

**THE EFFECT OF SINGING PERFORMANCE ON STUDENTS'
PRONUNCIATION ENGLISH WORDS OF ENGLISH DEPARTEMENT
OF THE STATE ISLAMIC INSTITUTE (IAIN) PALOPO**



A THESIS

*Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo for S.Pd
Degree in English Education*

Composed By,

SARI GEBBI MELTIA

Reg Num. 12.16.3.0071

**ENGLISH DEPARTMENT TARBIYAH AND TEACHER TRAINING
FACULTY THE STATE INSTITUT OF ISLAMIC INSTITUT
(IAIN) PALOPO
2016**

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2016

THESIS APPROVAL

This thesis entitled “ **The Effect of Singing Performance On Students’ Pronunciation English Words Of English Department Of The State Islamic Institute (IAIN) Palopo**” which is written by **SARI GEBBI MELTIA**, Reg. Number. **12.16.3.0071**, English S1 study program of Tarbiyah and Teacher Training Faculty of State Islamic institute of Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on **Wednesday, December 27nd 2016 M**, coincide with **Rabi’ul Awwal 27th 1437 H**, and it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language education.

Palopo, 27th December, 2016 M.
27th Rabi’ul awwal 1437

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ABSTRACT

Sari Gebbi Meltia, 2016. *The Effect of Singing Performance on Students' Pronunciation of English Words of English Department of State Islamic Institute (IAIN) Palopo*. Thesis English Study Program Educational Department in State Institute for Islamic Studies (IAIN) Palopo. Supervised by Dr. Abdul Pirol, M.Ag. and Amalia Yahya, SE., M. Hum.

Key Words : Singing Performance, Pronunciation Skill, English Words.

This thesis discussed about The Effect Of Singing Performance On Students' Pronunciation English Words Of English Study Program of Tarbiyah and Teacher Training Faculty of the state Islamic Institute of Palopo (Iain) Palopo. The problem statement of this research namely "Does singing performance effect students' in English pronouncing of English words".

In this research, the researcher limited to English consonants which are predicted to be commonly mispronounced by Indonesian learners. The English consonant consisted of alveolar affricatives /tʃ, dʒ/. The researcher focused in the first year of students English Department IAIN Palopo.

The result of this research showed that there was significant improvement on students' singing performance and without students' singing performance on pronunciation english word sounds affricative "Ch /tʃ/ and Dj /dʒ/". The score of t_0 (t_{count}) = 35.66822 was higher than the score of t_t (2.093). It means that the hypothesis (H_0) was rejected the alternative hypothesis (H_a) was accepted.

The students' singing performance has effect that the students pronunciation English words especially affricative "Ch /tʃ/ and Dj /dʒ/" sounds because there were many technique in singing performance to improve the students pronunciation at first semester two thousand and sixteen (2016) of English Department IAIN Palopo.

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CHAPTER I

INTRODUCTION

A. *Background*

Pronunciation is one of skill in English language learning. Almost all English language teachers get students to study grammar and vocabulary, practise functional dialogues, take part in productive skill activities, and become competent in listening and reading. Yet some of these same teacher make little attempt to teach pronunciation in evert way and only give attention to it in passing. It is possible that they feel they have to much to do already and pronunciation teaching will only make thing worse. They may claim that even without a formal pronunciation syllabus, and without specific pronunciation teching, may students seem to acquire serviceable pronunciation in the course of their studies.¹ When students learn to speak a foreign language, they are confronted at the outset by difficulties of two kinds in regard to pronunciation. Firstly, they have to learn to form all the speech-sounds occurring in the language and secondly, when they can produce the sounds correctly, it must learn to use the right sound in the right place in connected speech.² In English sound system, there are many styles of speech for each individual the which is influenced by a variety of causes such as locality, early influences, and social surroundings. The pronunciation of English involves the production of individual or isolated sounds and the utterance of words, phrases, and sentences with correct spelling and

¹ Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, (United Kingdom: Pearson Education Ltd, 2001), p.183.

²Daniel Jones. M.A., *An Outline of English Phonetics*, (New York, G. E. Stechert & Co.Cornell University Library, 1992), p.1.

stressing and / or rhythm intonation. Basically, Comparing with the English sound system, Indonesian sound system is similar to the English sound system. They are in some terms Similar items, namely, minimal pairs, similitude, assimilation, elision, and intonation. However, some differences exist Also. Some English vowels and consonants do not exist in Indonesian. Indonesian Also I do not have clusters, stress, and aspirated sounds. Although it is focused on the four skills, pronunciation is not separately taught from the four s kills. Pronunciation is very difficult to correct if you have been speaking for a long time. As one that, practice and does not perfect, it makes become permanent. That means if you practice incorrectly, it will be become permanent. You need to correct this problem before moving forward because having bad pronunciation is one of most difficulties aspect of speaking to someone who does not speak English well.³

The importance things of pronunciation in learning language especially English are to make a good sound in communication, pronounce a word correctly, to avoid misunderstanding in English conversation with native speaker, because good communication in English depends on proper pronunciation. Pronunciation is a great importance for successful oral communication to take place since it is an important ingredient of the communicative competence. Good pronunciation is need, in order to misunderstanding when people talk one another from above statement. It is clear that in learning foreign languages, pronunciation is one of the main things that should be given more attention. Therefore, the teachers should have several special tricks to make their students motivated to learn

³Steve, *Pronunciation. How to correct pronunciation by your self*, Accessed on (Online:[http:// http://www.talkenglish.com/extralessons/pronunciation.aspx](http://http://www.talkenglish.com/extralessons/pronunciation.aspx)), May 6th 2015.

English. The learners need a way of teaching that is enjoyable and practical so that finally they can integrate themselves into English. For example, singing English songs can get the students integrated English. The rhythms, beats and harmony of singing effect human philosophy, especially the brain waves and heart rate-in addition to evoke feeling and memories.⁴ It is assumed that they can contribute many things to improve student's capabilities, especially in their skill elements, such as vocabulary enrichment, listening and speaking. Singing English song is believed to have direct influence on the pronunciation skills. This thesis tries to find out whether songs can improve achievement in pronunciation.

In this research, English pronunciation deals with sing in English song about the significant effect of sing in English song on English Pronunciation of English Department of IAIN Palopo.

B. *Problem Statement*

Based on the explanation in the background above, the writer formulated this research question is: "Does singing performance effect students' in English pronouncing in English words"?

C. *Objective of the Study*

Based on the problem statement above, the objective of this research is: "To find out singing performance effect students' in English pronouncing of English words".

⁴ Bobbi Deporter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching Orcestrating Student Success*, Bandung: Kaifa 2004, p.73.

D. *Significant of the Study*

The result of the research is expected to be useful information to the learners of English generally who want to increase their pronunciation in speaking the result of this research is useful :

1. Practically, the result of this research is expected to be useful and helpful contribution for the students and teacher who are concerned about language teaching method. Singing performance can be expected contribution to increase students' English pronunciation ability. Therefore, teachers may have a real expectation to his students with low singing concept to have a proficiency in pronouncing English.
2. Theoretically, the result of the research is expected to give information about some appropriate ways to creat a good atmosphere in learning teaching process.
3. The result of the research is also expected to be useful contribution for the next research to find and anticipate the problems, which are found in this research, the next research will be easy to conduct more complex research especially in pronunciation.

E. *Scope of the Study*

The scope of the research is limited to English consonants which are predicted to be commonly mispronounced by Indonesian learners. The English consonant consisted of affricatives plato/ tʃ /and Alveolar / dʒ /. And will be focus in the first year English students of IAIN Palopo.

F. *Operational Definition*

1. Singing Performance

Singing is a sound coming out of the someone mouth without a singer, song, tone, rhythm, instrument and genre of any song will not be lifeless without the who sing it, and the strongest of the song is a vocalist.⁵ In addition to singing there are some steps that important to mastering English language to do is read the text, listen to the song over until memorize the lyrics of the song. Sing English songs can make someone learn about the skills in English language such as speaking, reading, listening, spelling and pronunciation. Especially when a person is already a master English language skills of the singing is not only used as a trick in learning English but just make it fun and hobby in singing. One bit of mastering the English language can be used to sing as a way to increase knowledge in the English language , especially English pronunciation of the English language through English lyrics or words contained in a song.

2. Pronunciation

English pronunciation is the one of skill that sometimes Students are still not able to control so many experts wo provide various means as learning pronunciation of the English language so that Students do not get bored and easy to understand. One of them is uses singing as one way to increse Students Pronunciation.

⁵Wikipedia, *Devenition of singing* (Online:<https://en.wikipedia.org/wiki/Singing>), Accessed on August 2016.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Study

In writing this thesis, the researcher found some literatures that relate to this research as follows:

Yulianto in his thesis under the title *A Correlational Study Between Habit In Singing And Listening To English Songs, Vocabulary Mastery, And Speaking Skill Of The Eleventh Grade Students Of SMK N 3 Surakarta* concluded The result also shows that vocabulary mastery has a higher contribution than habit in singing and listening to English song.¹

Dian Pipit Saputri in her thesis under the title *The Correlation Between Habit In Singing English Songs And The Mastery Of Pronunciation Of The Eleventh Grade Students Of SMK NU Ma'arif Kudus In The Academic Year 2013/2014*. It concluded that there is a significant correlation between habit in singing English songs and the mastery of pronunciation of the eleventh grade students of SMK NU Ma'arif Kudus in the academic year 2013/2014.²

Irmawati in her thesis under the title *Improving students' Pronunciation through English song at the Eleventh year student of SMA Neg.2*. It concluded

¹ Yulianto, *A Correlational Study Between Habit In Singing And Listening To English Songs, Vocabulary Mastery, And Speaking Skill Of The Eleventh Grade Students Of Smk N 3 Surakarta*, (Surakarta: Thesis 2010), p. 53. Accessed On Online: <https://eprints.uns.ac.id/6230/1/171591512201009391.pdf>, January 9th 2016.

² Dian Pipit Saputri, *The Correlation Between Habit In Singing English Songs And The Mastery Of Pronunciation Of The Eleventh Grade Students Of Smk NU Ma'arif Kudus In The Academic Year 2013/2014*, (Thesis 2014). Accessed on January 9th 2016

that the use of English songs as a teaching media able to improve students' pronunciation.³ Based on the previous of related study above, singing an English song associated with memorizing vocabulary and pronunciation in English learning. In this study. The researcher examined the effects on The Students Singing Performance with word list reading task of English pronunciation.

B. Definition of Pronunciation

In English, the relationship between sound and spelling is very close. Words are vary, which are spelled in such a way as to conceal their correct pronunciation. In this case, the researcher going to give some explanation about pronunciation, as follows;

1. Pronunciation is to speak or utter rhetorically; to deliver; to recite; as to pronounce an oration.⁴

2. Pronunciation is to utter articulately; to speak out or distinctly; to utter, as, word or syllables; to speak with proper sound and accent as, adults rarely learn to pronounce a foreign language correctly.⁵

Pronunciation mean the act of uttering with articulation; the act of giving the proper sound and accent; utterance, as the pronunciation of syllables of words;

³ Irmawati, *Improving Students' Pronunciation through English song at the Eleventh Years Students of SMA Nigeria 2 Palopo*, (STAIN Palopo: Plopo 2010), p, 57.

⁴Shack in Webster's Dictionary, *Meaning of Pronounce*, 1913, Accessed on (Online:<http://www.Hyperdictionary.Com/Dictionary/Pronounce.htm>), May 22nd 2016.

⁵ Milton in Webster's Dictionary, *Meaning of Pronounce*, 1913, Accessed on (Online: <http://www.Hyperdictionary.Com/Dictionary/Pronounce.htm>), May 22nd 2016.

distinct or indistinct pronunciation.⁶ Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. From some of definition about pronunciation, it may state that pronunciation is how to say or to utter some letters, words or sentences. Pronunciation deal with how to speak out proper sound, sentence and action. In order to develop communicative efficiency in pronunciation, the learners need to understand how sound are made and how stress is used. The researcher will tell the students through explanation and example. The students also need to hear the language used so that they can both imitate the pronunciation and also subconsciously acquire some of its sound and pettern.

Even somebody have a very good vocabulary and a good knowledge of grammarband style, poor pronunciation can let you down by making it difficult for others to follow your speech. Remember, though, that you pronunciation does not have to be exactly the same as that of native speaker, as long as it is clear and easy to understand.⁷ Because the good pronunciation will not to be mispronounced and easy to understand will not going to be misunderstanding.

To identify the speech sound, there are some aspects of pronunciation namely:

⁶ Accurate and Reliable Dictionary, *English Online Dictionary*, 2006, Accessed on (Online: <http://ardictionary.com/pronunciation/12775>), May 20th 2016

⁷ International study Centre, *Aspect of Pronunciation*, 2006, Accessed on (Online: <http://isc.qmuc.ac.uk/tips/pron.htm>), June 10th 2016

1. Stress

When a word has many syllable, one of it always pronounced more strongly. This is called word stress, and people say that syllable is stessed.⁸ For example, transcription for word *photograph* is /'fowdəgræf/, *photograph* has a three syllables *pho-to-graph* and the stressed syllables is *pho*. If the stessed syllable is *to* or *graph*, *photograph* would be pronounced like this. Dictionaries tell you which syllable is stressed. The most popular system is to put an apostrophe (') before the stressed syllable in the phonetic transcription of the word. If word has only one syllable (for example; pen, house), the syllable is always stressed. Dictionaries usually do not put an apostrophe before the only syllable. So they do not write /'pen/ - the simply write /pen/.

The production of stress is generally believed to depend on the speaker using more muscular energy than is used for unstressed syllables. Measuring muscular effort is difficult, but it seems possible, that when we produce stressed syllables the muscles that we use to expel air from the lungs are more active, producing higher sub glottal pressure.⁹ Based on about *stressing* emphasis on the determination of English words in pronunciation is the most important part is also the determination of significance in terms of reason in those terms, so when talk to native speakers, but there is not an emphasis on the spoken word in sentence one of the native speaker will be obviously do not understand what the mean.

⁸Longman Active Study Dictionary of English, *Introduction of English to phonetic transcription*, Accessed on (Online; <http://www.antimoon.com/how/pronounce-trans.htm>), June 10th 2016

⁹Peter Roach, *English Phonetics and Phonology*; (New York: Cambridge University Press.1991), p, 85.

2. Intonation

Intonation is speech melody, the way our voice goes up and down as we speak, intonation is very important in expressing meaning, and especially in showing our feeling, such as surprise, anger, disbelief, gratitude, etc, intonation patterns are quite complex and its better for student to acquire them naturally rather than try to learn them consciously. That is, your modeling and their imitation in an unconscious way is important.

The information conveys to listeners derives not only from its changing sound pattern and the contrastive, accentual prominence already referred to but also from associated variations of pitch. Such rises and falls in pitch level or pattern of intonation.¹⁰ There are three types of intonation, namely: The Falling intonation, the rising intonation and the level intonation. It has two main functions, namely

a) Accentual : Intonation changes are the most efficient means of rendering prominent for a listener those parts of an utterance on which the speaker wishes to concentrate attention; pitch change is especially significant as a for signaling the word or words carrying primary accent.

b) Non Accentual : Intonation is used as means for distinguishing different types of sentences. The same sequence of words may, with a falling intonation, be interpreted as a statement or with a rising intonation a question. If we consider how intonation may be studied in relation to discourse, we can identify two main areas: one of them is the use of intonation to focus the listener's attention on

¹⁰A.C. Gimson, *An Introduction to the Pronunciation of English*, (Ed, III; London: University College, 1984), p.264

aspects of the message that are important, and the other is concerned with the regulation of the conversation behavior.

3. Rhythm

The notation of rhythm involves some noticeable event happening at regular intervals of time; one can detect the rhythm of heartbeat, of a flashing light or of a piece of music. It has often been claimed that English speech is rhythmical, and that the rhythm is detectable in the regular occurrence of stressed syllable. The theory that English has stress-timed rhythm implies that stressed syllable will tend to occur at relatively regular intervals whether they are by unstressed syllables or not.

4. Sound

Sound sensation detected by the ear, caused by the vibration of the air surrounding it. To make easy in teaching pronunciation, focus only on those sounds, which are causing difficulty to the students. Do not teach the sounds of English individually. The sound should be part of a meaningful word or phrase or sentence. Students generally pick up the sound system by listening to your model or voices on cassettes, etc.

The following steps may be helpful in teaching the difficult sounds:

- a) Say the sound alone, but this may be avoided wherever possible.
- b) Say the sound in a word.
- c) Consonant it with other sounds if necessary
- d) Write words on the board only when it becomes necessary to make your point clearer.

- e) Explain how to make the sound when necessary.
- f) Have students repeat the sound hours.
- g) Have individual students repeat the sound.

5. Phonetic Symbols

Phonetic symbol is a method of writing speech sounds by using a symbol for each distinct sound or sound unit.

When writing phonetic transcription, there are five things that should be done, such as;

- a) Write phonetic transcription in between square brackets [].
- b) Use the block letters.
- c) Do not capital letters.
- d) Do not use double consonants.
- e) Do not use the sign of abbreviation

Table 2.1 : Phonetic Symbol

Symbol	Word	Phonetic Transcription	Symbol	Word	Phonetic Transcription
P	Pen	/pen/	S	So	/səʊ/
b	had	/bæd/	z	Zoo	/zu:/
t	tea	/ti:/	ʃ	shoe	/ʃu:/
d	did	/dɪd/	ʒ	vision	/ˈvɪʒn/
k	cat	/kæt/	h	Hat	/hæt/
g	got	/gɒt/	m	Man	/mæn/

ʃ	chain	/reɪn/	n	No	/nəʊ/
dʒ	jam	/dʒæm/	ŋ	Sing	/sɪŋ/
f	fall	/væn/	l	Leg	/leg/
v	van	/fə:l/	r	Red	/red/
θ	thin	/θɪn/	j	Yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

C. Theory of Pronunciation

1. Phonetics and Phonology

a. Phonetics

In order to produce sound humans use various body parts including the lips, tongue, teeth, pharynx and lungs. Phonetics and is the term for the description and classification of speech sounds, particularly how sounds are produced, transmitted and received.¹¹ A phoneme is the smallest unit in the sound system of language; for example, that sounds in the word top.

Various phonetic alphabets have been developed to represent the speech sounds in writing through the use of symbols. Some of these symbols are identical to the roman letters used in many language alphabets; for example: p and b. Other symbols are based on the greek alphabet, such as θ to represent the *th-* sound in *thin* and *thought*. Still others have been specially invented; e.g. ð for the *th-* sound in *the* and *then*. The most widely used phonetic script is the International Phonetic Alphabet.

¹¹Paul Shoebottom, *Phonetics and Phonology*, 1996, Accessed on (online: <http://esl.fis.edu>). January 6th 2016.

Phonetics, the study of the sounds of human speech, and in particular “Articulatory phonetics”. Is not only commonly taught to native speakers of English, let alone learners of English as a second language. However if the learner is serious with their English and wish to progress to advanced level, learning phonetics, in particular the International Phonetic Alphabet, would be of immense benefit.

English spelling is often contradictory, devoid of relation to the pronunciation of a word, and lacking in clear patterns. Patterns that do exist are numerous, with a large number of exceptions, and all of this makes it very difficult for the learner of English as a second language to master pronunciation. The International Phonetic Alphabet puts all of the individual sounds of all the languages across the world into one alphabet. Although complex to learn, once mastered, learners of English would have the ability to teach themselves pronunciation from a dictionary, and should notice improved pronunciation of individual words. Most characters are based on the roman alphabet, and most dictionaries use the IPA to explain pronunciation.

Rather than pronunciation drilling of individual word, if we to teach phonetics to learners of English as a second language, we would teach where each individual sounds is made. This is called the “place of articulation”, and can be taught to learners of english by using diagrams of the inside of the mouth. The place of articulation has to do with where in the mouth the sound is produced, and

in what way, which is called the “manner of articulation”.¹² The manner of articulation has to do with other factors, such as air flow or constriction, tongue movement and lip movement.

There are a number of different ways in which sounds can be articulated. “Stops” are one way, and occur when there is a total blockage of the outgoing airstream, not just in the mouth, but also in the nasal passage. The letters “p” and “b” are both examples of stops. “Nasals” are similar to stops, however the nasal cavity remains unblocked. Examples of nasals are letters ‘m’ and ‘n’, and this also explains why when we are suffering from a cold-induced blocked nose, our letters ‘m’ and ‘n’ cannot be produced properly. As well as this is another very important factor in sound production, and that is voicing. Consonants occur in pairs and for each pair, the place and manner of articulation is the same. The only difference is whether the sound is voiced or not. An example of a voiced consonant is the sound ‘zzzzzz’, where if you touch your larynx while making this sound you will feel a vibration. However if you make the sound ‘sssss’, you feel no vibration, as it is voiceless. Apart from this, the place and manner of articulation are the same.

Although these explanations are long-winded and complicated, the teaching of phonetics to learners of English does not have to be. With clear diagrams of the inside of the mouth and demonstrations, practical study of phonetics does not have to be complicated. Also, as consonants are formed in voiced and voiceless pairs, if only the voiced sounds were taught first, then it would be fairly simple to come back and simply alter the voicing to double the sounds the students can recognize

¹²Alison Junian, *TESOL Articles: Phonetic and SOL*, Accessed on (Online: <http://www.tesolcourse.com/tesol-course-articles/phonetics>), January 6th 2016.

and produce. Like learning any other alphabet, it would be best to do it over a period of time, like learners of English as their native language currently do. So it would take dedication and a clear plan, as well as a teacher with a firm understanding of phonetics to be able to teach phonetics and the International Phonetic Alphabet successfully. However if the student was serious in their study of English it would be extremely beneficial and worth the for them in the long run.

b. Phonology

English phonology is the study of the phonology (i.e., the sound system) of the English language. Like all other language, spoken English has wide variation in its pronunciation both diachronically and synchronically from dialect to dialect.¹³ This variation is especially salient in English, because the language is spoken over such a wide territory, being the predominant language in Australia, Canada, the Commonwealth Caribbean, Ireland, New Zealand, the United Kingdom and the United States' in addition to being spoken as a first or second language by people in countries on every continent, notably South Africa and India. In general, the regional dialects of English are mutually intelligible.

Phonology is used for the study of the speech sounds used in a particular language. The distinctive accents that many learners of English have are due to differences between the phonological system of their language and that of English. From birth, and possibly before, we learn to recognize and produce the distinctive sounds of our own language. We do not need to give any thought to

¹³Wikipedia, *English Phonology*, Accessed on (Online: <http://esl.fis.edu/grammar/langdiff/phono.htm>), January 6th2016.

how to have the lips, tongue, teeth, etc. working together to produce the desired sounds. The physical structures of parts of the sound system are adapted to produce native language sounds.

English have some speech sounds (phonemes) that do not exist in other languages, it is no surprise, therefore, that native speakers of those language have difficulties producing or even perceiving such sounds. This is particularly true for speakers from language families other than the Germanic one to which English belongs.

c. The Phonology Principle

In human spoken languages, the sound of a word is not defined directly (in terms of mouth gestures and noises). Instead, it is mediated by encoding in terms of a phonological system:¹⁴

1. A word's pronunciation is defined as a structured combination of a small set of elements, the available phonological elements and structures are the same for all words (though each word uses only some of them)
2. The phonological system is defined in terms of patterns of mouth gestures and noises,
 - a. This "grounding" of the system is called phonetic interpretation
 - b. Phonetic interpretation is the same for all words

How does the phonological principle help solve the pronunciation learning problem? Basically, by splitting it into two problems, each one easier to solve:

¹⁴ Adrian. P. Simpson, *Phonetic and phonology*, Accessed on (Online:<http://www.blackwell-compass.cpm/subject/linguistics/section>), January 6th2016.

1. Phonological representations are digital, i.e. made up of discrete elements in discrete structural relations
 - a. Copying can be exact: members of a speech community can share identical phonological representations
 - b. Within the performance of a given word on a particular occasion, the (small) amount of information relevant to the identity of the word is clearly defined
2. Phonetic interpretation is general, i.e. independent of word identity. Every performance of every word by every member of the speech community helps teach phonetic interpretation, because it applies to the phonological system as a whole, rather than to any particular word.

2. English Consonants

Speech sound made by (partly) stopping the breath with the tongue, lips, etc or letter used for representing these, e.g. b, c, and d. it can be divided based on position of the vocal cords, place/point of articulation and manner of articulation.¹⁵

According to the position of the vocal cords, the consonant can be divided into.¹⁶

- a. Voiceless: p, t, k, f, s, ʃ, tʃ, θ, h
- b. Voiced: the rest of consonants

¹⁵ Indriani, *English Pronunciation*, (Jakarta: PT Gramedia Pustaka Utama, 2001), p. 8

¹⁶*Ibid.*

According to the place/ point of articulation, the consonant can be divided into:¹⁷

- a. Bilabial : The two lips are primary articulation, e, and g: b, p, and m, w.
- b. Labia-dental : The lower lip articulation with the upper teeth, e.g. f, v
- c. Dental : The tongue and rims articulation with the upper teeth, e.g.:
θ and ð
- d. Alveolar : The blade, or tip and blade of the tongue articulate with the alveolar ridge, e.g.: t, d, l, s, z
- e. Post-Alveolar : the tip (and rims) of the tongue articulate with the rear part of the alveolar ridge, e.g.: r
- f. Palate Alveolar : the blade, or the tip and blade, of the tongue articulate with the alveolar ridge and there is at the same time a rising of the front of the tongue towards the hard palate
e.g.: ʃ, ʒ, tʃ, dʒ
- g. Palatal : The front of the tongue articulates with the hard palate: j
- h. Velar : The back of the tongue articulates with the soft palate : k, g, ŋ
- i. Glottal : an obstruction, or a narrowing causing friction but not vibration, between the vocal cords, e.g. h

According to the manner of articulation, the consonants can be divided into:¹⁸

¹⁷*Ibid.*

- a. Plosive : Called oral stop, where there is complete occlusion (blockage) of both oral and nasal cavities of the vocal tract, and therefore no air flow, e.g.: p, b, t, d, k, g
- b. Affricate : Which begins like a plosive, but this release into a fricative rather than having a separate release of its own nose, e.g. ; tʃ, dʒ
- c. Nasal : Where there is complete occlusion of the oral cavity and the air passed instead through the nose, e.g.: m, n, ŋ
- d. Trill : In which the articulator (usually the tip of the tongue) is held in place, and the airstream causes it to vibrate. The double “r” of Spanish “perro” is a trill. Trills and flaps, where there is one or more brief occlusions, constitute a class of consonant called rhotics.
- e. Lateral : usually shortened to lateral, are type of approximant pronounced with the side of tongue. English /l/ is a lateral
- f. Fricative : sometimes called spirant, where there is continuous friction (turbulent and noisy airflow) at the place of articulation, e.g.: f, v, ʃ, ʒ, s, z, θ, ð
- g. Semi Vowels : a type of approximant, pronounced like a vowel but with the tongue closer to the roof of the mouth, so that there is slight turbulence. In English, /w/ is the semivowel

equivalent of the vowel /u/, and /j/ (spelled “y”) is the semi vowel equivalent of the vowel /i/ in this usage.

3. Pronouncing Consonants

The International Phonetic Alphabet, however, allows learning how to pronounce sound fairly accurately. The IPA chart organizes consonants according to the way they are pronounced. Consonants with the same place of articulation are arranged in the same column, while consonants with the same manner of articulation are arranged in the same row. This generates a formidable looking matrix of consonant sound.

Table 2.2 IPA Table Consonants

International Phonetic Alphabet (IPA) *ˌɪntəˈnæʃnəl fəˈnetɪk ˈælfəbet*

Consonants (pulmonic)

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or flap		ɸ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

In this consonant matrix, contain to consonant sounds. These consonants differ in terms of voicing; the entry on the left is unvoiced, while the entry on the right is voiced. Voicing refers to whether your voice is “switched on” (Vocal cord vibrate) when pronouncing a consonant.

1. Affricative

A complete closure at some point in the mouth, behind which the air pressure builds up; the separation of the organs is slow compared with that of a plosive, so that friction is a characteristic second element of the sound.

a. Plato – alveolar /tʃ, dʒ/

The soft palate being raised and the nasal resonator shut off, the obstacle to the air stream is formed by a closure made between the tip, blade, and rims of the tongue and the upper alveolar ridge and side teeth. At the same time, the front of the tongue is raised towards the hard palate in readiness for the fricative release. The closure is released slowly, the air escaping in diffuse manner over the whole of the central surface of the tongue with friction occurring between the blade/front region of the tongue and the alveolar/front palatal section of the roof of the mouth. During both stop and fricative stages, the vocal cords are wide apart for /tʃ/, but may be vibrating for all or part of /dʒ/ according to the situation in utterance. /tʃ/ and /dʒ/ differ from plosives in that they never lose their fricative release stage. The lip position will be conditioned by that of adjacent sounds, especially that of a following vowel, though with some speaker in certain amount of lip protrusion is always present.

In addition, it should be noted that the Fortis /tʃ/, when final in a syllable has the same affect of reducing the length of preceding sounds as p, t, k; comparatively full length of preceding sounds is retained before /dʒ, b, d, g/. This effect must be taken as a primary distinctive feature of the /tʃ and dʒ/ opposition in final positions.

1. Plato /tʃ/

Actually, this sound is /t/ + /ʃ/. The distinction between the phrases *why choose* and *white shoes* is maintained by a difference in the syllabication of the /t/ and the /ʃ/ in each and the consequent use of different varieties (or allophones) of /t/.

- a. Fortis (Spelt ‘ch’, ‘tch’, ‘t + ure, eous, and ‘t + ion’ when t is preceded by s, e.g. “catcher, crutches, couch, bench, pitch”).
- b. Word initial: chair, chat, chase, chest, chew, chop.
- c. Word medial (intervocalic): marching, touchdown, peaches, teacher, reaching, temperature, bleachers, miniature, manufacture .
Consonant Preceding: agriculture, congestion, cultural, Cather, exchange, inches, ketchup, lunch box.
- d. Word final: approach, attach, cockroach, cross-stitch, door latch, dude ranch, hopscotch, Long Beach, mismatch, night watch.¹⁹

2. alveolar /dʒ/

Actually, this sound is /d/ + /ʒ/. Assuming the Anglicization of *Jeanne d. Arc* as \zhän-därk\, the distinction between the sentences *they betray John Dark* and *they Betrayed Jeanne d.Arc* is maintained by a difference in the syllabication of the \d\ and the \zh\ in each care and the consequent use of different varieties (or allophones) of \d\.

- a. Lenis (Spelt ‘j’, ‘g’, ‘dg’ sometimes ‘gg’, ‘dj’, ‘de’, ‘ch’, e.g. “Jake, pages, subject, juggle, judge, longitude, bridge.

¹⁹Home Speech Home, 260+ CH Words, Phrases, Sentences, and Reading Passage, Accessed on (Online: <http://www.home-speech-home.com/ch-words.html>), August 26th 2016.

- b. Word initial: genie, genius, gentle, gerbil, giant, ginger, giraffe, jacket, jaguar
- c. Word medial (intervocalic): ageless, agent, aging, blue jay, cages

Consonant Preceding: algebra, high jumping, biology, lodging

- d. Word final: package, passage, postage, sausage, storage, village.²⁰

4. The Importance of Pronunciation

Almost all English students say that they do not need to study pronunciation seriously because they just want to communicate in English. Many students think that they can use English in communication because they can communicate with their friends, teacher and others. Even worse, some of them underestimate it. In fact, pronunciation is extremely important. Many cases of misunderstanding are caused by the mispronouncing of words. Let take an example: if someone pronounces the words “sea” and “she” with relatively no differences in some cases can lead to a misunderstanding. This is an issue that can not be overlooked.

The way they speak immediately conveys something about themselves to the people in social environment. Students with good pronunciation in English are more likely to be understood and pleasant to listen whereas students whose pronunciation is difficult to understand will not be understood. A survey of student consistently shows that our learners feel the need for pronunciation in class.

²⁰ Home Speech Home, *260+ CH Words, Phrases, Sentences, and Reading Passage*, (Online: <http://www.home-speech-home.com/j-words.html>. August 6th 2016.

In addition, good pronunciation will help students to improve their listening skill. As the matter of fact, improving students' pronunciation is one way to improve their listening. Let assume the word "determine" many students pronounce it as /dɪtɜːmaɪn/ but the correct pronunciation is / dɪtɜːmɪn/ . Because of mispronounce the word; they will never hear it even though this word is pronounced on television or radio everyday.

Based on the preview, it has been obvious why pronunciation is important. Good pronunciation can also give a plus value to students who master it. It gives them more self-confidence when they are speaking socially. Moreover, people will be amazed and interested to talk with. Certainly, it is not necessary for students to speak as well as native speakers without any accent but nevertheless their accent must be close to the standard; American or British English. Having ability in pronunciation like a native speaker may be difficult but it is not impossible. The better pronunciation, the easier interlocutor will understand. So, it will take to successful communication.

Pronunciation is the basic thing in the communication. Mispronunciation can change the meaning of the message in the communication.

Panny says why learners make pronunciations it can be caused by various sources some of them are:

- a. A particular sound may not exist in the mother tongue, so that the learners are not used to forming it and therefore lands to substitute the nearest equivalent that she or she knows.

- b. A sound exists in the mother tongue, but not as a separate phoneme that is to say, the learner's closes not know the meaning.
- c. The learners make the actual sounds right but have not learner the stress, patterns of the words, or they are using an intonation from their mother tongue which is inappropriate to the target language.

D. *Problems in Pronunciation*

1. Listen to the words

All of students want to learn English as well as they can. The students want to be able to speak English well, with a pronunciation which can be easily to be understood by the people. Writing English and spoken English are obviously very different things. Language starts with the ear. When a baby starts to talk, he does it by hearing the sounds his mother makes and imitating them, but when they are adult, their ability to imitate perfectly becomes less and have difficulty in mastering the pronunciation (as well as other parts) of foreign language. Some people are more talented than others, they find pronouncing other languages less difficult, but they never find them easy, because of our native language won't let us. Our own language is so strong that they are difficult to break. Listening is one of problem in pronouncing a word. On films, on the radio, on tapes, on gramophone records; most people can get the opportunity of listening to English in some ways, but just hearing is not enough; you must listen to it, the meaning and the important thing are the sound of it. Careful listening is the most important thing; and careful matching of performance with listening will bring you nearer to the ideal of perfect English pronunciation.

The basic sound in pronunciation is one problem in pronouncing a word. The sound of the beginning of each the word likes *pier, beer, tier, deer* and etc which have different sound. When the words are pronounced, people who hear that sometimes are obvious to know what the word.

Letter and sound are useful to have written letters to remind us of corresponding sounds, but this is all they do; they cannot make us pronounce sounds which we do not already know; they simply remind us. In ordinary English spelling is not always easy to know what sounds the letters stand for; for example, in the vowel *city, busy, women, pretty, village*, the letters *i, y, u, e, o* and *a* all stand for the same vowel sound. These must never be mixed up. Letters are written, sounds are spoken.²¹

The problems of pronunciation always faced by people non native speaker, especially in the sound of the words, how to pronounce it well and culture where the people live.

2. Cultural Background

There are some opinions about culture and its relation with language, they are:

- a. According to Canadian Commission for UNESCO which was taken by Nursyam said that culture is a dynamic value of learning system which are consist of some elements likes assumption, agreement, truth, and rules that

²¹J.D.O'Connor, *Better English Pronunciation*, (New Edition; Cambridge: Cambridge University, 1980), p.1-3.

can allow all of the members to make communication with another and build their potential creativity.

- b. According to Koentjaraningrat which was taken by Abdul Chaer and Leonie in their book of Sociolinguistic said that language is part of culture.

The power of language to reflect culture and influence thinking was first proposed by an American linguist and anthropologist, Edwar Sapir and his students Benyamin Whorf. In their hypothesis stated that the way we think and view the world is determined by our culture.²² Cultural differences have also been noted in the ways in which language is used pragmatically. Culture is never being separated with language, because of in fact; culture has been developing with exchange or takes the language from one culture with another culture. Human as individual and social have more ability in communication by using language. The ability, because of the developing of culture. The culture is unimmediately will change humans' mind in communication.²³ Language as communication system is a part or subsystem from the culture's system.²⁴

The researcher can say that, language is a part with a culture. We can know people's culture from their language but, when we talk about alteration of language toward alteration of culture, we can change the people's culture, but not all, only in a part. The alteration of the language can give influence to the people's culture; because of the people's culture will not be happened with a language.

²²Anderson, *language and culture*, Accessed on (Online: <http://education.com>), Desember 16th 2015.

²³Anonim. Accessed on (<http://arisregacs.blogspot.com/2012/07/pengaruh-budaya-terhadap-bahasa.html>)December 16th 2015.

²⁴Masruddin, *Sociolinguistic*, (STAIN Palopo: Palopo, 2013), p. 48. Unpublished.

When we talk about language, how to say the language especially English we can not apart from culture. However the people dialect, when they speak English they are difficult to apart from their mother tongue even aborigines of an area where their dialect is strong, that make them are difficult to speak English well, but when they want to practice their mother tongue, they can pronounce the other language well, specially English. Practice is seen as part of the method. Practice demands the learners' willingness to involve their selves' activity in communication.

On the other hand, if you live in area where there is no traditional use of English and no body of people who speaks it for general communication purposes, then you must take as your model some forms of native English Pronunciation. Different accent of English is also difficult to be understood.

3. Transfer and interference

First Language (L1) has a significant effect on the second language (L2) acquisition. This kind of phenomenon in the study of second language acquisition is called the interference of first language into second language (negative Interlingua transfer).²⁵ Interference or negative transfer is the terms used for the negative ,influence of the learner's mother tongue when he or she is speaking or writing English. Mispronunciation and grammatical errors were the most common types of interference between the mother tongue and the target language and

²⁵Achmad Fanani, "*The Interference Of Indonesian Grammar Into The Acquisition Of English Grammar (An Analysis Of The 2nd Semester Students' Written Task At The English Department, Unipdu Jombang*", *Abstract: University of Pesantren Tinggi Darul Ulum Jombang*. Accessed on (<http://www.journal.unipdu.ac.id/index.php/diglosia/article/view/91>) January 6th 2016.

affected the meaning of the message expressed orally by the students.²⁶

Interference is the deviation of target language as a result of their familiarity with more than one language. Dulay et.al differentiates interference into two parts, the psychological and sociolinguistic. The psychological refers to the influence of old habits when new ones are being learned, whereas sociolinguistic refers to interactions of language when two language communities are in contact. Therefore students will find it difficult in mastering the second language due to the interference, which is influenced by old habit, familiar with mother tongue and interaction of two languages in the communities.²⁷

The term of interference was used in the first time by Weinreich to say there are alteration of language system relative to there is a language interaction with another element that is done by bilingual speaker. Interference is concerned of bias of a certain language in using of a language by put into another language system that is considered as mistake.²⁸ There is one implication for second language instruction is we can use intensive technique such as repetition or drills,

²⁶Claudia Marcela Rubio Manrique, *Mother Tongue Interference Foreign Language: A case study about A2 oral Production in a Colombian Public University*,(PDF), p. 110. Accessed on January, 2016.

²⁷Anonim, Accessed on
Online:<http://marlindwinastiti.wordpress.com/2013/04/02/language-interference/>), Desember 29th 2015.

²⁸ Masruddin, *Sociolinguistic*, (STAIN Palopo: Palopo, 2013), p. 87 -89. Unpublished.

in order to overcome the interference and establish the necessary new habits (such technique forming the basis of called ‘audio-lingual’ or audio-visual’ courses).²⁹

Based on some explanations above, the researcher concludes that, interferences Language influences in learning target language. It influenced toward the people language when they speak, old habit, familiar with mother tongue where the use of mother tongue helpful the student to enrich their knowledge, and interaction of two languages in the communities and also the influence culture of language community which has been adhering into the language.

E. *Definition of singing*

Singing is the act of producing musical sounds with the voice, and augments regular speech by the use of sustained tonality, rhythm, and a variety of vocal techniques. A person who sings is called a singer or vocalist. Singers perform music (arias, recitatives, songs, etc.) that can be sung with or without accompaniment by musical instruments. Singing is often done in an ensemble of musicians, such as a choir of singers or a band of instrumentalists. Singers may perform as soloists, or accompanied by anything from a single instrument (as in art song or some jazz styles) up to a symphony orchestra or big band. Different singing styles include art music such as opera and Chinese opera, religious music styles such as gospel, traditional music styles, world music, jazz, blues and popular music styles such as pop and rock.

²⁹ William T. Littlewood, *Foreign and Second Language Learnin*, (Cambridge University Press: Cambridge,1984), p.18.

Singing can be formal or informal, arranged or improvised. It may be done as a form of religious devotion, as a hobby, as a source of pleasure, comfort, or ritual, as part of music education, or as a profession. Excellence in singing requires time, dedication, instruction, and regular practice. If practice is done on a regular basis then the sounds can become more clear and strong. Professional singers usually build their careers around one specific musical genre, such as classical or rock, although there are singers with crossover success (singing in more than one genre). They typically take voice training provided by voice teachers or vocal coaches throughout their careers.³⁰

F. *Theory of Singing*

The singing (song) is an activity that is fun. 'Fun' is the key word in each of the activities for children. Therefore, parents and educators in learning activities, training or habituation should be in a pleasant atmosphere.³¹ Thus, the child does not feel burdened, not pushy, and does not make them grieve. Activities performed spontaneously without coercion according to the child's impulse, and bring excitement to be continuously created varied. Function singing at an early age is quite a lot, among others, is to stimulate the language development of children, child's social relationships, emotional intelligence of children, intelligence reasoning or the child's mind, as well as developing physical skills,

³⁰ Wikipedia, *Devenition of singing*, Accessed on (Online:<https://en.wikipedia.org/wiki/Singing>), August 26th 2016.

³¹Nadiyahatul wasi'ah, *Mengembangkan Aktifitas Anak Melalui Bernyanyi*, Accessed on (Online: http://quranlearningcentre.com/mutiara_kebajikan/read/78/mengembangkan-kecerdasan-anak-melalui-aktifitas-bernyanyi), August 26th 2016.

etc. With such a function, it is important for the child's education, and then all the pre-school education experts strongly recommend that approach to learning, training and habituation carried out by singing and fun.

Approach to early childhood education most appropriate to the characteristics of psychological, moral pedagogies and stage of development they are approach which emphasizes aspects of singing. Singing is one of the characteristics of early childhood education is the most appropriate. With singing, various children's basic abilities developed. Some terms of the benefits of this approach include, first, the intelligence aspects of the brain; intelligence is developing through the lyrics of songs used as supporting teaching specifically for the content of the song of sulking on the subject matter that is done with a cheerful, free and unencumbered. Children are introducing to the names of objects and functions through singing activities.

G. *The Components of Singing*

To be able to sing well, should have to learn the basics of singing technique that includes postures, breathing, voice formation, articulation and resonance.³²

1. Attitude Agency

Actually, the body is a musical instrument for a singer, so the singer must always keep and care for this instrument, which is his body to stay healthy and strong. Good posture for singing is as follows:

- a) Sit on a chair or stool to the side front with body weight resting on the bottom of the hipbone.
- b) Drag and stretch pelvis so upright and somewhat toned abdominal muscles so that no slack.
- c) Chest rather puffed up so that the ribs raised, and chest cavity will increase.
- d) Drag and bone stretch nape of the neck so that the upright and head position is also aligned with the view straight ahead.

2. Breathing

In cooperation contained breathing muscles of the body, the chest muscles, the abdominal muscles, and midriff or diaphragm.

³²Nurul El Khalieqy, *Metode bernyanyi*, Accessed on (Online:<http://nurulelkhaliqy.blogspot.co.id/2012/03/metode-bernyanyi.html>), August 26th 2016.

- a. *Respiratory chest:* Chest breathing is done by filling the breathing air into the lungs top. Consequently, in this breathing shoulders and chest looked and lifted upwards. Breathing is not good for a singer, because the lungs are not completely filled by air. In terms of appearance, as do the breathing will be impressed not good for the chest and shoulders are always lifted when taking a breath.
- b. *Breathing stomach:* Abdominal breathing is breathing that occurs due to the movement of the stomach.
- c. *nh bulging.* Abdominal cavity becomes large, so that the outside air can enter. Breathing is also not good for a singer, because strong abdominal muscles will not long withstand the air that has been inhaled. As a result, the singer will feel tired.
- d. *Respiratory diaphragm:* Respiratory diaphragmatic breathing is the most ideal for a singer. Diaphragm stronger holds your breath. Midriff (diaphragm) is limiting the chest cavity and abdomen, at rest curving upward, partially into the chest.

3. Establishment of Sound

One way to get unanimity is as follows:

- a. Say A by opening the mouth and lower mandible. The back of the mouth will be open, and the front of the mouth will open anyway.

- b. Say O, the lower mandible. The front of the mouth is open, but power upper and lower lips round shape.
- c. With the shape of the mouth for speech O's, say A. Thus, the back of the mouth is open so that it can issue a vowel a full and rounded.

4. Articulation

Articulation sounds is to pronounce the words as he voiced. In addition, increasing the clear articulation means to improve the pronunciation of the words to be easy to understand. Same sense is also explained in the Great Dictionary of Indonesian, stated that the articulation is the sounds of language that occurs due to the movement of said tool.

5. Resonance

Resonance is a vibration joins other objects due to vibrate main object. When associated with the human voice, the sound produced by the vocal cords will be amplified by the existing air in the cavity and the walls of the resonance itself in the form of vibrations on bone cavity resonance. Which includes voice is resonant cavity of the throat, oral cavity, nasal cavity, and the cavity of the chest.

H. *Correlation between singing and pronunciation*

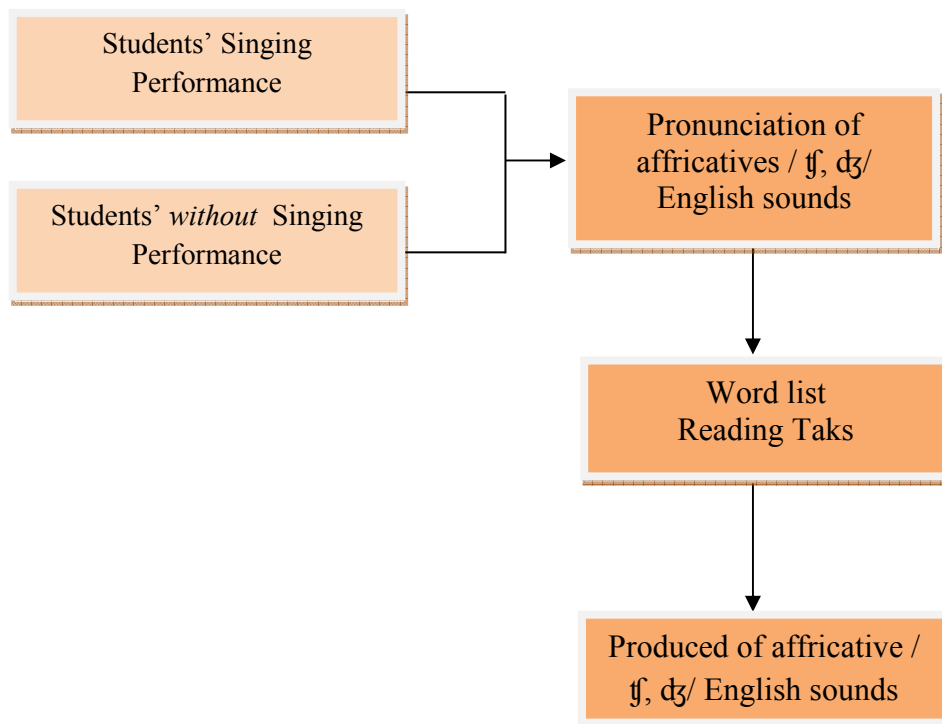
Learning English can be done through various media, one of which is through music or songs, of course songs in English. Almost the same as learning English through movies / movie, Music Club aims to improve English language skills its members in conjunction with listening skills (listening), speaking (speaking), the accuracy of the pronunciation of the English language (pronunciation), and vocabulary (vocabulary). Activities that can be done in these clubs, for example listening to songs in English, filling blank lyric, discuss the message or theme in the song, wrote the lyrics, translated the lyrics of a song, or even practicing directly with singing and playing musical instruments and then present them in English Performance Show (EPS). Theme or type of song / music discussed were different each period / month.³³ articulation in singing very important role because of the clarity of meaning songs rated from good language articulation of each word in the lyrics are sung. whereas in English pronunciation clear articulation will affect the meaning of the English vocabulary that is clear as well, for example the word "just" to "judge" the writing and soundnya clearly different but many Indonesian speakers are sometimes the same. Based on articulation, emphasis on each word in the song lyrics must also be considered, for example in a word seharusnya song lyrics is not continued within penyebutannya be spliced it can change the meaning of the song itself. whereas in pronunciation emphasis on the determination of English words in pronunciation is the most

³³ Jogja English course, *An Article Belajar bahasa Inggris sambil bermusik*, <http://www.jogjaenglish.net/our-club/music-lover-club/>, Accessed 22nd December 2016.

important part is also the determination of significance in terms of reason in those terms, so when talk to native speakers, but there is not an emphasis on the spoken word in sentence one of the native speaker will be obviously do not understand what the mean.

I. Conceptual Framework

The conceptual framework in this research explain about the way that uses to improve the students pronunciation. The research use reading task as instrument consists of word list reading task. Students' variation in producing English consonant sound analized in finding data analysis the diagram is presented as follow.



J. Hypothesis

There are two hypotheses of this research, they are:

1. (Ho) = there are indicates no significant relationship and effect between singing performance and students' pronunciation English words.
2. (H1) = There are indicates significant relationship and effect between singing performance and students' pronunciation words.

CHAPTER III

RESEARCH METHOD

A. Method and Design of the Research

In this research, the researcher used analysis Descriptive quantitative method. It used to describe the effect of singing performance on students' pronunciation of English word of English Department IAIN Palopo. This study used a direct observation method by recording the sound of certain English pronunciation by student of English Department IAIN Palopo.

B. Population and Sample

1. Population

The population of this research is the first year of students English Department IAIN Palopo. It includes of four class, the number of population were 114 students. In this research the researcher focused on class C of the first year, and based on questionnaire test the researcher took 20 students from 39 students in class C.

2. Sample

In this research, the researcher applied purposive sampling technique , the purposive sampling is sampling intentionally accordance with the requirements of samples required.¹ the number of sample were 20 students purposive sampling

¹ M Nashihun Ulwan, *Teknik Pengambilan Sample Purposive Sampling*, 2014, <http://www.portal-statistik.com/2014/02/teknik-pengambilan-sampel-metode.html?m1>, Accessed on 22nd December 2016.

was collection sample purposive emphasize at consider certain characteristic from the subject of the research. Why the researcher choose this sample because there were students low in pronunciation and difficulties to express their sounds of pronunciation especially of affricatives /tʃ/ and /dʒ/ sounds . And this class had good appreciated and support to this research.

C. *Research Instrument*

The instrument used Word list reading task the task that contains of English affricatives /tʃ/ and /dʒ/ sounds. Students are asked to read a list of words fricative English /tʃ/ and /dʒ/ sounds, then researchers recorded the results of the English language speaking voice.

D. *Collecting Data Procedure*

In collecting data, the researcher record the respondents production by using recorder through three steps, they were :

1. The researcher gave a questionnaire about singing performance and students' pronunciation.
2. The researcher gave the students word list reading task, sentence reading task, and passage reading task which consisted of sound.
3. The researcher gave the students time to read the task.
4. The researcher recorded the students when they were reading the task specially in pronouncing the whole affricatives /tʃ, dʒ/ by using recorder.

E. *The Analysis Technique*

Scoring the students' point by using the following formula:

$$\text{Score} = \frac{\text{The number of students' point}}{\text{Total point}} \times 100$$

1. Classifying the students' score into some classification below:

9 – 10 is classified as very good

7 – 8 is classified as good

6 – 5 is classified as average

3 – 4 is classified as Fair

1 - 0 is classified as Poor²

2. Determining the mean score, percentage, standard deviation, test of significance was used SPSS program version 20.

²L.R Gay, *Educational Research*, (USA, 1981), p.225

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

In this findings, is shows about the table of target sounds affricative Plato /tʃ/ and Alveolar /dʒ/. As mentioned in the priviouse chapter , there was words list reading tacks employed to get the production of affricativees Plato /tʃ/ and Alveolar /dʒ/ sounds in English. Tables are the research hased on the reading task. And this research has conduct from questionnaire and read words liast reading task.

In this result there were students' read the task by correct and incorrect answer from the students' performance and students' without singing performance, there were the students' singing performance correct speel the sounds and there were the students' whithout singing performance correct spell the sounds too, because the students' without singing performance had a good Englis Pronunciation.

And why there were students singing performance incorrect spell sounds because the students had a bad English pronunciation and lazy to improve their pronunciation with singing because singing for many songs actually with listen, read the lyric text everytime improve vocabulary and memorized, and if wont to improve the vocabulary and memorized many vocabulary and exercise their pronunciation with singing everyday with their like song made knew pronounced the words , and repeadly singing the favorite song made improve their pronunciation step by step to good pronunciation.

2. Frequency of spelling students English Pronunciation words

Table 4.3
Spelling students frequency of *correct* /tʃ/ sound of
The Students' Singing Performance in English Words

No.	The target sound of word	Frequency correct	Percentage
1	Check /tʃek/	8	80
2	Challenge /'tʃælɪndʒ/	6	60
3	Charge /tʃɑ:dʒ/	6	60
4	Future /'fju:tʃə(r)/	8	80
5	Structure /'strʌktʃə(r)/	8	80

The table 4.5, the frequency of *correct* by the students' singing performance in word of 'Ch' /tʃ/ sound, shows there were 8 students (80%) read the word "Check" /tʃek/. There were 6 students (60%) read the "Challenge" /'tʃælɪndʒ/. There were 6 students (60%) read the word "Charge" /tʃɑ:ɔ:ʒ/. There were 8 students (60%) read the word "Future" /'fju:tʃə(r)/. There were 8 students (60%) read the word "Structure" /'strʌktʃə(r)/.

Table 4.4
Spelling students frequency of *correct* /dʒ/ sound of
The Students' Singing Performance in English Words

No.	The target sound of word	Frequency correct	Percentage
1	Just /dʒʌst/	6	60
2	Collage /kɒlɑ:dʒ/	5	50
3	Judge /dʒʌdʒ/	4	40
4	Jealous /'dʒeləs/	5	50
5	General /'dʒenrəl/	8	80

Table 4.6, the frequency of *correct* by the students' singing performance in word of 'Dj' /dʒ/ sound, shows there were 6 students (60%) read the word "Just" /dʒʌst/. There were 5 students (50%) read the word "Collage" /kɒlɑ:dʒ/. There were 4 students (40%) read the word "Judge" /dʒʌdʒ/. There were 5 students (50%) read the word "Jealous" /'dʒeləs/. There were 8 students (80%) read the word "General" /'dʒenrəl/.

The conclusion of the table 4.5 and 4.6 most of the students' that singing performance frequency of *correct* spell in pronounce 'Ch' /tʃ/ sound are "check, future and structure". And frequency of *correct* in pronounce 'Dj' /dʒ/ sound is "General".

Table 4.5
Spelling students frequency of *incorrect* /tʃ/ sounds by
The Students' Singing Performance in English Words

No.	The target sound of word	Frequency of incorrect	Percentage
1	Chek / tʃek/	2	20
2	Challenge /' tʃælɪndʒ/	4	40
3	Charge / tʃɑ: dʒ/	4	40
4	Future /' fju: tʃə(r)/	2	20
5	Structure /' strʌk tʃə(r)/	2	20

The table 4.7, the frequency of by the *incorrect* students singing performance in word of 'Ch' /tʃ/ sound, shows there were 2 students (20%) read the word conservely, pronouncing "Check" / tʃek/, the students pronounce it as /cek/ and /cheikh/. There were 4 students (40%) read the word conservely, pronouncing "Challenge" /' tʃælɪndʒ/, the students pronounce it as /chalench/ and /chelench/. There were 4 students (40%) read the word conservely, pronouncing "Charge" / tʃɑ: dʒ/, the students pronounce it as /charks/, /chark/ and /charch/. There were 2 students (40%) read the word conservely, pronouncing "Future" /' fju: tʃə(r)/, the students pronounce it as /fiecher/. There were 2 students (20%) read the word conservely, pronouncing "Structure" /' strʌk tʃə(r)/, the students pronounce it as /struktur/ and /stra' cher/.

Table 4.6
Spelling students frequency of *incorrect* /dʒ/ sounds by
The Students' Singing Performance in English Words

No.	The target sound of word	Frequency of incorrect	Percentage
1	Just /dʒʌst/	4	40
2	Collage /kɒlɑ:dʒ/	5	50
3	Judge /dʒʌdʒ/	6	60
4	Jealous /'dʒeləs/	5	50
5	General /'dʒenrəl/	2	20

The table 4.8, the frequency *incorrect* by the students like singing in word of 'Dj' /dʒ/ sound, shows there were 4 students (40%) read the word conservely, pronouncing "Just" /dʒʌst/, the students pronounce it as /djas/ and /jast/. There were 5 students (50%) read the word conservely, pronouncing "Collage" /kɒlɑ:dʒ/, the students pronounce it as /kolech/ and /kollech/. There were 6 students (60%) read the word conservely, pronouncing "Judge" /dʒʌdʒ/, the students pronounce it as /djach and djads/. There were 5 students (50%) read the word conservely, pronouncing "Jealous" /'dʒeləs/ the students pronounce it as /djilos and djelos/. There were 2 students (50%) read the word conservely, pronouncing "General" /'dʒenrəl/ the students pronounce it as /jeneral/.

The congclution of the table 4.7 and 4.8 most of the students that like singing frequency *incorrect* in pronounce 'Ch' /tʃ/ sound are "/Challenge/ and /Charge?". And frequency *incorrect* in pronounce 'Dj' /dʒ/ sound is "/Judge?".

Table 4.7
The Mean Score of Students' Singing Performance of Target sound in word
“Ch” /tʃ/ and “Dj” /dʒ/ Sounds

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
singing	10	20.00	100.00	64.0000	25.03331
Valid N (listwise)	10				

The table 4.9, shows that the highest score of students is 100 and the lowest score is 20. Besides, it also indicates that the mean score of students' singing performance in word “Ch” /tʃ/ and “Dj” /dʒ/ sounds is 64 and the standard deviation is 25.03331.

Table 4.8
Spelling students frequency of correct /tʃ/ sounds by
The Students' Without Singing Performance in English words

No.	The target sound of word	Frequency of correct	Percentage
1	Check /tʃek/	6	60
2	Challenge /ˈtʃælɪndʒ/	2	20
3	Charge /tʃɑːdʒ/	1	10
4	Future /ˈfjuːtʃə(r)/	5	50
5	Structure /ˈstrʌktʃə(r)/	6	60

The table 4.9 the frequency of correct by the students like singing in word of ‘Ch’ /tʃ/ sound, shows there were 6 students (15.0%) read the word “Check” /tʃek/. There were 2 students (5.00%) read the “Challenge” /ˈtʃælɪndʒ/. There were 1 students (2.50%) read the word “Charge” /tʃɑːdʒ/. There were 5 students (12.5%) read

the word “Future” /'fju: fə(r)/. There were 6 students (15.0%) read the word “Structure” /'strʌk fə(r)/.

Table 4.9
Spelling students frequency of *correct* /dʒ/ sounds by
The Students' *Whithout* Singing Performance in English words

No.	The target sound of word	Frequency of correct	Percentage
1	Just /dʒʌst/	4	40
2	Collage /kɒlɑ:dʒ/	4	40
3	Judge /dʒʌdʒ/	3	30
4	Jealous /'dʒeləs/	4	40
5	General /'dʒenrəl/	5	50
Total		20	

The table 4.10 The frequency of *correct* by the students like singing in word of ‘Dj’ /dʒ/ sound, shows there were 4 students (10.0%) read the word “Just” /dʒʌst/. There were 4 students (10.0%) read the word “Collage” /kɒlɑ:dʒ/. There were 3 students (7.50%) read the word “Judge” /dʒʌdʒ/. There were 4 students (10.0%) read the word “Jealous” /'dʒeləs/. There were 5 students (12.5%) read the word “General” /'dʒenrəl/.

The congclution of the table 4.9 and 4.10 most of the students that like singing frequency of *correct* spell in pronounce ‘Ch’ /tʃ/ sound are “chek and stuckture”. And frequency of *correct* in pronounce ‘Dj’ /dʒ/ sound is “General”.

Table 4.10
Spelling students frequency of incorrect /tʃ/ sounds by
The Students' Without Singing Performance in English Words

No.	The target sound of word	Frequency of error	Percentage
1	Chek / tʃek/	4	40
2	Challenge /' tʃælɪndʒ/	8	80
3	Charge / tʃɑ: dʒ/	9	90
4	Future /' fju: tʃə(r)/	5	50
5	Structure /' strʌk tʃə(r)/	4	40
Total		30	

The table 4.11 frequency of error by the students like singing in word of 'Ch' /tʃ/ sound shows there were 4 students (40%) read the word conservely, pronouncing "Check" / tʃek/, the students pronounce it as /cwekh/, /cek/ and /cheikh/. There were 8 students (80%) read the word conservely, pronouncing "Challenge" /'tʃælɪndʒ/, the students pronounce it as /celench/, /chelens/ and /chelench/. There were 9 students (90%) read the word conservely, pronouncing "Charge" / tʃɑ: dʒ/, the students pronounce it as /chark/, /charch/, /charr/, /char/ and /cheirch/. There were 5 students (50%) read the word conservely, pronouncing "Future" /'fju: tʃə(r)/, the students pronounce it as /ficher/, /fiecher/ and /fiuther/. There were 4 students (40%) read the word conservely, pronouncing "Structure" /'strʌk tʃə(r)/, the students pronounce it as /struktur/ and /stra'cher/.

Table 4.11
Spelling students frequency of incorrect /tʃ,dʒ/ sounds by
The Students' Without Singing Performance in English Words

No.	The target sound of word	Frequency of error	Percentage
	Just /dʒʌst/	6	60
	Collage /kɒlɑ:dʒ/	6	60
	Judge /dʒʌdʒ/	7	70
	Jealous /'dʒeləs/	6	60
	General /'dʒenrəl/	5	50
Total		30	

The table 4.12 shows, the frequency of error by the students like singing in word of 'Dj' /dʒ/ sound, shows there were 6 students (60%) read the word conservely, pronouncing "Just" /dʒʌst/, the students pronounce it as /Jas/. There were 6 students (60%) read the word conservely, pronouncing "Collage" /kɒlɑ:dʒ/, the students pronounce it as /kolech and koleikh/. There were 7 students (70%) read the word conservely, pronouncing "Judge" /dʒʌdʒ/, the students pronounce it as /djads, jadj and djad/. There were 6 students (60%) read the word conservely, pronouncing "Jealous" /'dʒeləs/ the students pronounce it as /jeales, jeles, jelez, jilos/. There were 5 students (50%) read the word conservely, pronouncing "General" /'dʒenrəl/ the students pronounce it as /jeneral/.

The congclution of the table 4.11 and 4.12 most of the students that like singing frequency of error in pronounce 'Ch' /tʃ/ sound are "Charge". And frequency of error in pronounce 'Dj' /dʒ/ sound is "Judge".

Table 4.12
The Mean Score of Students' *Without* Singing Performance of Target sound in
word "Ch" /tʃ/ and "Dj" /dʒ/ Sounds

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Without	10	10.00	80.00	39.0000	18.52926
Valid N (listwise)	10				

The table 4.9, shows that the highest score of students is 100 and the lowest score is 20 Besides, it also indicates that the mean score of students' *without* singing performance in word "Ch" /tʃ/ and "Dj" /dʒ/ sounds is 64 and the standard deviation is 25.03331

3. Percentage of target sound affricative /tʃ/ and dʒ/ sounds in word list reading task

Table 4.13

The percentage of target sound affricative /tʃ/ and dʒ/ sounds in word list reading task by Students' Singing Performance in English Words

Students	Target Sounds		Total	Percentage
	'ch' /tʃ/	'dj' /dʒ/		
1	4	3	7	70
2	2	1	3	30
3	4	2	6	60
4	1	1	2	20
5	5	3	8	80
6	3	2	5	50
7	5	5	10	100
8	4	5	9	90
9	4	3	7	70
10	4	3	7	70
Total	36	28	64	100

The table 4.13 shows the target sounds of the students singing performance that the lowest score was 20 it was the score of students number 4 beside, the highest score was 100 it was the score of students number 7.

Table 4.14
The percentage of target affricative /tʃ/ and dʒ/ sounds in word list reading task
by Students' Without Singing Performance in English Words

Students	Target Sounds		Total	Percentage
	'ch' /tʃ/	'dj' /dʒ/		
1	2	3	5	50
2	2	1	3	30
3	2	2	4	40
4	4	4	8	80
5	2	2	4	40
6	1	2	3	30
7	3	2	5	50
8	1	2	3	30
9	-	1	1	10
10	2	1	3	30

The table 4.15 shows the target sounds of the students *without* singing performance that the lowest score was 10 it was the score of students number 9 beside, the highest score was 80 it was the score of students number 4.

Table 4.15
The paired samples statistics of The Students' Singing Performance and
Without Singing Performance in Words /tʃ and dʒ/ Sounds

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Without	39.0000	10	18.52926	5.85947
	Singing	64.0000	10	25.03331	7.91623

Based on the table 4.17 shows the mean score of the students singing performance was 64 and the mean score of without singing performance was 39 Standard deviation students singing performance was 7.91623 and the standard deviation of students without singing performance was 5.85947. It means Singing Performance there were significant effect the students' pronunciation.

Table 4.16
The Significant and Correlation of The Students' Singing Performance

		N	Correlation	Sig.
Pair 1	Without & Singing	10	-.326	.358

Table 4.12 shows the significant score were .358 and the correlations were -.326 it means there were significant correlation between singing performance and without singing performance.

Table 4.17
Paired Sample Test of Singing performance and without singing performance

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Without Singing	25.00000	35.66822	11.27928	50.51551	.51551	2.216	9	.000

The hypothesis was tested by using SPSS 20. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in singing performance and without singing performance.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N – 1, where df = 19, than the t-test is presented in the following table.

Table 4.18
The Probability Value of T-Test of The Students' Achievement

Variable	P-Value	(α)
X2 – X1	0.00	0.05

4. Hypothesis Testing

From the analysis, the researcher concludes that there was a significant effect between singing performance and without singing performance on students' pronunciation in english words especially in words of "Ch" /tʃ/ and "Dj" /dʒ/ sounds. In other words in singing performance on pronunciation has a significant effect for students' pronunciation.

The result of statistical analysis for level of significance 0, 05 with degree of freedom (df)= N-1, where (N) = 20, df = 19. The probability value was smaller than α (0.00<0.05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that singing performance has a significant effect for students' pronunciation.

B. Discussions

Based on the research the researcher concluded there were many ways for effect students' pronunciation, and the one way was singing. Based on the definition of singing is sounds out of the mouth together with rhythm, intonation and artikulation and had support to learn students' pronunciation because there were many tehniqe the first was momorize the lyric of song. In the memorize of the lyric of song can hepl the students to know and memorize the new word from the lyric song. The second,

was listening to the music, the one of step to increase students' pronunciation is listen to native speaker and in the music of English song there were many native speaker had sing example from American native speaker is Meghan Trainor, Demi Lovato, Adele and etc. The third, there was a rhythm and intonation in singing about the rhythm is the important step for singing because without the rhythm all of music was lifeless. The rhythms, beats and harmony of singing effect human philosophy, especially the brain waves and heart rate-in addition to evoke feeling and memories.¹ And in pronunciation has stress-timed rhythm implies that stressed syllable will tend to occur at relatively regular intervals whether they are by unstressed syllables or not.

Based on research findings on table 4.1 and 4.2 target sound in word list reading task, shows there were 8 students' singing performance read the words frequency of *correct* word in "Ch" /tʃ/ sound were /*check*/, /*future*/ and /*structure*/. There were 2 students' singing performance read the words frequency of *incorrect* in "Ch" /tʃ/ sound words were /*check*/, /*future*/ and /*structure*/. The students pronouncing words were "/*cek*/ and /*cheik*", "/*fiecher*" and /*stra'che/r* and /*struktur*/. There were 6 students' singing performance read the word frequency of *correct* word in "Ch" /tʃ/ sound were (*challenge* and *charge*). There were 4 students' singing performance read the word frequency of *incorrect* word in "Ch" /tʃ/ sound

¹Bobbi Deporter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching Orcestrating Student Success*, Bandung: Kaifa 2004, p.73.

were /*challenge*/ and /*charge*/. The students pronouncing word were /*Chalench*/ and /*chelench*/ and /*charks*/, /*charch*/ and /*chark*/.

Based on research findings on table 4.3 and 4.4 target sound in word list reading task, shows there were 6 students' *without* singing performance read the words frequency of *correct* word in "Ch" /tʃ/ sound were (*check* and *structure*). There were 4 students' *without* singing performance read the word frequency of *incorrect* word in Ch" /tʃ/ sound were (*challenge* and *charge*). The students pronouncing word were "*Chalench* and *chelench*" and "*charks*, *charch* and *chark*". There were 5 students' *without* singing performance read the words frequency of *correct* word in "Ch" /tʃ/ sound words were (*future* and *structure*). There were 5 students' *without* singing performance read the word frequency of *incorrect* word in "Ch" /tʃ/ sound were (*future* and *structure*). The students pronouncing words were "*Ficher*, *Fiecher* and *Fiuther*". and "*Stra'cher*, *Strakcer* and *Struktur*". There were 8 students' *without* singing performance read the words frequency of *incorret* word in "Ch" /tʃ/ sound was (*challenge*) The students pronouncing words were "*Chelench*, *Celench* and *Chelens*". There were 2 students' *without* singing performance read the words frequency of *correct* word in "Ch" /tʃ/ sound were (*challenge*). There was 1 students' *without* singing performance read the word frequency of *correct* word in "Ch" /tʃ/ sound was (*charge*). The were 9 students' *without* singing performane read the words frequency of *incorrect* word in "Ch" /tʃ/ sound was (*charge*). The students pronouncing words were "*Charch*, *chark*, *char*, *charr* and *cheik*".

Based on Table of target sounds shows the significant effect the students' singing performance and students' without singing performance, in this research the students' singing performance has a significant pronunciation word in "Ch" /tʃ/ sound.

Based on research findings on table 4.1 and 4.2 target sound in word list reading task, shows there were 8 students' singing performance read the words frequency of *correct* word in "Dj" /dʒ/ sound was (*general*). There were 2 students' singing performance read the words frequency of *incorrect* in "Dj" /dʒ/ sound words was (*general*). The students pronouncing words was "*jeneral*". There were 6 students' singing performance read the word frequency of *correct* word in "Dj" /dʒ/ sound was (*just*). There were 4 students' singing performance read the word frequency of *incorrect* word in "Dj" /dʒ/ sound was (*just*). The students pronouncing word was "*Djas and jas*". There were 5 students' singing performance read the word frequency of *correct* word in "Dj" /dʒ/ sound were (*collage and jealous*). There were 5 students' singing performance read the word frequency of *incorrect* word in "Dj" /dʒ/ sound was (*collage and jealous*). The students pronouncing word was "*kollech and kolech*" and "*djilos and djelos*". There were 4 students' singing performance read the word frequency of *correct* word in "Dj" /dʒ/ sound was (*judge*). There were 6 students' singing performance read the word frequency of *incorrect* word in "Dj" /dʒ/ sound was (*judge*). The students pronouncing word was "*djads and djach*".

Based on research findings on table 4.3 and 4.4 target sound in word list reading task, shows there were 5 students' *without* singing performance read the

words frequency of *correct* word in “Dj” /dʒ/ sound was (*general*). There were 5 students’ *without* singing performance read the word frequency of *incorrect* word in “Dj” /dʒ/ sound were (*general*). The students pronouncing word were “*jeneral*”. There were 4 students’ *without* singing performance read the words frequency of *correct* word in “Dj” /dʒ/ sound words were (*just, collage and jealous*). There were 6 students’ *without* singing performance read the word frequency of *incorrect* word in “Dj” /dʒ/ sound were (*just, collage and jealous*). The students pronouncing words were “*djas and jas*”, “*koleikh, koleich, kollech, kolech and kolej*” and “*jeales, jeles and jelez*”. There were 3 students’ *without* singing performance read the words frequency of *incorret* word in “Dj” /dʒ/ sound were (*judge*). There were 7 students’ *without* singing performance read the words frequency of *incorrect* word in “Dj” /dʒ/ sound were (*judge*). The students pronouncing words were “*jadj, jads, djads and djads*”.

Based on Table target sounds, shows the significant effect the students’ singing performance and students’ *without* singing performance, in this research the students’ singing performance has a significant pronunciation word in “Dj” /dʒ/ sound.

CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusion*

Based on the research the researcher concluded there were significant correlation and significant effect for singing performance under the word list reading tasks. There were many problems on students' pronunciation when the students' speak English, in this research the researcher just serve from singing performance does effect for students pronunciation? And why the researcher chose this way to improve students pronunciation ? because in step to improve singing, same with step to improve pronunciation and when used singing for learn English, the students was not bored and learning becomes easier and more enjoyable and fun learning process more effective than the usual learning and attract interest in students learning so that the students can focus on learning and help students to understand English pronunciation properly. ¹

Based on the result of data analyze and discussion of the result in the previous chapter, the researcher make conclusion the average of the students score in word list reading task the correlation between the students' singing performance and the students' *without* singing performance are -.326 and the significant between the students' singing performance and the students' *without* singing performance are 358. It means there are effect between singing performance and students'

¹ Win comp magic, *Belajar Bahasa Inggris Sambil Bernyanyi*, Accessed on <http://www.wincompmagig.com/edukasi/belajar-bahasa-inggris-sambil-bernyanyi>, 22nd 2016.

pronouncing English word in “Ch and Dj” sounds. Let see table 4.1 between 4.2 in table 4.1 is a table the students’ singing performance and in table 4.2 is a table the students’ without singing performance. The highest in table 4.1 because there are many students read the words in correct pronunciation than table 4.2. But not all of students in table 4.1 read the correct word. And the word most often incorrectly pronounced both between table 4.1 and 4.2 is word “*judge*” /dʒʌdʒ/ in “Dj” /dʒ/ sound.

In addition, most of the students were mispronouncing, when they pronounce several in word list reading task.

B. Suggestion

Based on the conclusion above, the researcher would like to put forward some suggestion as follow :

1. An English teacher give more attention to the pronunciation especially of affricative “/tʃ/ and /dʒ/” in word list, sentence or passages it is needed to avoid mispronunciation by the students. For example in this research of singing performance we should used read the text of the lyric song consisting of words, sentence and passage.
2. In order to improve students’ pronunciation, the students should always practice their pronunciation by trying to imitate English speakers’ pronunciation.

3. And last in this research the researcher want the students always listening to the music, read the lyric and singing follow the speaker sound music, because therefore unconsciously you have learn some of English skill, especially about pronunciation and vocabulary of English and fluency in speaking English.
4. There were many ways that can be applied in the teaching of English pronunciation, one of them was singing English song. And why should singing because. In singing there were many vocabulary which is sung over and over again and we can listen to the native speaker to listen the song. In English pronunciation of learning techniques repeating to speaking and listening can help improve students' pronunciation.

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