "think" in the sense of behaving toward these objects and events with mouth, hand, eye, and other sensory-motor instruments.

b. The Preoperational Period

Operation is action that we perform mentally to gain knowledge. Preoperational refers to a child who has begun to use symbols (such as language) but is not yet capable of mentally manipulating them. Between the age of two and seven, children are starting to recognize that there is a world "out there" that exists independently of them.

regarded as the most vital years in a child's development. These early years of schooling are a time of rapid physical, social, emotional and intellectual growth that provide foundations for life long learning and sustained personal well-being. They develop a broader range of social skills and become more aware of the world in which they live.

Young children are eager to learn. These early years built on the experiences children have had before. As children progress through these early years, they gain more independence as learners and benefit from learning strategies that meet their individual needs. Teacher should nurture the curiosity they bring to learn, focus on building confidence and ensuring success, provide a safe and nurturing learning environment and help young learners having strong love of learning.

Children between five and eleven years old are very different as language learners. They engage their learning by questioning, exploring, investigating, analysing, innovating, and interacting. Teacher will support this by providing instruction in all aspects of curriculum, using appropriate teaching method, and looking how children learn at different stages of development and how activities in the classroom need to address their cognitive, motor, language and social development. All education, including learning a foreign language, should contribute positively to that development.

2. The Stages of Children's Cognitive Development

learning, enabling the learners to learn and setting the condition for learning (Brown, 1987:7). Teacher should provide conditions that support the children's language learning process.

3. The Goal of English Language Teaching

One of the foreign languages in Indonesia, which is very important, is English. English has an important role in international communication. By learning it, people able to communicate with others from another community that has different language. Lado says that the foreign language is learned primary to contact outside one's owns community (1965: 2).

Nowadays, learning English has been started from elementary school because it will be the basic foundation for learning at the higher level such as junior high school or senior high school. The general goal of language teaching is to develop students' communicative competence. A student needs to be able to express himself and to understand other people speaking English in both written and oral form. For that reason, teacher should equip the students with the knowledge and skills required for effective communication in the foreign language.

B. Teaching English to Young Learners

1. The Young Language Learners

According to Scott and Ytreberg (2000:1), young learners are children between five and ten or eleven years old. For most of researchers, these years is

Teaching cannot be defined apart from learning. As stated by Ur (1996:4), teaching is intended to result in personal learning for students, and is worthless if it does not do so. This statement is supported by Gage in Brown (1994:7) who notes "to satisfy the practical demands of education, theories of learning must be 'stood in head' so as to yield theories of teaching.' He states that teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. In other words, the concept of teaching is understood here as the process that is intrinsically and inseparably bound up with learning.

Teaching a foreign language is difficult job because the systems of native and foreign languages are different. The differences can happen in phonology, structure, et cetera. They become a handicap for students to learn the foreign language. The opportunity to practice between the native and foreign language is different. They have a lot of chance in practising their native language, but in learning a foreign language, most of the students only learn from what is taught at school and they may not practice it in their social communication. This is the fact that the teacher must always try to solve in order to obtain students' good achievement as expected.

Teachers play an important role in the teaching and learning process. According to Brown (1987:6), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge and causing him or her to know or understand. The teacher acts as a motivator, which is, motivating students to be more confident in studying English at their next levels. Teaching is also guiding and facilitating

b. A teacher tries to identify the prerequisites needed to teach the subject matter.

c. The students have a model performance to watch and imitate.

d. The teacher presents the new thing to discover students' interest.

e. The students take an active part in every practice in class.

f. A teacher can provide the pleasant condition.

g. A teacher can make open communication in the classroom.

Based on the explanation above, it can be assumed that the purpose of language learning can be reached if teachers and students work-in together to pay attention to the general principle of learning and encourage themselves fulfilling all of them.

2. The Nature of Language Teaching

Traditionally, teaching is thought of to be an act of transferring knowledge from one person to another. What important here is giving and getting knowledge, those giving knowledge are called teachers, while those getting knowledge are called students. Modern definition, however, has a broader sense. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Doughlas, 1994:7). While Kimble and Garmezy (in Brown, 1994:7) state that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

explanation above, it can be concluded that learning is an experiential process resulting in a relatively permanent change in an individual's knowledge behavior.

Learning is more important than teaching. Teacher should asks 'what has been learned?' than 'what have I taught?'. Learning is more effective if students are trained to become more aware of how they learn and how they can improve their learning habits.

Learning a language is essentially different from learning many 'school' subjects where students are required to memorize and apply factual information. Certainly, there is a part of knowledge to be acquired about language – facts about grammar, vocabulary and pronunciation. Moreover, it is common to think of there being four language skills: listening, reading, speaking and writing. They are often grouped in pairs under the heading receptive (listening and reading) and productive (speaking and writing). It can be useful to divide the skills up in this way as they share features which affect the way they are approached in the classroom.

Learning has been started even before a child is born. Learning a language at early age will create a longer space of gathering knowledge. Children learn best when they are involved. They learn best when they have more opportunity to experience and experiment for themselves.

There are seven general principles of effective learning proposed by Davis (1974: 198-209) as follows:

    a. Everything taught in the class is likely to be relevant to the students' experiences, students' interest and students' goal to the learning.

Teaching can't be separated from learning process. According to Kimble and Garmezy (in Brown, 1994:7), learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Hamilton and Gatala (1994:9) define learning as a relatively permanent change in an individual's knowledge or behaviour that results from previous experience. This opinion is supported by Mazur (in Crowl, et al., 1997:23) who states "learning refers to changes in an individual due to experience". While Bruner (in Nunan 1992:11) states that learning is the most often figuring out how to use what you already know in order to go beyond what you currently think.

According to Klein (1996:2), learning is an experiential process resulting in a relatively permanent change in behavioral that cannot be explained by temporary states, maturation, or innate tendencies. The idea of learning has three main components namely change behavior, permanent, and process. First, learning reflects on a change in behaviour; however, learning does not automatically lead to a change in behavior; one must be sufficiently motivated to translate learning into behavior. Second, changes in behavior due to learning are relatively permanent. As a result of new experiences, previously learned behavior is no longer exhibited. Third, changes in behavior are caused by process.

The idea that learning is a process means that learning takes time. To measure learning can be carried out by comparing the way in which one behaves at the first time with the way he behaves at the second time under similar circumstances. If the behaviors under similar circumstances of the two occasions are different, it can be concluded that learning has taken place. Based on the

E. The Aim and the Benefit of the Study

This study is aimed to find out whether there is any significant difference in pronunciation achievement between students taught using songs and those taught without songs in the classroom.

Besides, this study is expected to be beneficial for:

1. Getting information dealing with the problems to improve students' pronunciation ability in elementary school.

2. Finding out which technique is effective to improve students' pronunciation ability in elementary school.

3. Selecting suitable songs in teaching pronunciation to elementary school students.

4. Providing fact that is useful for formulating appropriate procedures to teach pronunciation.

5. Being used as reference dealing with an experimental study on the effectiveness of teaching using songs to improve pronunciation ability of the students in elementary school.

CHAPTER II

THEORETICAL REVIEW

A. The Nature of English Language Teaching

1. The Nature of Language Learning

2. Can teaching pronunciation be beneficial for the elementary students as the basic for learning English?

3. What is the target of pronunciation improvement?

4. What are the problems faced by the teacher in improving students' pronunciation mastery?

5. Does the teacher use effective and appropriate teaching technique?

6. Are songs effective to improve students' pronunciation ability?

7. Can listening activities using songs motivate students in learning pronunciation?

8. Which songs can be used to teach pronunciation to children?

9. Can students taught by using songs have a better pronunciation ability that those taught by drilling?

C. Problems Limitation

It is nearly impossible for the writer to study all of the problems above. Therefore, the writer will limit the problems by only studying whether the use of children songs can improve students' pronunciation ability, especially in pronouncing single words.

D. Problems Statement

To make the study clearer, the problem can be formulated in the form of a question, namely: "Is there any significant difference in the pronunciation ability between students taught using songs and those taught by drilling?"

many words in relax and enjoyable classroom situation. Memorizing a song means memorizing many words. By repeating the pronunciation of words as often as possible, students will be familiar with the sounds of those words and it is very helpful for a young learner to memorize the sounds of words.

Teaching pronunciation to children should be conducted in enjoyable classroom atmosphere. As stated by Nunan, "Pronunciation work can be integrated in communicative language work, and that, while it requires repetitive language work, this need not be boring". Songs can be used to vary the classroom activity in order not to make the students feel bored in the classroom. Griffee (1992:4) also states that song is relaxing classroom atmosphere. He says, "Songs and music can be used to relax students and provide an enjoyable classroom atmosphere". Singing a song is one of the activities which children like to do. Singing is a great way to introduce, improve, and strengthen language skills. Song as the media in teaching pronunciation can increase the students' motivation and interest in learning English because of the melodious and rhythmical stress or phrase which arouse great attention and to enjoy themselves at the same time. By using songs, students can have opportunities for practising the language.

B. Problems Identification

Based on the background of the study, some problems can be identified as follows:

1. How is students' pronunciation in learning English?

imitate correctly, children must have heard correctly what is to be imitated. In this case, children songs, especially those sung by native singers will surely meet this requirement provided that they are sung with clear and correct pronunciation. To say differently, by listening to the songs sung by native singers, children will get the opportunities to have good models in pronunciation learning as well as interesting activity.

For successful imitation, students need to listen to themselves. Again, songs can be used to fulfil this requirement. Piaget, as quoted by Murphey (1998:4), states that the singing of songs resembles what he described as the egocentric language, in which children talk, with little concern for an addressee. They simply enjoy hearing themselves repeat. Songs create their own world of feeling and emotion, and as children participate in the songs, they participate in the world they create. Songs also have personal qualities which make the listener react as if the songs were being sung for him or her personally. So, when he/she joins in the singing of the song, he or she will feel that he or she only sings for him or herself. He or she simply wants to enjoy hearing his or her own voice. In this way, he or she is expected to be accustomed to monitoring their own speech.

Repetition of the sound of words can be done through drilling exercise but merely drilling is boring. Drilling activity is naturally a monotonous and unvaried activity. Consequently, boring activities may finally result in the decrease of the students' motivation which then influences their learning achievement.

A song consists of many words. Children songs are full of repetitions which are good for teaching pronunciation. Singing a song means pronouncing

motivating experiences in learning. By so doing, the students will be easier in receiving the materials given.

Fortunately, there are many techniques that can be used to teach pronunciation. One of them that can make the students enjoy learning pronunciation is by using songs. Songs is interesting tecnique in teaching language. Nowadays, songs have become an integral part of our language experience. Songs can be used to focus on the form of the language, especially pronunciation. Brewster,et.al (1992: 178) states that songs and rhymes are particularly useful for practicing pronunciation. This includes individual sounds and sounds in connected speech but, more importantly, features relating to stress, rhythm, and intonation.

In relation to the teaching pronunciation to children, which requires enjoyable activities for them, the use of English songs, particularly those sung by native speakers, may become a good way in providing the students with good models as well as enjoyable activity. Lado says that, since speech cannot be invented by the students, it has to be imitated. Poor models produce poor imitations. Good models do not guarantee good imitations but they are necessary to permit good response (1979:50).

Pronunciation is the area where it is generally agreed that imitation and repetition are the essence of the learning process. Those processes should be conducted in interesting ways like singing songs. Children like singing, thus, they will try to imitate the songs they heard. This is not really a hard work as children songs are generally simple and easy to remember and then to imitate. In order to

Scott and Ytreberg, have very short attention and concentration span (2000:2). Most of the teachers have to spend more time to increase children's attention of what is being learnt. So, it makes teachers run out of time when trying to make them focus. As a result, the teachers only have a little time in presenting the materials to be taught which make the goal of teaching pronunciation difficult to be reached.

Moreover, children have no foreign language background at all; they don't use English as their daily conversation. As a result, they are not only unfamiliar with certain sounds which do not exist in their native language, but also fail to produce it. Many of students still pronounce an English word as the way it is spelled or written. Beside that, children, as every body knows, have many special characteristics in learning. They love playing and doing something while learning. They are motivated to directly involve in the activity that is fun and pleasurable. In fact, students don't have good pronunciation due to the lack interest of pronunciation teaching technique which makes them boring.

In order to teach pronunciation successfully, it is important for teachers to make the students interested in learning English by creating the teaching learning process which is interesting and comfortable to them in order to reach the learning goal, and English will become more attractive subject for them. Since children have more limited attention spans and are less able to handle abstract content, the use of media while teaching them is suggested (Henning, 1986: 97). Students should be provided with entertaining materials which can create interesting and

be able to communicate well in oral English. In other words, bad pronunciation gives a bad impact on listening and speaking.

Pronunciation should be taught effectively from the very-beginning level of students. When pronunciation is concerned, according to Ellis (1991: 110), children will do better because they are strongly motivated to become part of the target language community and require a native-like accent to achieve communicative proficiency. Other theory which support the importance of teaching pronunciation to children is proposed by Oyama in Kenworthy (1998: 4) which states that the younger a person was when he started learning English the more native-like was his accent. This theory implies that the teaching of pronunciation to children will be more beneficial than that to older students or adult.

However, teaching and learning a foreign language is not merely a simple process but it is such a complex process. Teachers will face many problems when they introduce English pronunciation to their students. The students will be given something new and different with their mother tongue. As a local content, English in elementary school is introduced in simple form such as Numbers, Hobbies, Calendar, Parts of body, Parts of house, Profession, etc. The students are demanded to pronounce the vocabularies in each topics correctly and intelligibly but most of them tend to mispronounce every word.

One of the problems rising in teaching pronunciation to children is that students have low pronunciation mastery. It can be caused by the difficulty in making the students focus in teaching and learning process. Children, as stated by

kebutuhan lingkungan, antara lain: industri, pariwisata dan peridustrian di Provinsi Jawa Tengah.

2. Siswa memiliki keterampilan munggunakan unsusr-unsur Tata Bunyi, Kosa Kata, Tata Bahasa, Tata Tulis dan Tata Budaya (Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah, 2004:4).

Therefore, at the level of elementary school, English is taught as a local content subject, not a compulsory subject. By the year of 2004, the curriculum of elementary school has determined that the teaching of English should start from the first up to the sixth grade as one of the ways to improve the quality of education, especially English.

Communication is a two-way process. It involves speaker and hearer. As the purpose of learning a language that is to maintain communication, a student learning English needs to be able to express him/herself orally and to understand other people speaking English. If his/her speech is unintelligible, the person who is supposed to receive the message or the addressee will not be able to respond appropriately and can cause misunderstanding.

Pronunciation, then, is one of the important parts in teaching and learning English in elementary school because it can supports the mastery of the four language skills especially listening and speaking. It is one of the language elements which is required to understand spoken language. Therefore, mastering English pronunciation is very important because if one has poor pronunciation, no matter how good one's control of grammar and vocabulary might be; one will not

elementary school, and even in the lower level such as kindergarten and play groups. It means that children are introduced to English as early as possible.

In elementary school, teaching English will be the basis for that at the higher level. Heubener (1963:198) explains that only by an early start, language mastery could be assured. It is mentioned that preadolescents learn a foreign language without self-consciousness. They are also free of inhabitation of the adult learners. Moreover, as they are exposed to English since the earlier age, it is hoped that they will learn English more naturally as they learn their mother tongue.

In English language teaching, there are four primary skills which should be mastered namely speaking, listening, reading, and writing. Besides those skills, the language elements such as pronunciation, vocabulary, grammar and so on are also taught to support the mastery of those language skills. At elementary school, teaching English is aimed at the following objectives. First, students have simple listening, speaking, reading, and writing ability focusing on communication ability based on the chosen topic. Second, students have the ability to use correct pronunciation, vocabulary, grammar, spelling, and culture structure.

Mata Pelajaran Muatan Lokal Bahasa Inggris di Sekolah Dasar ini memiliki tujuan sebagai berikut:

1. Siswa memiliki keterampilan menyimak, berbicara, membaca, dan menulis sederhana dalam bahasa Inggris dengan penekanan pada keterampilan komunikasi melalui topik yang dipilih, yaitu

CHAPTER I

INTRODUCTION

A. Background of the Study

Language cannot be separated from human's life; it almost becomes air to breathe. It can happen because language is a means of communication that "bridges" one's mind to others'. By using language, people can do a lot of things such as sharing their feeling and getting information, knowledge and anything they want.

Foreign language mastery especially English which is dominant in International society has a great role to reach for future success. It is reasonable enough since in the globalization era English plays an important role as an international language which is mostly used in many aspects of life like education, economy, international relationship, technology, and etc. English is part of the knowledge and skills which can help in the attainment of a satisfactory professional life later on. Consequently, the teaching of English as a foreign language becomes an International enterprise. The widespread need for English as second or foreign language needs a considerable pressure on the educational resources of many countries.

In Indonesia, the position of English as a foreign language has become stronger since it is chosen as the first foreign language by the government. English is not only taught in university, senior high school, junior high school, but also in