

Effectiveness of Pop Music in Improving High School Students' English Pronunciation

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Abstract: This study investigates the effectiveness of Al-pop music as a pedagogical tool to enhance English pronunciation in high school students. This research focused on a single group of participants with a sample size of 15 who underwent both pretest and posttest assessments. The results of both the pretest and the posttest, which measured the students' improvements in pronunciation accuracy, were then meticulously calculated and analysed using SPSS (Statistical Package for the Social Sciences). The results indicated a statistically significant improvement in the pronunciation skills of the students from pretest to posttest. Students who engaged with pop music reported higher levels of motivation to improve their English pronunciation skills. The research revealed that students became more active participants in the learning process, displaying heightened motivation and interest in learning English. Thus, the findings indicate that pop music not only improves pronunciation but also contributes to a more enthusiastic and interactive classroom atmosphere.

Keywords: *Pop Music, English Pronunciation, Teaching Pronunciation*

INTRODUCTION

Many difficulties arise when learning English as a second language (ESL), particularly when trying to master pronunciation. This language skill is crucial for communicating effectively, yet it is frequently ignored in standard language instruction techniques. It is crucial to investigate alternate methods for improving speech abilities. The use of music as an aid for language acquisition is one promising approach.

The use of music in language learning has gained attention due to its ability to create an engaging and positive environment for learning a second language. Music stimulates different parts of the brain, enhancing learning outcomes by improving motivation and focus. It also aids in developing natural rhythm and intonation, which are crucial for correct pronunciation. Repetition and rhymes help young learners understand, follow, and repeat more easily (Sarçoban & Metin, 2000). Providing context for term usage facilitates memory recall (Paquette & Rieg, 2008). English learners, curious by nature, gradually explore music, fostering deeper interest.

Hismanoglu (2006) stated that sound is a vital component of communication; which is why foreign language teachers can use music to introduce sounds and patterns of the target language to learners, which helps them refine their ear for phonetic distinctions. Learning about musical rhythms and melodies helps learners become more aware of the prosodic aspects of the language, which are essential for clear communication.

In addition, music can improve students' perception of stress, intonation, and related speech, all of which help them pronounce words more accurately. As observed by Abbot et al., (2007) Singers with a natural affinity for languages quickly acquire good diction skills, reproducing phonetic structures convincingly while singing. The reasons for this aptitude remain unclear, but research suggests it is not linked to inherent speech-motor system issues or basic hearing loss. Griffiee (2001) also stated that utilizing songs as a method for teaching English offers numerous benefits for students in enhancing their pronunciation of both British and American English.

Songs frequently use realistic language, such as colloquial terms, idioms, and cultural references, exposing learners to linguistic differences found in everyday life. Learners can improve their capacity to recognize specific sounds, word boundaries, and sentence structures by actively listening to songs and reading the lyrics. Additionally, music can improve learners' auditory discrimination abilities, enabling them to differentiate between similar sounds and more properly understand spoken language.

It's vital to keep in mind, though, that not all musical genres may be equally useful for language learning. The cognitive functions and emotional engagement of learners may be affected differently by various musical genres. For instance, classical music has been linked to increased focus and memory retention, whilst learners may be more motivated and enjoy themselves when listening to popular music.

A fuller understanding of the value of music as a teaching tool will result from investigating the effects of various musical genres and styles on pronunciation abilities. Yanti and Harahap (2022) stated that “The media of English song are very interested to be implemented to improve pronunciation skills. It means that the implementation of English song to improve students' pronunciation skills can make students more active, motivated, and interested.” The objective of this research is to assess whether there is an increase in posttest scores in students who are taught pronunciation using pop music.

RESEARCH METHODOLOGY

1. Research Design

This research utilized a quantitative method, aiming to investigate the effectiveness of pop music in improving English pronunciation skills by analysing numerical data (Aliaga & Gunderson, 2002). A pre-experimental design, specifically a one group pretest posttest design, was employed.

2. Research Setting

The research was conducted at MA SMIP 1946 Banjarmasin from 19 February 2024 to 7 March 2024, chosen due to observed minimal motivation in third-grade students to learn English.

3. Research Variable

This study investigates the effectiveness of pop music in enhancing English pronunciation. The independent variable is the use of pop music in instruction, while the dependent variable is English pronunciation proficiency.

4. Population and Sample of Research

The target population was 3rd grade students, with a sample size of 15. A census sampling method was used to include everyone due to the small sample size, as stated by Fraenkel et al. (2012).

5. Technique of Data Collection

The data was collected using pretest and posttest designs, measuring pronunciation skill before and after exposure to pop music. Pretest and posttest involved filling in and pronouncing song lyrics, analyzed using SPSS.

6. Technique of Data Analysis

Inferential statistics, including t-tests, were used to analyze pronunciation skill differences before and after exposure to pop music. Paired samples tested the research model. SPSS was utilized for data analysis.

- 1) Using T-Table to compare T-Values
 - a. If T-Values > T-Table, Ho is rejected.
 - b. If T-Value < T-Table, Ho is accepted.
- 2) Using Significance (P-Value), in this case it is 0.05
 - a. If significance < 0.05, Ho is rejected.
 - b. If significance > 0.05, Ho is accepted.

For the assessment of students' scores, a rubric should be used, and the following rubric was applied.:

1. Assessment of Articulation

Table 1. Rubric of Articulation

Classification	Score	Criteria
Very Good	32 - 40	Clear and precise articulation with no noticeable errors.
Good	24 - 31	Minor articulation errors but overall clarity.
Fairly Good	16 – 23	Some articulation errors but generally clear.
Fair	8 – 15	Frequent errors, some impact on understanding.
Poor	0 - 7	Numerous errors, hard to understand.

2. Assessment of Fluency

Table 2. Rubric of Fluency

Classification	Score	Criteria
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Very Good	32 - 40	Speaks smoothly with natural pauses, no hesitation.
Good	24 - 31	Occasional hesitations but generally fluent.
Fairly Good	16 – 23	Some hesitation and pauses but speech is mostly continuous.
Fair	8 – 15	Frequent hesitations, impacts fluency.
Poor	0 - 7	Very hesitant, numerous pauses and breaks.

3. Assessment of Accent

Table 3. Rubric of Accent

Classification	Score	riteria
Very Good	32 - 40	Native-like accent, no impact on understanding.
Good	24 - 31	Slight accent, minimal impact on understanding.
Fairly Good	16 – 23	Noticeable accent but doesn't affect comprehension.
Fair	8 – 15	Strong accent, some difficulty in understanding.
Poor	0 - 7	Heavy accent, frequent comprehension issues.

RESULT AND DISCUSSION

1. Data Presentation

The study assessed the impact of pop music on students' English pronunciation by comparing pretest and posttest scores. Fifteen students' fluency was evaluated based on articulation, fluency, and accent.

1) Pretest Result

The pretest, conducted on February 19, 2024, assessed students' pronunciation skills before treatment. It aimed to gauge their initial English-speaking abilities, with results shown below.

Table 4. Results of Pretest

Students	Pretest
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	Ar	Fl	Ac	Score
1.	17	25	23	65
2.	17	23	25	65
3.	15	25	30	70
4.	13	27	15	55
5.	20	22	25	67
6.	11	24	10	45
7.	17	24	29	70
8.	19	21	25	65
9.	17	15	8	40
10.	19	21	15	55
11.	21	13	5	40
12.	15	15	20	50
13.	18	22	15	55
14.	12	22	25	60
15.	9	15	25	50

In which:

Ar: Articulation

Fl: Fluency

Ac: Accent

2) Treatment Activities

In treatments one and two, students filled in and pronounced song lyrics, ending with tongue twisters. In treatments three to five, they reordered scrambled lyrics and pronounced them. Treatments six to eight involved homework with scrambled lyrics and audio. The results of the posttest are as follows:

3) Posttest Results

The posttest on March 7, 2024, required students to read lyrics from the beginning to the first chorus of the pop song used in the pretest. The results indicated improvement in pronunciation.

Table 5. Results of Posttest

Students	Posttest			
	Ar	Fl	Ac	Score
1.	25	25	25	75
2.	20	25	25	70
3.	20	30	30	80
4.	18	24	18	60
5.	23	27	25	75
6.	15	25	15	55
7.	21	25	33	80
8.	20	25	25	70
9.	20	21	14	55
10.	25	25	20	70
11.	22	17	16	55
12.	19	20	21	60
13.	20	25	20	65
14.	20	25	25	70
15.	13	22	25	65

Table 6. Results of Both tests

Students	Pretest	Posttest	Gained Score
Muhammad Hasbi Al Amidy	65	75	10
Muhammad Ridwan	65	70	5
Abdurasyid Siddiq	70	80	10
Alvin	55	60	5
Muhammad Reyvan Abashariyan	67	75	8
Rahmi	45	55	10
Siti Mahfujah	70	80	10
Mahda Hartina	65	70	5

Hafiz	40	55	15
Nur Regina	55	70	15
Dimas Saputra	40	55	15
Muhammad Fazil Amar	50	60	10
Mia Audina	55	65	10
Ahmad Nasrullah	60	70	10
Sofa Nabila	50	65	15
Total	852	1005	153
Average	58,80	67	10,2
Max	70	80	15

4) Results of Overall Test

To find out more detailed results, the researcher used SPSS (Statistical Package for the Social Sciences) software and used a precise paired t-test procedure. The results are as follows:

Table 7. Results of Normality Tests

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Test		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Nilai	Pretest	.188	15	.160	.921	15	.201
	Posttest	.169	15	.200*	.922	15	.203

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above presents the results of the normality tests for both pretest and posttest scores.

a. Kolmogorov-Smirnov Test

For the pretest scores, the Kolmogorov-Smirnov statistic is .188, with a significance level (p-value) of .160. For the posttest scores, the statistic is .169 with a p-value of .200. Both p-values are greater than the threshold of .05, indicating that the data do not significantly deviate from a normal distribution.

b. Shapiro-Wilk Test

The Shapiro-Wilk test results show a statistic of .921 for the pretest scores with a p-value of .201, and a statistic of .922 for the posttest scores with a p-value of .203. Similar to the Kolmogorov-Smirnov test, both p-values exceed .05, suggesting that the data are normally distributed. In summary, the results of both the Kolmogorov-Smirnov and Shapiro-Wilk tests indicate that the pretest and posttest scores are normally distributed. This normality supports the validity of further statistical analyses, such as the paired samples t-test, to compare the effectiveness of using pop music in improving English pronunciation skills among high school students.

Table 8. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error
Pair 1	Pre test	56.80	15	10.248	2.646
	Post test	67.00	15	8.619	2.225

The table shows paired sample statistics data that describes paired sample statistics that illustrate the differences in students' pronunciation skills when implementing pop music versus not using it. The data encompasses multiple measures of central tendency, dispersion, and error. As shown in the table, students' pronunciation skills improved after using pop music, with the mean score increasing from 56.80 in the pretest to 67.00 in the posttest. With the acknowledgeable decrease in standard deviation, as shown before utilizing pop music with 10.248 and after utilizing pop music with 8.619, this means that there is considerable improvement in students' pronunciation skills.

Table 9. Results of Paired Samples Test

Paired Samples Test

		Paired Differences					
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		Sig. (2-tailed)
					Lower	Upper	
Pair 1	Pre test - Post test	10.200	3.570	.922	-12.177	8.223	11.067
							14

The table shown here indicates a significant improvement in students' pronunciation skills after using pop music. The statistical analysis for the level of significance ($p < 0.001$) was conducted with a degree of freedom ($df = 14$). The mean score for the posttest (10.200)

indicates an improvement from the pretest score, which is not explicitly stated but implied to be lower. The paired differences show a standard deviation of 3.570 and a standard error mean of .922. The 95% confidence interval for the difference ranges from 8.223 to 12.177. The value of the t-test (11.067) significantly exceeds the t table (2.145) which is the critical value required to reject the null hypothesis. In conclusion, the results indicate a statistically significant improvement in the pronunciation skills of the students from pretest to posttest. The high t-value (11.067) compared to the t-table value at $df = 14$ confirms that the alternative hypothesis (H_a) is accepted, meaning that the instructional method used had a significant positive effect on the students' pronunciation skills

2. Discussion

The results of this study indicates that the use of pop music significantly improves high school students' English pronunciation skills. Research using SPSS (Statistical Package for the Social Sciences) showed a statistically significant improvement in English pronunciation abilities. The paired samples t-test results showed a mean score increase from 56.80 in the pretest to 67.00 in the posttest. This improvement was supported by a high correlation coefficient ($r = .943$), indicating a strong positive relationship between pretest and posttest scores. The t-value (11.067) was significantly higher than the critical value, confirming the rejection of the null hypothesis and acceptance of the alternative hypothesis that pop music positively affects pronunciation skills.

The class showed better preparation for the test after using pop music as a learning tool. Students who engaged with pop music reported higher levels of motivation to improve their English pronunciation skills. This approach to classroom instruction appears to effectively keep students engaged and motivated throughout the learning process. These findings are consistent with Astuti and Parmawati's (2022) assertion that pop music can improve students' pronunciation and enhance their motivation.

CONCLUSION

Conclusion

Based on the findings and discussions presented in the previous chapter, the researcher concludes as follows: The third-grade students of MA SMIP 1946 demonstrated significant improvement in their posttest scores compared to their pretest scores. This improvement is evidenced by statistical analysis using SPSS (Statistical Package for the Social Sciences) that yielded a mean score increase of 10.200 and the t-value (11.067) that exceeds the t table (2.145) which underscores the considerable impact of incorporating pop music into the curriculum on the students' pronunciation skills. The positive influence of pop music extends beyond mere score improvements; it also fostered a more engaging and dynamic learning environment. The research revealed that students became more active participants in the learning process, displaying heightened motivation and interest in learning English. This aligns with the research background, which suggested that integrating culturally relevant and familiar content, such as pop music, can enhance students' engagement and willingness to learn. Thus, the findings indicate that pop music not only improves pronunciation but also contributes to a more enthusiastic and interactive classroom atmosphere.

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