

THE EFFECT OF TEACHING ENGLISH PRONUNCIATION  
THROUGH SONGS OF PRATHOMSUKSA 4 STUDENTS  
AT WATRATCHAPHATIGARAM SCHOOL



Presented in Partial Fulfillment of the Requirements for the  
Master of Arts Degree in Teaching English as a Foreign Language  
at Srinakharinwirot University

October, 2012

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The purpose of this study was to explore the effect of teaching English pronunciation through songs with Prathomsuksa 4 students at Watratchaphatigaram School, Bangkok. The purposive sampling group consisted of 22 Prathomsuksa 4 students. The instruments used for collecting data were ten lesson plans and a pronunciation test that focused on the final sounds of /k/, /g/, /l/, /r/, /s/, /z/, /t/, /d/. The data were statistically analyzed by mean, standard deviation, and t – test dependent. The findings revealed that the English pronunciation ability of the participants were at different levels. There were 2 students (9.09%) who pronounced the final sounds with good, smooth pronunciation, while 16 students (72.72%) performed at a satisfactory level, and only 4 students (18.18%) needed to improve their pronunciation. The study showed that the participants were able to pronounce the final sounds more accurately after learning English through songs. These results were significant at a level of 0.01.

Keywords: pronunciation, song

ประสิทธิผลของการใช้เพลงที่มีต่อการพัฒนาความสามารถด้านการออกเสียง  
ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนวัดราชผาติการาม



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต

สาขาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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การศึกษานี้มีจุดมุ่งหมายเพื่อศึกษาผลของการใช้เพลงที่มีต่อการออกเสียงภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนวัดราชผาติการาม จังหวัดกรุงเทพมหานคร เป็นงานวิจัยที่ศึกษาการออกเสียงพยัญชนะท้ายคำในภาษาอังกฤษ ประกอบด้วยเสียง /k/, /g/, /l/, /r/, /s/, /z/, /t/, /d/ กลุ่มตัวอย่างที่ใช้ในการทดลองเป็นนักเรียนที่เลือกแบบเฉพาะเจาะจง จำนวน 22 คน เครื่องมือที่ใช้ในการทดลองและเก็บรวบรวมข้อมูลคือ แผนการจัดการ เรียนรู้ จำนวน 10 แผน แบบทดสอบวัดความสามารถด้านการออกเสียงภาษาอังกฤษ เน้นการออกเสียงพยัญชนะท้ายคำ จำนวน 40 ข้อ สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานและค่า t-test dependent จากการวิเคราะห์ข้อมูลทางสถิติ พบว่า หลังจากที่นักเรียนได้เรียนภาษาอังกฤษด้วยเพลง การออกเสียงภาษาอังกฤษ พยัญชนะท้ายคำ ของนักเรียนอยู่ในระดับ ดี จำนวน 2 คน คิดเป็นร้อยละ 9.09 ระดับพอใจ จำนวน 16 คน คิดเป็นร้อยละ 72.72 และมีนักเรียน 4 คน ที่ต้องได้รับการพัฒนาการออกเสียงภาษาอังกฤษ คิดเป็นร้อยละ 18.18 เท่านั้น

ผลจากการศึกษาพบว่า หลังจากทดลองสอนด้วยเพลง นักเรียนมีคะแนนความสามารถด้านการออกเสียงพยัญชนะท้ายคำสูงเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01

The Master's Project Advisor, Chair of Teaching English as a Foreign Language Program, and Oral Defense Committee have approved this Master's Project *The Effect of Teaching English Pronunciation through Songs of Prathomsuksa 4 Students at Watratchaphatigaram School* by Kanlayanee Pimwan as partial fulfillment of the requirements for the Master of Arts degree in Teaching English as a Foreign Language of Srinakharinwirot University.

Master's Project Advisor

.....

(Assist. Prof. Dr. Prapaipan Aimchoo)

Chair of the Master of Arts Degree in Teaching English as a Foreign Language

.....

(Dr. Anchlee Jansem)

Oral Defense Committee

..... Chair

(Assist. Prof. Dr. Prapaipan Aimchoo)

..... Committee

(Dr. Anchlee Jansem)

..... Committee

(Assist. Prof. Nattha Kaewcha)

The Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts degree in Teaching English as a Foreign Language of Srinakharinwirot University.

..... Dean of Faculty of Humanities

( Dr. Wanee Aujsatid )

October....., 2012

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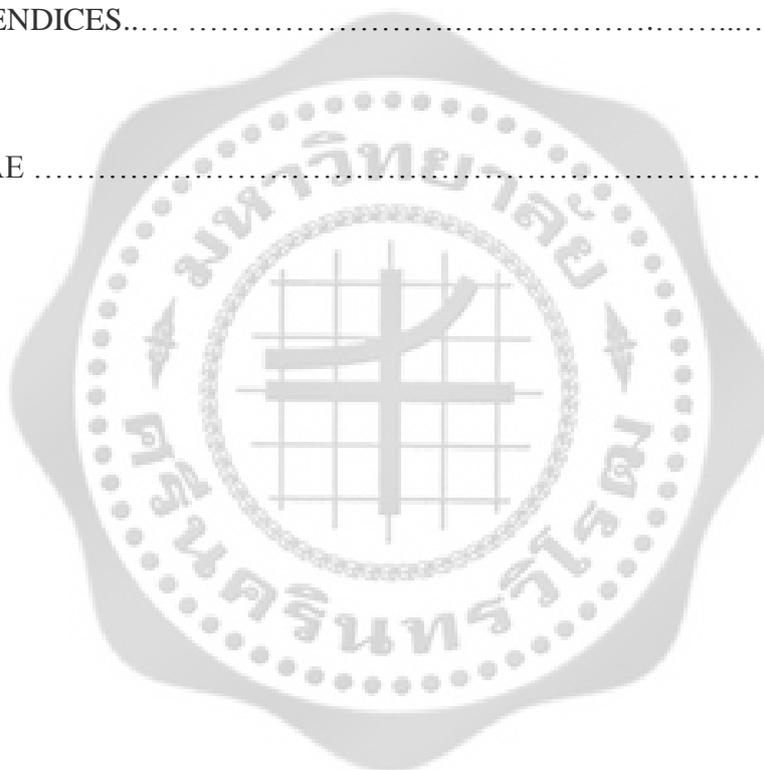
Kanlayanee Pimwan

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# CHAPTER I

## INTRODUCTION

### Background of Study

English has become an essential part of our daily life in contemporary society. English is an important language, as people all around the world use it as a tool for communication. The Basic Core Curriculum issued in 2008 prescribes standards for teaching and learning English. Schools have to implement the English curriculum which focuses on four skills: listening, speaking, reading, and writing, as well as improving and enhancing their English pronunciation (Ministry of Education, 2008).

In Thailand, English language has played a significant role since King Rama VI issued the Compulsory Education Act of 1921 and English became a mandatory subject for students beyond Grade 4 in the national curriculum (Durongphan, et al., 1982). Moreover, a recent national curriculum issued by the Ministry of Education stated that English should be taught throughout the twelve years of the basic education system. The Basic Core Curriculum issued in 2008 prescribes standards for teaching and learning English pronunciation that young learners have ability to “pronounce and spell words; accurately read aloud group of words, sentences, simple texts and chants by observing the principle of reading ” (Ministry of Education,2008).

Pronunciation is the way in which we pronounce a word, especially in a way that is accepted or generally understood. In English, there are many sounds and words which do not exist in Thai language. As a result, it is difficult for Thai students to pronounce words that consist of consonant sounds such as /s/, /z/,/t/,/k/,/g/ etc. Most Thai students incorrectly pronounce or mispronounce the final sound in English pronunciation.

Although some sounds used in English pronunciation also appear in the Thai language, but the position of the sounds that are made are different. In the English language, the final sound is pronounced, which is unlike the Thai language. Consequently, Thai students always have problem pronouncing the final sound clearly when they speak English. Wei (2002) conducted research to investigate the problem of pronunciation and found that students may be too shy to successfully speak English with native speakers. Moreover, the final consonants are always unclear and unvoiced. There are many problems when students pronounce the sound of consonants that are related by points of articulation, manners of articulation, and aspirated or non-aspirated voicing. Nathong (1977) emphasizes that pronunciation problems are caused by phonemic and distributional problems. Doff (1993) stated that the problem with teaching English as a Foreign Language in English is the difficulty experienced by students with the consonant sounds that do not appear in the target language, such as sound of /th/ and similar sounds like /b/ and /p/. Smyth (1987) pointed out that the sound systems used in Thai and English are different. For example, most Thai consonant sounds have aspirated and voiceless stops, while English consonants sounds are fricative.

Pronunciation is an important skill in learning English as it creates not only the positive first impression of the speaker and but always conveys correct message between the speaker and the listener. In other words, pronunciation helps the speaker to be more clearly understood. On the other hand, it is difficult to understand incorrect pronunciation. Morley (1991) stated that it is necessary to teach English pronunciation in the ESL or EFL classroom.

Pronunciation now has a position of prominence in the Thai school curriculum. The curriculum designers are also aware of the importance of pronunciation as it has become an integrated part of language learning. It consists of more elements than just

consonant and vowel sounds. It also includes the elements of rhythm and intonation which support the communication process. In other words, if one wants to gain communicative competence, one has to study pronunciation.

Age is one of the most important affective factors in second language acquisition. It is generally believed that young learners have certain advantages over older learners in language learning. The common notion is that younger children learn a second language easily and quickly in comparison to older children (Ellis, 2008; Larsen-Freeman, 2008; Mayberry & Lock, 2003). There are many ways to provide a variety of activities when teaching English to young learners, including learning English through games, revision and homework, classroom testing, an increased focus on pronunciation, especially sounds and spelling, and improving pronunciation through using songs.

Songs are teaching materials that teachers can use with young learners. Songs can be used in a variety of ways. The English language can be practiced in linguistic areas, starting with vocabulary and grammatical structures, and ending with rhythm, stress, fluency and pronunciation. Songs are authentic materials that motivate students to learn English and look forward to the lessons in the classroom. Lo & Li. (1998) stated that songs plays a significant role in motivating students to learn English. Singing songs and listening to music are enjoyable for learners. They are more relaxed and attentive than usual, and therefore more receptive to learning. Songs can motivate and captivate the attention of second language learners. They can support the development of the ability of a learner to read, write, listen and speak, as well as providing opportunities for learning pronunciation.

Teaching English pronunciation is an important aspect of both teaching and learning the language. In this study, teaching pronunciation was intended to help students gain knowledge in terms of English pronunciation as well as use their existing knowledge.

The students were taught to practice the pronunciation of English sounds, a summary of the pronunciation of common final sounds. For example, students were taught contrasting pairs like /t/ and /d/. They were instructed to repeat the phonemes in words, as well as in isolation, and the students were also asked to identify them in order to visually represent the differences they were listening for. By using a creative approach like songs, a teacher can ensure that the students are adequately equipped for the English speaking world with the necessary tools they need to make themselves understood.

Wong (1987) and Zainuddin et al. (2002) point out that songs can inspire great interest and create strong motivation instead of boredom and apathy during the lesson as songs stimulate a positive emotional attitude to language learning. Songs also support the abilities of learners in terms of reading, writing, listening and speaking, as well as providing opportunities for learning pronunciation, rhythm, grammar and vocabulary. The students can hear the words of a song and imitate the correct pronunciation. They can also easily recognize words and their meanings through songs. In addition, songs are good tools for teachers to design various tasks in a foreign language classroom.

Wei et al. (2002) conducted a research study entitled “Insights into the English Pronunciation Problem of Thai students.” The study focused on the problems experienced by Thai students with the correct pronunciation of consonants and vowels, consonant clusters, intonation problems, stress problems, words directly borrowed from English and pronounced in a Thai way, the way in which the Romanization of the Thai language influences English pronunciation and how Thai intonation is applied to English pronunciation. Thai speakers may be too shy to speak English in the same way as a native speaker, as final consonants in Thai are always unvoiced. This research investigates problems with English pronunciation among Thai students, identifying the key reasons for these pronunciation problems and recommending solutions. It focused on the

pronunciation problems of Thai students with consonants, vowels, and intonation and stress problems. In addition, the pronunciation problems experienced by Thai students are important in terms of both language teaching and language learning.

Fauziati (2002) suggested that teaching English to beginners requires the teacher to adopt certain techniques. There are many ways of teaching English to young learners, but teachers should be more concerned about the most important aspect of teaching English, which is to motivate learners to learn the language. In other words, teachers should make learners feel that English is an important language used for international communication. Fauziati (2002) recommended a way to increase the level of enthusiasm through the use of songs, enabling students to react strongly to the subject matter, which will in turn, lead to an increased level of interest in the material and an improvement in their pronunciation.

Pronunciation is one of the primary language skills in English that students should pay closer attention as it is taught through varieties of activities (Scarcella & Oxford, 1994). Songs are authentic materials that can motivate students to learn English. Songs can inspire great motivation during a lesson because songs stimulate positive emotional attitude towards languages learning. The teacher can use songs to practice linguistic areas, beginning with vocabularies and grammatical structures and ending with rhythm, stress, fluency and pronunciation. Although there are a limited number of studies about teaching pronunciation to young learners, the researcher believed that teaching English pronunciation through songs to young learners can be an alternative way to improve their pronunciation.

### **Objective of the Study**

This study aimed to compare students English pronunciation ability before and after learning English through songs.

### **Research Question**

This study aimed to answer the following question:

Will the students who learn English pronunciation through songs be able to pronounce the final sound of words better after learning English through songs?

### **Significance of the Study**

This study could be beneficial for teachers who are looking for an alternative way of teaching English pronunciation. This study may be beneficial to teachers of other languages in teaching pronunciation to learners of different levels.

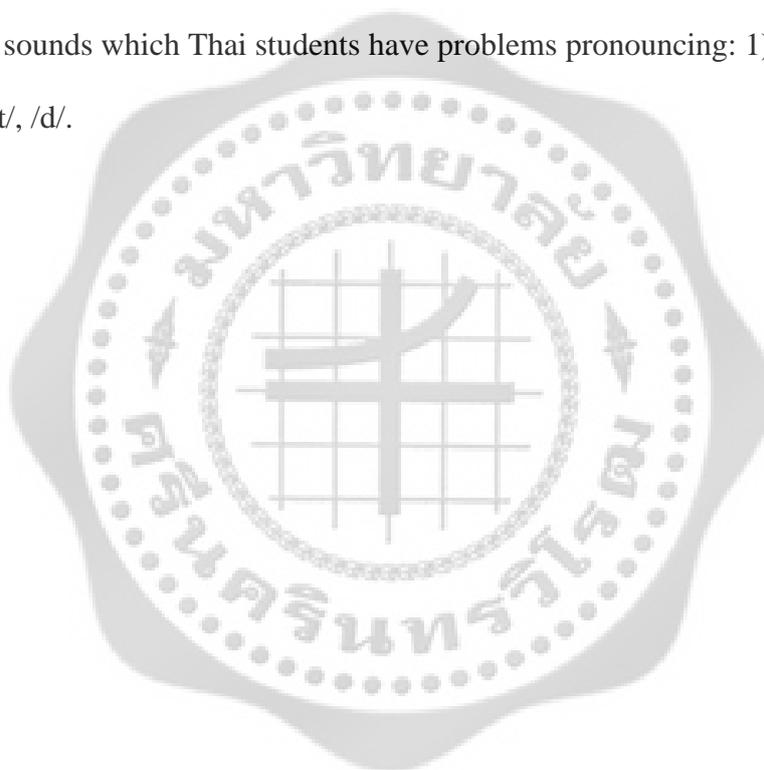
### **Scope of the Study**

This study investigated the English pronunciation skills of the students before and after learning English through songs. The participants consisted of 22 Prathomsuksa 4 students from Watratchaphatigaram School. The study was conducted in the second semester of the 2011 academic year. The content used for research purposes included ten songs and ten lesson plans with a focus on English pronunciation.

### Definition of Terms

**Song:** Song is composed of elements such as melody, harmony, timbre, rhythm, tempo, and lyrics. Song is a piece of music that features a human voice and generally contains words or lyrics. The songs used in this study refer to 3 songs from the *Gogo Loves English* text book, and seven songs from *Smile* textbook.

**Sound:** Sound is a phoneme in a language. Sound is one of a small set of speech that is distinguished by the speakers of a particular language. In this study, the sound refers to 4 pairs of final sounds which Thai students have problems pronouncing: 1) /k/, /g/ 2) /l/, /r/, 3) /s/, /z/ 4) /t/, /d/.



## **CHAPTER II**

### **REVIEW OF LITERATURE AND RELATED STUDIES**

This chapter presents an overview of the theory of English pronunciation, the use of songs in teaching English pronunciation, and related studies.

#### **English Pronunciation**

Pronunciation is the way we pronounce a word, especially in a way that is accepted or generally understood. The way we speak also conveys something about ourselves to the people around us. Learners with good English pronunciation are more likely to be understood even if they make errors in other areas. Celce-Murcia (1987) defined pronunciation as the production of the sounds used to make meaning. It also includes attention to the particular sounds of language, and aspects of speech beyond the level of individual sounds, such as intonation, phrasing, stress, timing, rhythm, voice production, and in its broadest definition, the gestures and expressions related to the way we speak.

The older pronunciation textbooks usually focused on sound discrimination. This is one of the myths held by many teachers and students. A pronunciation class should include much more than the contrast of word sounds, and the pronunciation of consonants and vowels. There are six basic components of pronunciation which include intonation, stress and rhythm, vowels and consonants, initial sounds and final sounds, and voiced and voiceless sounds.

1. Intonation: Intonation refers to the way the voice goes up and down in pitch when we are speaking and the rise and fall of our voice as we speak. In the Random

House Unabridged English Dictionary, intonation is defined as “the pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence”. According to Scarcella and Oxford (1994) and Wong (1993), it conveys and performs grammatical functions in sentences. Brazil, Coulthard and Johns (1980) pointed out that intonation in English also conveys involvement in a conversation, as well as the desire to take part or not take part in conversation. Firth (1992) suggested that teachers should check the following questions: Are the students using a suitable intonation pattern? Are yes or no questions signaled through the use of a rising intonation? Is a falling intonation used with wh-questions? Are the students changing pitch to indicate the major stress in a sentence?

2. Stress and rhythm: Stress means that speakers of English make certain syllables and words. Stress is the amount of energy or effort that we use to pronounce words that are more important in a sentence. In English, you need to use word and sentence stress correctly if you want your listeners to accurately understand the meaning of your words. The rhythm of a language is created by the strong stresses or syllables in a sentence.

3. Vowels: A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no build-up of air pressure above the glottis. Vowel sounds are produced by air from the lungs which vibrate when the air in the mouth is not blocked. There are five vowels in English (a, e, i, o, u) which compose the different vowel sounds and are made by lowering the jaw and by changing the position of the tongue. One definition of a diphthong would be a combination of vowel sounds. The first sound in each phoneme is longer and louder.

4. Consonants: A consonant is a part of speech and a sound that is articulated with complete or partial closure of the upper vocal tract. The upper vocal tract is the section of the vocal tract located above the larynx. There are 25 consonant sounds in English language which consist of 21 letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z and

the 4 consonant clusters, ch, sh, th, and ng. Scarcella and Oxford (1994) defined consonants as noises produced with some sort of blockage in the air passage. A consonant may appear in both the initial sound and final sound. Some consonant sounds are voiced, while others are voiceless.

5. Initial and final sounds: There are several kinds of final sounds. For example, when the final /s/ is used in the third person, there are three distinct sounds, which are the /s/ in sings, the /z/ in tells and the /ɪs/ in watches. There are rules for using the final /s/ sound, such as the voiceless ending /s/ is used when the last sound in a word ends in a voiceless sound, and the voiced ending /z/ is used when the last sound in the base word ends in a voiced sound.

6. Voiced and voiceless: All the sounds produced in the English language are either voiced or unvoiced. All vowels in English are voiced, whereas only some of the consonant sounds are voiced. One problem faced by many students with pronunciation is whether or not a consonant is voiced or voiceless. When they pronounce consonant sounds, they will feel no vibration in their throats, just a short explosion of air. Students could pronounce each of these consonant sounds and feel no vibration in their throats. Some of these sounds, such as final sounds and voiced sounds, do not exist in the Thai language. As a result, many Thai students find English pronunciation difficult.

Nunan (2003) noted that most people think of pronunciation as the sounds we make while speaking. As speakers of a language, we need to be able to understand each other. The pronunciation patterns that native speakers use reflect those commonly accepted by particular speech communities. In terms of speech production, the Longman Dictionary of Applied Linguistics defines pronunciation as “the way sounds are perceived by the hearer” (Richards et al., 1992, p. 296).

Nunan (2003) pointed out that the background of teaching pronunciation, as well as the place of pronunciation teaching in the ESL/EFL classroom, has undergone some dramatic changes over the past 50 years. Communicative and task-based language learning involves students using targeted sounds and sound patterns as quickly and as interactively as possible. The process can be accomplished through a four-stage sequence (Celce-Murcia, 1987) as follows:

1. Identify what sounds or sound patterns might be in need of improvement.
2. To find real-world contexts for the use of natural language, with many natural occurrences of the identified sounds or sound pattern.
3. Design communication-based classroom tasks for genuine language use that incorporate the identified sounds.
4. Develop at least three or four tasks that may be used to recycle the focus for instruction while providing new contexts for practicing the target sound patterns.

In brief, pronunciation is the way in which we pronounce a word and convey something about ourselves to people. Pronunciation refers to the production of sounds that we use to make meaning, while learning sound patterns refers to learners using targeted sounds and sound patterns as quickly and interactively as possible. The most important processes are identifying sound patterns, to find a real world context, and designing communication-based classroom tasks. The teacher can apply teaching the processes of pronunciation in order to provide a model for teaching English pronunciation.

Nunan (2003) classified the principles of teaching pronunciation into five types, as follows:

1. Foster intelligibility during spontaneous speech. Nunan explained that a lesson should engage learners through using sounds in more personalized ways and through more spontaneous speech.

2. Keep affective considerations firmly in mind. According to Nunan, there are many learners who have what they believe to be very good reasons to resist the efforts of a teacher to modify their English pronunciation.

3. Avoid the teaching of individual sounds in isolation. Nunan claimed that it was almost always more effective to illustrate and practice sounds within the contexts of whole phrases, short sentences, and interactive classroom tasks.

4. Provide feedback on learner progress. Nunan suggests that teachers support the efforts of learners, guide them, and provide cues for improvement. Furthermore, feedback can be provided by the classroom teacher, by peers, and through self-awareness.

5. The realization that the learner controls the process of changing their pronunciation. Nunan believes that teachers can provide guidance and create opportunities for practice, but claims that the learners are ultimately responsible for any changes that may eventually take place.

According to the principles outlined above, the process of teaching pronunciation is different to the four-stage model proposed by Celce-Murcia. Nunan claimed that spending time building up the self-confidence of students is one way to build fluency and a method to develop more accurate pronunciation is through an activity called “slow motion speaking”.

Nunan (2003) classified some of the more popular types of activities and strategies which teachers currently employ in order to teach pronunciation.

1. Openness to change: Nunan claimed that spending time building up the self-confidence of learners and attending to their emotional needs. As speakers of a new

language, this is crucial at the beginning of the course. One method is to give learners the opportunity to voice what they believe to be their strengths as speakers of English. Laroy (1995) suggested asking learners to speak in their native language while mimicking a native English speaker pronouncing their own language.

2. Contextualized minimal pairs: Nunan identified contextualized minimal pairs as one of the oldest techniques in pronunciation instruction; teaching students to distinguish between specifically targeted sounds, stress patterns or intonation patterns through the use of minimal pairs.

3. Slow motion speaking: Nunan recommended slow motion speaking as a method to build fluency with more accurate pronunciation. The idea is for the teacher to adopt a slow, deliberate, and exaggerated way of slowly moving their tongue and lips, while maintaining accurate sound articulation, rhythm, intonation, and pausing patterns.

4. Tracking: Nunan recommended that tracking begin with students analyzing written transcripts – as produced by native speakers – for which video or audio recordings are available. One of the distinctive features of tracking is that language learners are not asked to repeat after recorded voices. Rather, their challenge is to try to say the words presented in the transcript at the same time as the recorded voices they are listening to.

In addition, Kelly (2000) classified six techniques and activities to teach pronunciation including drilling, chaining, open pairs drilling, substitution drilling, minimal pairs and related activities, and reading activities. Some of the processes used by Nunan are similar to the techniques and activities suggested by Kelly. In this study, the researcher applied some of the aforementioned techniques to use in activities such as slow motion speaking, drilling, minimal pairs, and reading activities.

1. **Drilling:** Drilling simply involves the teacher saying a word or structure and getting the class to repeat it. Drilling aims to help students achieve better pronunciation of language items, and to help them to remember new items.

2. **Chaining:** Chaining can be used for sentences which are difficult to pronounce, either because they are long, or because they include difficult words and sounds. The teacher isolates parts of the sentences, modeling them as separate pieces for students to repeat, and gradually building the sentence up until it is complete.

3. **Open pairs drilling:** Another common variation is opening pairs drilling. For example, question and answer drills might be set up across the class, with one student (S) asking, another responding, and so on. Having drilled a question and received answers individually and chorally, the teacher (T) uses prompts and invites students to question each other and respond in turn across the class.

4. **Substitution drilling:** Substitution drilling is another important and useful variation. This involves drilling a structure, but substituting items of vocabulary into the sentence.

5. **Minimal pairs and related activities:** Teachers can use minimal pairs to good advantage in the classroom as a way of focusing on sounds which have been causing difficulties for students. Some ideas for activities based around minimal pairs are (1) students are given lists of words and work with a partner to decide which words have a particular sound, (2) students might also listen to a succession of words, and decide how many times a particular sound is heard, (3) sounds can also be contrasted by appearing in close proximity to each other. The teacher can drill these utterances chorally and individually, (4) the teacher can also ask students to listen for the odd one out among a list of words that they have provided.

6. Reading activities: Reading aloud offers opportunities for the study of links between spelling and pronunciation, of stress and intonation, and of the linking of sounds between words in connected speech.

Morley (1991) listed the techniques that have traditionally been used and are still being used to teach pronunciation. The following list is fairly comprehensive.

1. Listen and imitate: This technique uses the Direct Method in which students listen to a teacher-provided model and repeat or imitate it. This technique has been enhanced by the use of the tape recorders, language labs, and video recorders.
2. Phonetic training: This is a technique from the Reform Movement, which may involve the phonetic transcription as well as reading phonetically transcribed texts.
3. Minimal pair drills: This technique was introduced during the audio-lingual era in order to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice.
4. Contextualized monomial pairs
5. Visual aids
6. Tongue twisters
7. Developmental approximation drills
8. Recording learner production: Audiotapes and videotapes of rehearsed and spontaneous speeches, free conversation and role-play. Subsequent playback offers opportunities for feedback from teachers and peers, as well as teacher, peer, and self-evaluation.

Cheng (1998) recommended the following strategies to teach pronunciation:

1. Providing meaningful materials: Teachers should choose several

articles of various styles to use as models for practice linking, rhythm, stress or intonation, so that students feel that pronunciation class is relevant to their regular course work. As a result, they may become more active participants in pair or group work.

2. Using songs, games and tongue twisters: Using songs, games, and tongue twisters can increase student motivation in a pronunciation class and motivation is a highly significant factor in pronunciation.

3. Assessing students' progress: Assessing progress is a crucial factor in maintaining the motivation of the students.

Noll and Collins (2002) introduced strategies for several types of pronunciation error correction.

1. Elicit the sounds, syllables, words, phrases and sentences from the students
2. Apply some of these approaches:
  - 2.1 Mime or mouth the correction
  - 2.2 Write the phonemic, diacritic, or custom symbol on the board
  - 2.3 Mouth the ending
  - 2.4 Add a sound by inserting it between your fingers or by adding a finger.
  - 2.5 Bend a finger to remove a sound
  - 2.6 Get rid of an ending by giving it to the student to "hold"
  - 2.7 Hit the finger to indicate stress.
  - 2.8 Make a "short" or "Sh!" gesture to indicate a reduction
3. Elicit peer correction before correcting the mistake.
4. Ask the student to say the whole utterance in one smooth flow.

Kelly (2000) described a number of problems with and approaches to teaching pronunciation, identifying two key problems with pronunciation teaching. Firstly, teaching pronunciation tends to be neglected. Due to the fact that many experienced teachers lack knowledge of the theoretical basis of pronunciation, they may not feel the need to improve their pronunciation teaching skills. Secondly, when pronunciation is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom, rather than being strategically planned. As a result, a lot of pronunciation teaching tends to be done in reaction to errors made by students in the classroom.

There are many studies on various aspects in teaching English pronunciation. Scarcella and Oxford (1994) collected 11 techniques for teaching pronunciation: self-monitoring, tutorial sessions and self-study, modeling and individual correction, communication activities, written versions of oral presentations, computer-assisted language learning, explanations, the utilization of known sounds, the incorporation of novel elements, communication strategies and affective strategies. Lin, Fan and Chen (1995) developed a four-part strategy to teach pronunciation: intonation, stress and rhythm, consonants and vowels. Cheng (1998) recommended strategies like providing meaningful materials, such as using songs, games and tongue twisters to assess student progress. Noll and Collins (2002) used pronunciation error correction strategies including finger correction strategies, and using mime and gestures.

In this study, the researcher applied some of these techniques to use in activities such as slow motion speaking with more accurate pronunciation, drilling vocabulary words and grammatical structures, getting the class to repeat, minimal pairs and related activities as a way of focusing on sounds, and reading activities. Students also identified sounds or sound patterns and then provided feedback on learner progress.

### **The Use of Songs in Teaching English Pronunciation**

A song is a musical composition and contains vocal parts that are performed with the human voice and generally feature words or lyrics, commonly accompanied by other musical instruments. There are many kinds of songs such as pop songs, acoustic songs, rap songs, folk songs etc. Griffiee (1992) stated that a song expresses the feelings or reflects the experience of the composer through the use of words and rhythm. The elements of music can help to creating a pleasant, cooperative atmosphere that is significant in language learning. Handcock (2002) claimed that songs are ideal for practicing pronunciation, while Angwatthanakul (1992) remarked that the most appropriate songs for teaching pronunciation are those that focus on intonation, word stress and linking sounds. Hadbamroe (1987) also defined a song as consisting of rhythm, lyrics, and the rhythm of music.

The songs used in this study refer to ten songs from text books that are related to teaching pronunciation. The songs are designed to create a feeling of enjoyment and relaxation among the students. Songs may also be instrumental in helping students to develop a positive emotional attitude towards learning English. There is a wide selection of songs that have suitable themes, are level-appropriate and use simple vocabulary. Teaching English through songs can also help students to learn the use of vocabulary in context, as well as English pronunciation. For example, in this study, students were able to correctly identify classroom objects and differentiate between the /s/ and /z/ sound from the song *How many ...are there?* The students listened to the song a couple of times and practiced singing along. The students then worked in pairs, taking turns to ask and to answer questions about various objects. Then they practiced pronouncing specific words, pens, rulers, pencils, scissors, school bags, books etc. Finally, the students identified the differences between the sounds.

In summary, a song is a musical composition and contains vocal parts that are performed with the human voice and generally feature words. A song expresses the feelings or reflects the experience of the composer through the use of words and rhythm. Songs are valuable to many people around the world. Songs can also motivate people to have a positive emotional experience of language learning. Songs are an ideal method for pronunciation practice, and several educators have advocated a four-stage strategy, which is as follows:

### **1. Warm up**

Teachers will often use a warm up activity at the start of a lesson as a way to lead into skills work. In this case, the purpose could be linked to a cognitive viewpoint, in which learning becomes an active process of making sense of things (Brown, 2000). For instance, a teacher who warms up for a reading activity by asking questions or inviting students to discuss something related to the topic is activating a schema, which allows the students to access prior information, knowledge or experience. The students can then access the lesson more effectively. A schema represents kind of memory, based on individual background experience (Nunan, 2003). For example, when students look at texts in their own language, they unconsciously recall previous knowledge of a topic or skill area. In other words, when we look at a picture we can judge what we see based on our own schema. Yagang (1993) stated that brainstorming is an important tool to warm up students.

In this study, the students tried to guess the sounds that appeared in the song before listening to it. Before playing the song, the teacher introduced the topic, the keywords and the pronunciation focus. At this stage, in order to activate students' background information, it may be suitable to ask the students to guess the

theme of the song, to brainstorm about it, to present or to discuss the cultural information that the song includes, or to state the keywords and the ideas in the song. The students then played a minimal pair game, which can also encourage students to learn a language. These activities may encourage the students to think, visualize, invent, and manipulate the language before responding in the target language. There are many patterns in teaching through songs, such as presenting sounds or melodies and then asking the students to listen to the song and elicit anything related to it, such as their feelings or opinions. Also, the creation of a realistic “situation” allows students to relate to the concept. The teacher may also ask students about objects in the classroom and write the vocabulary on the board to check the students’ background knowledge.

In summary, the warm-up stage is a starter which contains warm-up activities, which the students will not find too stressful or demanding. It is crucial to allow teachers to find a way to make learners physically and mentally prepared to get involved and participate enthusiastically in lessons. Once the warm-up stage has been completed successfully, the rest of the lesson should maintain the same pace and atmosphere. Teachers can warm up by playing a minimal pair game or asking questions or inviting students to discuss something related to the final sound. Students can look at song lyrics, listen to the song several times and repeat the lyrics that focus on final sounds in English pronunciation.

## **2. Presentation Stage**

The presentation stage introduces a lesson, and necessarily requires the creation of a realistic, or a realistic-feeling "situation" that requires the use of the target language. This can be achieved through song or pronunciation activities. Explanations of how to produce sounds or use pronunciation patterns appropriately should be kept to a

minimum; although directions on how to use the vocal organs can help some students in certain circumstances (Scarcella and Oxford, 1994). The students may listen to the whole song once or twice. Then they can discuss what happened, provide reactions, offer interpretations, make predictions, etc. (Scrivener, 2005). This is a very teacher-orientated stage where error correction is important. Littlewood (1983) stated that presentation or introducing new language items is an important step in language learning.

In this study, the researcher applied activities to elicit information from students to check their understanding, such as asking students to pronounce the words, checking the accuracy of the predictions made about the song, putting the lyrics of the song in the correct sequence, answering multiple-choice or open-ended questions, and identifying words from the song from a word-list provided by the teacher. The teacher can also use visual aids or actions to present language. In this study, the researcher encouraged students to sing along and the students repeated this once or twice in small group, then in pairs, and finally, individually.

In summary, the presentation stage is a crucial one. The students listen to songs and try to pronounce the words many times before engaging in choral drills to learn the lyrics. The teacher may provide explanations of how to pronounce sounds or use pronunciation patterns appropriately.

### **3. Practice Stage**

Practice or controlled practice involves the teacher helping students to practice using a new language. Practice can be regarded as a frequency device to create familiarity, a measuring stick for accuracy and as a way to increase confidence with using a new language. The teacher still directs and corrects at this stage, but the classroom is beginning to become more learner-centered. The teacher also allows students time to

practice the correct pronunciation. Then the students are to sing along, learn the tune and pick up the rhythm well enough to be able to sing along with the original recording (Scrivener, 2005). Scarcella and Oxford (1994) proposed that students practice specific sounds in groups, pairs or individually. There are many ways of teaching through songs, for example, playing a song and instructing students to practice pronunciation by reciting the song lyrics. Moreover, teaching English through song with role-plays or acting promotes good memory retention. Littlewood (1983) stated that the practice stage allowed students to practice a new language and focus on accuracy.

In this study, the researcher provided learners with intensive practice in hearing and saying particular words or phrases. It can help learners to get their tongues around difficult sounds or to help them imitate intonation that may be different from their first language. Drilling can also help students notice the correct form or pronunciation of a word or phrase. The use of mechanical or repetitive drills can also help students to improve their English pronunciation. The students listen to a song a few times before pronouncing the sound pattern. Each student has a chance to practice pronunciation individually and with their classmates. After the students have practiced in a group, the teacher will call upon a student to pronounce the word sounds individually and provide feedback.

In summary, the practice stage allows students to practice their pronunciation of final sounds in English, create familiarity with the target language, increase their confidence, and also function as a measuring stick for accuracy. The students can sing along to learn the tune, pick up the rhythm and sing along with the original recording. Students can also practice pronouncing specific sounds from songs in groups, in pairs, or individually.

#### **4. Production Stage**

At this stage, the learners have started to become independent users of the language rather than just students of it. The role of the teacher at this stage is to somehow facilitate a realistic situation or activity, in which the students instinctively feel the need to actively apply the language they have been practicing. The students can practice applying their knowledge through their own ideas, such as role-play, singing a song, or the analysis of a song. The teacher should regularly replay the song in order to improve the recall of the students and to encourage them to do the relevant action (Scrivener, 2005). This is a good place to start in terms of practicing effective communicative language teaching in the classroom. Students can learn to self-monitor their pronunciation in order to improve their intelligibility (Scarcella and Oxford, 1994). According to Krashen (1991), monitors can be directly linked to language learning, but that they can only be used in reduced circumstances. He also suggested that only conscious learning can serve as a monitor.

In this study, the researcher gave the students guidance and reminders in order to make them aware of the pronunciation of the language while doing the activity. The researcher also monitored students carefully in order to check the progress of the group and identify what sounds they needed to improve. The teacher then checked their answers from listening stage. In order to improve their pronunciation skills, students sang individually, with other students, or in groups. In order to improve their speaking skills, the students talked about how they felt after listening to the song. There were also some questions which could be used to initiate discussions among the students.

In summary, the production stage is the final stage in which a teacher can practice pronunciation with the students. The students can apply their knowledge through their

own ideas about how to pronounce words, such as singing songs accurately and an awareness of their own pronunciation skills.

According to the previously explained model, the researcher provided ten songs to improve the English pronunciation ability of the students. The songs should be applied to teach pronunciation and use 4 stages to practice the pronunciation of final sounds which are 1) /k/, /g/, 2) /l/, /r/, 3) /s/, /z/, 4) /t/, /d/. This can be beneficial method for teachers who have to deal with student pronunciation problems.

### **Related Studies**

This section provides the findings of the related research and studies in both Thai and foreign publications on the use of songs in language teaching, the effect of using songs, and the use of songs to enhance English skills.

There are a number of studies regarding the use of songs for the purposes of language learning. Eiamsomboon's (1998) technique was to choose a song that could be linked with other activities that have the same specific aim. Sootchanan (2000), Murphey (1992), Lems (1996) and Goh (2000) all suggested that the songs used in teaching should contain correct examples of vocabulary words, idioms, and grammatical structures. In this way, learners will be able to correctly identify the context. Chuechan (1990) suggested that the most appropriate songs for children are those which can be incorporated in their daily lives, such as songs about home, school, festivals or popular songs on TV or the radio, as well as advertising jingles that students will easily be able to sing along with.

Suksamiti (1994) studied the effect of using songs to enhance English language achievement of Prathom Suksa 6 students in schools under the Bangkok Metropolitan Authority. The instruments used to collect data were included in the lesson plans, along with an English language achievement test and a questionnaire. The population consisted

of 60 students in two classrooms. The findings indicated that the students taught using supplementary songs, were more successful than students who were taught using a textbook at a level of significance of .05 and an effective size of .80, while the results of the English language learning levels of the students who were taught using a textbook had a level of significance at .01.

Ratwongkiri (2002) compared the English learning achievements of Prathomsuksa II Students who were taught English through songs and the TPR method. The study indicated that students in the experimental group reached the higher achievement test, rather than the students who were taught through the TPR method.

Phuwarat (2003) examined the use of songs and tales to enhance the listening ability of Prathomsuksa V Students at Banbangwan, Pang-nga province. The instruments used in this study were lesson plans, a pre and post-test listening test, a teacher observation form and a self-evaluation form for the students. The population consisted of 11 students. The results of the study revealed that the listening abilities of the students significantly increased at a level of .01.

Sukket (2007) studied the use of song activities and promoting the English speaking ability and the vocabulary knowledge of Grade 1 students. The instruments used in this study were lesson plans using song activities, English speaking ability tests and vocabulary knowledge tests. The findings indicated that after being taught through songs, the speaking ability level of the students were at a high level (97%), at a moderate level (3%) and passed the criterion. The vocabulary level of the students was at a very good level (59.38%), at a good level (34.38%) and passed the criterion.

Kongamonsaichon (2009) advocated the use of story-telling and singing activities to promote vocabulary acquisition and develop the listening and speaking skills of elementary level students. The target group was comprised of 40 Grade 6 students. The

instruments used in this study were the lesson plans that included story-telling and singing activities, a vocabulary knowledge test, and a listening and speaking test. The findings indicated that the vocabulary acquisition of the students increased after using story-telling and singing activities. The listening and speaking skills of the students (40%) were mostly at a good level.

Syananondh (1983) investigated the ability of Thai-speaking graduate students to understand spoken English upon their arrival in the United States. The research findings indicated that different types of English pronunciation were taught in Thailand, along with inadequate English vocabulary, and a lack of English conversation training were perceived by the students as the major causes of their difficulty in English listening comprehension.

Al-Mamary (2000) studied how songs promoted vocabulary learning in Grade 1. The aim of the study was to teach vocabulary by using two different strategies, both with and without songs, and to compare the performance of the learners on the vocabulary tests that followed each lesson. The participants in the study consisted of two Grade 1 classes who were 6 to 7 years old and in their first year of learning English. In total, there were 49 male and female learners, and the instrument used to collect data were the texts that one group studied using songs, and the other group did without using songs. The findings indicated that the use of songs may support the learning of receptive vocabulary more effectively than when the same vocabulary is taught without songs.

In summary, these studies indicated that the researchers focused on the effect of using songs to enhance English language achievement.

These findings also indicated that the achievement level of students who were taught using supplementary songs was higher than that of students who were taught using a textbook. A comparison of the levels of learning achievement between teaching English

through songs and the TPR method indicated that students in the experimental group reached the higher achievement test, rather than the students taught using the TPR method. The use of songs and story-telling to enhance the listening ability of students indicated that the vocabulary knowledge of the students increased after these activities. The use of songs and related activities promoted the English speaking ability and vocabulary knowledge of Grade 1 students. These findings indicated that the English speaking ability of students increased after being taught through songs. The use of songs and story-telling can also promote vocabulary acquisition and the listening and speaking skills of beginner level students. The listening and speaking skills of the students were mostly at a good level. The findings indicated that the use of songs may support the learning of receptive vocabulary more effectively than the same material taught without songs.

Pronunciation is an important skill and students should pay as close attention to pronunciation as possible. Songs may motivate students to learn English and learners can use them to develop their listening, speaking, reading and writing skills, as well as improve and enhance their English pronunciation.

In this study, the researcher applied songs to teach English pronunciation with a focus on the 4 pairs of final sounds which are 1) /k/, /g/, 2) /l/, /r/, 3) /s/, /z/, 4) /t/, /d/ to enhance the English pronunciation of students.

## **CHAPTER III**

### **METHODOLOGY**

This chapter describes the methodology of study, including the population and the sampling group, the duration of the study, the instruments, and the data collection procedures.

#### **The Population and Sampling Group**

The population of this study consisted of Prathomsuksa 4 students at Watratchaphatigaram School, Dusit District, Bangkok. The 22 participants of this study were selected by using purposive sampling for the experiment.

#### **The Duration of Study**

The study was carried out over 5 weeks in the second semester of the 2011 academic year. The students learned English pronunciation through songs for two periods, which lasted for 50 minutes each.

#### **Instruments**

The instruments used in this study included the following:

1. Lesson plans: Ten lesson plans with a focus on learning pronunciation through songs.
2. Pronunciation Test: The pronunciation test consisted of 40 items to be used as a pre-test and post-test for the experiment.

## **Instruments and instrument construction**

The researcher created the instruments through the following steps based on the related literature detailed in Chapter 2.

### **1. Lesson plans**

1.1 Studying the core curriculum of basic education with a focus on Prathomsuksa 4 to conceptualize the content. The expected outcomes are identified in the National Curriculum B.E. 2008.

1.2 Selecting songs that fit the 4 pairs of final sounds /k/,/g/,/l/,/r/,/s/,/z/,/t/,/d/.

1.3 Studying and writing the lesson plans based on teaching English through songs and related activities.

1.4 Having three specialists check the lesson plans and steps of each teaching stage.

1.5 Revising the lesson plans according to the advice of the specialists

1.6 Applying the revised lesson plans in the classroom.

### **2. Pronunciation Test**

2.1 The test covered eight final sounds (40 items)

2.2 The test was used during the pre-test and post-test.

The test was constructed based on the following stages:

1. Identifying the principles of designing a test.
2. Studying and analyzing the curriculum, content and objectives in order to write a test.
3. Studying and selecting content with a focus on the difficulty level
4. Having three specialists check the content of all items using Item Objective Congruence (IOC).

5. Adapting the items with the highest IOC value to do a pilot test with the experimental group in this study.

6. Identify scores by using a four-point scale adapted from the Thai pronunciation test used in BMA schools, under control of Department Of Education, to identify the level of pronunciation ability, based on the following criteria:

Score	Meaning	Level
31 – 40	Smooth, with good pronunciation	4
21 – 30	Satisfactory	3
11 – 20	Needs improvement, with pronunciation errors	2
1 – 10	Weakness in pronunciation	1

### Data Collection

#### 1. The experiments included the following procedures:

- 1.1 The students took the pre-test one week before the experiment began.
- 1.2 The teacher taught by following the lesson plans.
- 1.3 The students took the post-test after the end of the tenth period.
- 1.4 Data collection from the pre-test and post-test results was analyzed statistically.
- 1.5 The researcher concluded the results of the study.

#### 2. Data Analysis and the Statistic for Data Analysis

##### 2.1 Data Analysis

1. Comparing the pre-test and post-test scores of the students using t – test dependent samples.
2. Calculating the mean and standard deviation of the pre-test and post-test

## CHAPTER IV

### FINDINGS

This chapter presents the research findings regarding the sole objective of the study, which is to compare the English pronunciation ability of students before and after learning English through songs. The study included four pairs of final sounds which consisted of /k/,/g/,/l/,/r/,/s/,/z/,/t/,/d/. The findings of this study are described in the following three tables:

1. The pre-test and post-test scores on the pronunciation, before and after the experiment.
2. A comparison of the mean scores on the pre-test and post-test.
3. The pronunciation ability level of the participants.

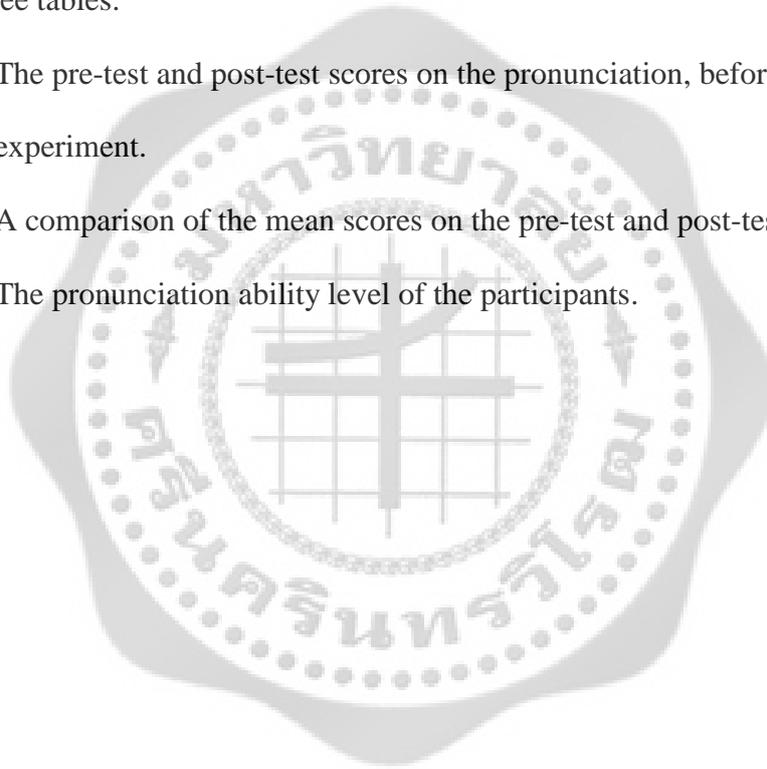


Table 1 *The pre-test and post-test scores on the pronunciation before and after the experiment*

No.	Pre-Test (40 score)	Post-Test (40 score)	(D)	(D) <sup>2</sup>
1	10	16	6	36
2	12	28	16	256
3	10	21	11	121
4	10	19	9	81
5	11	29	18	324
6	15	30	15	225
7	13	27	14	196
8	10	25	15	225
9	15	26	11	121
10	14	23	9	81
11	13	27	14	196
12	10	19	9	81
13	13	26	13	169
14	18	34	16	256
15	17	33	16	256
16	15	30	15	225
17	12	22	10	100
18	17	22	5	25
19	14	20	6	36
20	11	18	7	49
21	16	22	6	36
22	10	28	18	324
Total	286	545	259	3419
	$\bar{X}$	$\bar{X}$		
Coverage	13	24.77	11.77	

According to Table 1, the participants obtained higher scores on the post-test than on the pre-test. The coverage score of the pre-test was 13, while the coverage score of the post-test was 24.77. The lowest score increase on the pre-test was 5, whereas the lowest score increase on the post-test ranged from 17 to 22. The highest score increase on the pre-test was 18, but ranged from 10 to 28 on the post-test.

Table 2 *A comparison of mean scores on the pre-test and the post-test*

N	Pre-test		Post-test		Pre-test and Post-test difference		t
	M	S.D	M	S.D	M	S.D	
22	13	2.62	24.77	4.94	11.77	4.32	24.86

\*\* Significantly different at 0.01

According to Table 2, the pre-test and post-test scores of students before and after learning English through songs are significantly different at a level of 0.01. The mean score on the pre-test was 13, with a standard deviation of 2.62. The mean score of the post-test was 24.77, with a standard deviation of 4.94. The difference between the standard deviation on the pre-test and post-test scores was 4.32.

Table 3 *The pronunciation ability level of the participants*

Pronunciation ability	Good pronunciation		Satisfactory		Needs improvement		Weakness in pronunciation	
	pretest	posttest	pretest	posttest	pretest	posttest	pretest	posttest
Number of students	0	2	0	16	16	4	6	0
%	0	9.09	0	72.72	72.72	18.18	27.27	0

Table 3 indicates that there were 2 students who pronounced the final sounds with good, smooth pronunciation, while 16 students performed at a satisfactory level, and only 4 students needed to improve their pronunciation. The analysis revealed that most participants improved their pronunciation after learning English through songs.

## CHAPTER V

### CONCLUSION AND DISCUSSION

This chapter presents a summary of the study. The main objective of this study is to compare the English pronunciation ability of twenty-two Prathomsuksa Four students at Watratchaphatigaram School before and after learning English through songs.

These findings aim to answer the question of the students who learned English through songs were able to pronounce final words more effectively. In this chapter, the findings of the study are summarized, examined, discussed, as well as the limitations of the study, and suggestions for further studies.

#### Research Findings

The findings reveal that the English pronunciation ability of the students was enhanced after learning English pronunciation through songs. The mean score of the post-test was also higher than the pre-test. Table 1 indicates that the students obtained higher scores on the post-test than they did on the pre-test. The pre-test and post-test scores of students before and after learning English through songs are significantly different at a level of 0.01 as shown in Table 2. Table 3 indicates that there were only 2 students who could pronounced English with smooth, good pronunciation. There were 16 students at a satisfactory level and only 4 students needed improvement. The analysis revealed that all of the students in this study obtained higher scores on the post-test than they did on the pre-test.

## Discussion

The study shows that the students who learned English through songs improved their English pronunciation and were also able to pronounce final sounds more accurately. The elements which tended to support the success of the students are as follows:

According to Table 1, the pronunciation of the participants showed signs of development. There were 16 students who could pronounce the final sounds of /k/, /g/, /l/, /r/, /s/, /z/, /t/, /d/ with a higher degree of accuracy. Also, these students had fun and enjoyed the class, as indicated by their willingness to sing along to the songs. After learning English through songs, these participants learned the language more rapidly and could recognize words and their definitions more easily.

The participants in this study were chosen by using purposive sampling. In this study, the researcher applied a variety of songs to teaching pronunciation, which also complemented the learning styles of the students. The level of enjoyment of the students is also significant as this also leads to increased motivation to learn English pronunciation. These findings can be related to the research of Lo & Li (1998), Wong (1987) and Zainuddin et. al.(2002), who all agreed that songs can inspire interest and create motivation during a lesson. They can also inspire a positive emotional response rather than boredom and apathy. Some of the participants also became more confident about speaking English and their pronunciation became more clear and accurate. Their pronunciation had also improved to the extent that they could accurately pronounce entire sentences rather than just single words.

During the presentation stage, the participants learned to pronounce and spell words, phrases, and sentences accurately. In this stage, students are encouraged to sing along once or twice. In the practice stage, the participants practiced the pronunciation of

final sounds in small groups, in pairs and individually. Each student had a chance to practice pronunciation individually or with other students. In the production stage, the researcher monitored students carefully in order to monitor the pronunciation ability of the group, as well as what they need to improve. The participants were able to apply their knowledge of English pronunciation to their daily lives in order to improve their listening and speaking skills.

The researcher identified one problem in this study; that some students spoke too quickly, which resulted in the mispronunciation of the final sounds. The students were given the opportunity to improve their fluency, accuracy and pronunciation with feedback from the teacher. There were also two students who were too shy to sing a song in class. The teacher provided these students with interesting alternative activities designed to encourage them to interact with other students and create a comfortable atmosphere in the classroom.

Most of participants agreed that learning English pronunciation through songs helped them to learn more easily. The students also had fun and enjoyed the class. The activities in class clearly increased their motivation to learn English pronunciation. Moreover, they could apply this knowledge to improve their basic English skills, as well as use their skills in real situations in their daily lives.

### **The Limitations of the study**

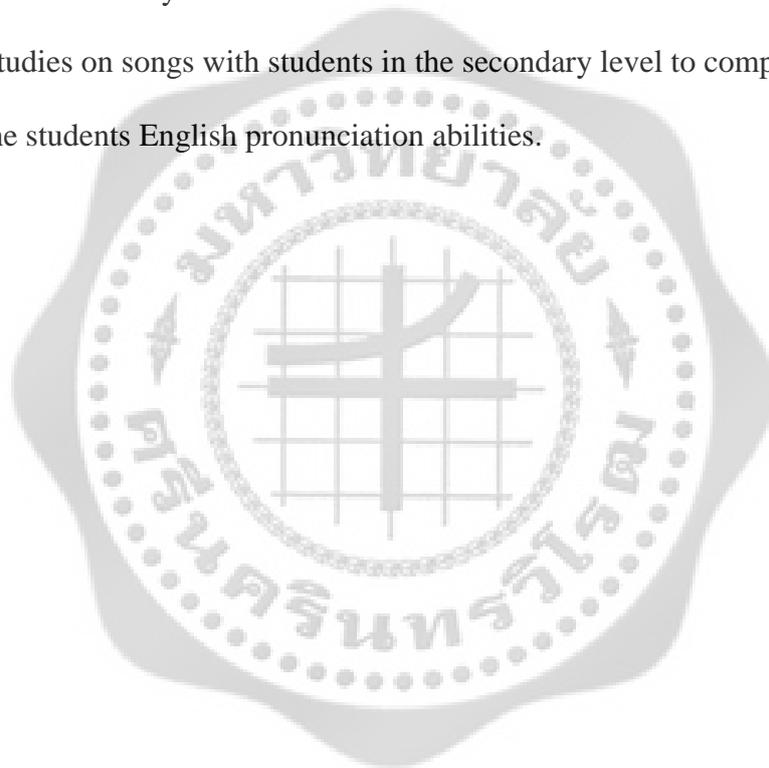
The limitations of the study include the activities used to practice pronunciation. Learning English through songs requires a variety of activities for the students to practice. In addition, the duration of these lessons was limited. In the second semester, there were

many mandatory school activities that the students had to attend, which further limited the time these students had to study English pronunciation.

### **Suggestions for Further Studies**

The recommendations for further studies are presented as follows:

1. There should be more studies on final sounds in English pronunciation for more reliability.
2. Studies on songs with students in the secondary level to compare the results of the students English pronunciation abilities.





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**APPENDICES**



Listen and sing.

What have you got?

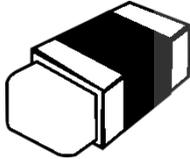


I've got a book, a book, a book.



I've got a book in my school bag.

I've got a pen, a pen, a pen.



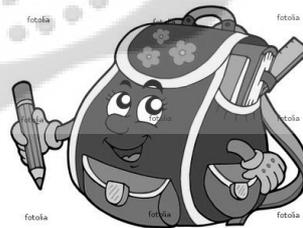
I've got a pen in my school bag.



I've got a crayon, a crayon, a crayon.

I've got a crayon in my school bag.

Wow! Let's go!



Listen and sing.

## Colors

Orange, I like orange.

Orange, I like orange.

Orange, orange, I can see orange.

Where is orange?

Pink, I like pink.

Pink, I like pink.

Pink, pink, I can see pink.

Where is pink?

Purple, I like purple.

Purple, I like purple.

Purple, purple, I can see purple.

Where is purple?

Black, I like black.

Black I like black.

Black, black, I can see black.

Where is black?



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Listen and sing.

Sports song

What sports do you play?

What sports do you play?

I play tennis,

I play football,

I play basketball,

I play volleyball.

What sports do you like?

What sports do you like?

I like ping - pong,

I like badminton,

I like rugby,

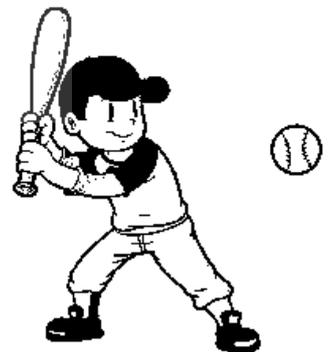
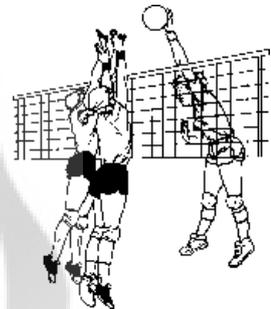
I like baseball.

What sports do you like?

What sports do you like?



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Listen and sing.

### A day in school

At 7.00 I get up and eat.

At 8.00 I go to school.

At 10.00 I spell, write and repeat

Because I've got English.



School, school, school, school, school

Five days a week we go to school. (chorus)

At 11.00, it's I.T. class.

Clicking, copying, and pasting.

By 12.00, I feel so smart!

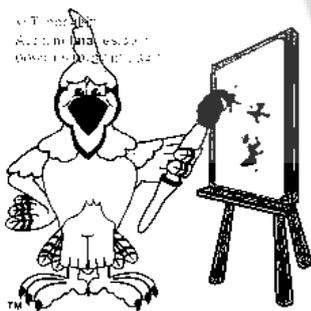
I eat and play in the school yard. (chorus)

At 1.00 I've got art

Drawing, sketching and painting.

At 2.00 it's P.E. class.

Playing baseball is so much fun! (chorus)

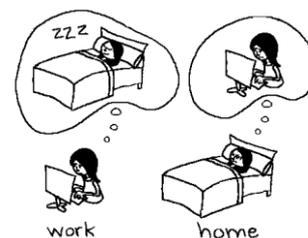


At 3.00 I say goodbye.

On foot I go home with friends.

I go to bed at nine.

Wake up next day and start again. (chorus)



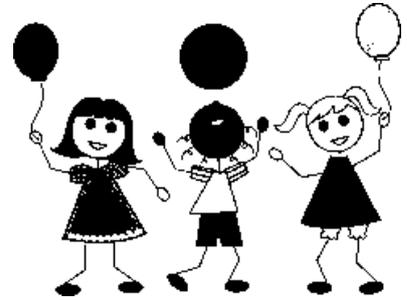
Listen and sing.

I love my family.

Sister and brother

Sister and brother

Sister, brother and me



I love my family.

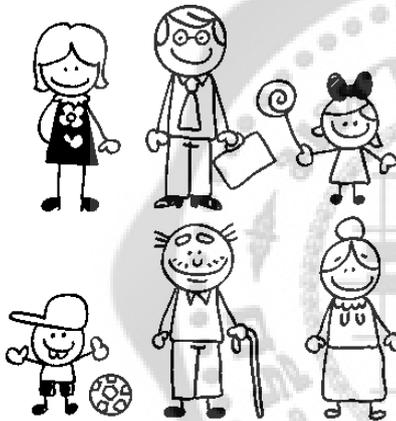
I love my family.

And they love me too.

Mother and father

Mother and father

Mummy, daddy and me



I love my family.

I love my family.

And they love me too.

Grandma and grandpa

Grandma and grandpa

Grandma, grandpa and me

I love my family.

I love my family.

And they love me too.



Listen and sing.

What does he do?

What does he do? He's a taxi driver.

What does he do? He's an office worker.

What does he do? He's a fire fighter

Fire fighter!

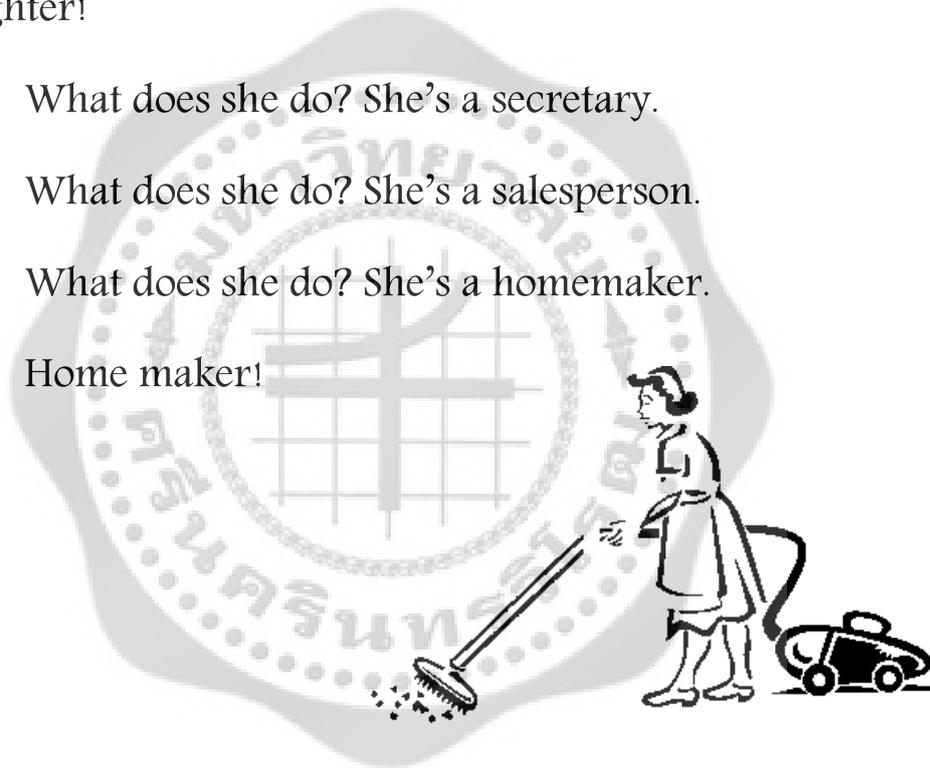


What does she do? She's a secretary.

What does she do? She's a salesperson.

What does she do? She's a homemaker.

Home maker!



Listen and sing.

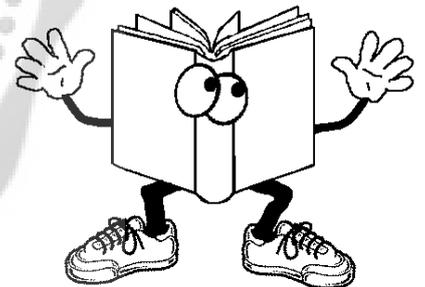
How many ... are there?

How many pens are there?

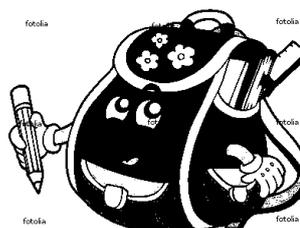


There are 11, 12, 13, 14, 15 pens.

How many books are there?



There are 16, 17, 18, 19, 20 books.



Listen and sing.

Head, shoulders, knees and toes!

Head, shoulders, knees and toes

Knees and toes

Head, shoulders, knees and toes

Knees and toes

Oh, eyes and ears and mouth and nose

Head, shoulders, knees and toes

Knees and toes!



Listen and sing.

**To the market**

Sunday morning is market day.

I go to the market for one fish, for two fish,

And bring them back home to eat.

Sunday morning is market day.

I go to the market for three eggs, for four eggs,

And bring them back home to eat.

Sunday morning is market day.

I go to the market for five pears, for six pears,

And bring them back home to eat.

Sunday morning is market day.

I go to the market for seven cakes, for eight cakes,

And bring them back home to eat.

Sunday morning is market day.

I go to the market for some rice, some rice,

And bring them back home to eat.

Sunday morning was market day.

I went to the market to buy food, but ate it,

Now I've got a stomachache.

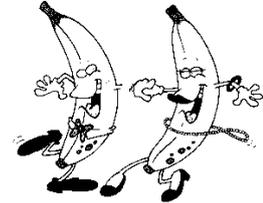
Listen and sing.

## Food

Food - there is a lot food.

So we have to choose

Healthy or unhealthy food.



Food, healthy food

Cereal, milk and sandwiches

I don't like eating anything sweet.

I like eating apples and fish.



Food - there is a lot food.

So we have to choose

Healthy or unhealthy food.



Food, unhealthy food

Lollipops, pizzas and cookies

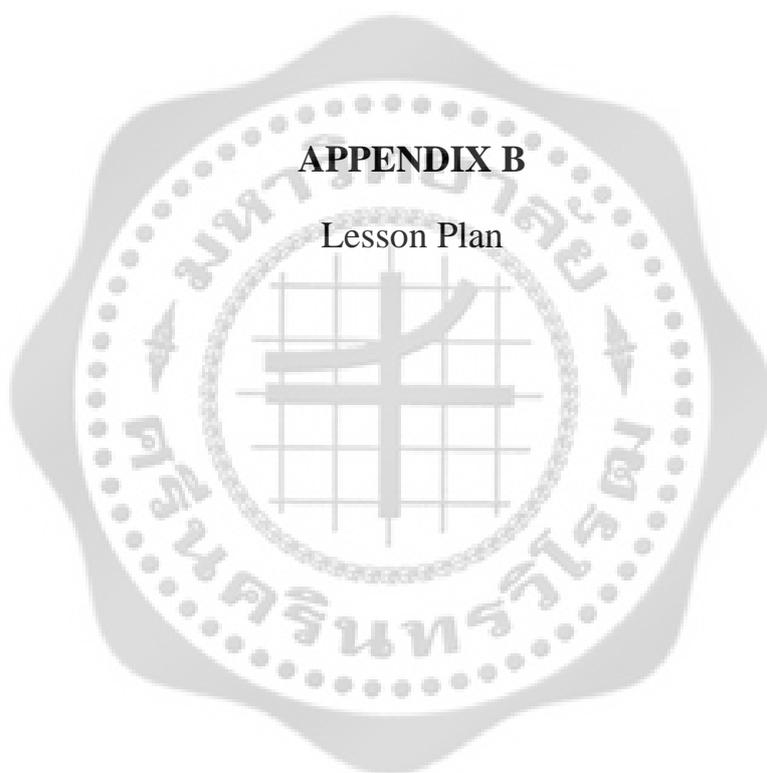
I don't like eating anything green.

I like eating chips and candies.



**APPENDIX B**

Lesson Plan



## Lesson plan

**Lesson Topic:** Identifying classroom objects

**Song :** How many...are there?

**Final Sound:** /s/, /z/

**Lesson Objectives:**

1. Students will be able to pronounce final sound of /s/ and /z/ correctly.
2. Students will be able to identify difference between /s/ and /z/ sound.

**Learning Activities**

**Warm up**

1. Teacher asks students about objects in the classroom.
2. Students count number 1 – 20

**Presentation**

3. Students listen to the song.
4. Student practice pronouncing /s/ and /z/ words – chairs – pens  
rulers - pencils – scissors – school bags – books –erasers  
notebooks - cupboards
5. Ask students about objects.

T : How many **pens** are there?

SS : There are twelve **pens**.

T : How many **pencils** are there?

SS : There are fourteen **pencils**. Etc.

## Practice

6. Students listen, point and say.

School, school, school

Back to school

- 11 Eleven **chairs**
- 12 Twelve **pens**
- 13 Thirteen **rulers**
- 14 Fourteen **pencils**
- 15 Fifteen **scissors**
- 16 Sixteen **school bags**
- 17 Seventeen **books**
- 18 Eighteen **erasers**
- 19 Nineteen **notebooks**
- 20 Twenty **cupboards**

School, school, school

This is my school.

7. Students listen and check.

- |                                   |    |                                    |
|-----------------------------------|----|------------------------------------|
| <input type="checkbox"/> pen      | or | <input type="checkbox"/> pens      |
| <input type="checkbox"/> pencil   | or | <input type="checkbox"/> pencils   |
| <input type="checkbox"/> book     | or | <input type="checkbox"/> books     |
| <input type="checkbox"/> eraser   | or | <input type="checkbox"/> erasers   |
| <input type="checkbox"/> notebook | or | <input type="checkbox"/> notebooks |

### **Production**

8. Students take turn to ask and answer about objects in pairs.
9. Students read dialogue.

Read and circle s and z.

1. There are six black and white zebras.
2. A brown seal is next to a red bus.

### **Resources Used**

1. Songs
2. Relia
3. Pictures

### **Student's Assessment**

1. Students' pronunciation ability through listening
2. Students' pronunciation ability through reading
3. Grade them from their pronunciation



**APPENDIX C**

Pronunciation Test

## Pronunciation Test

Bell is a famous tennis player. She is sixteen years old. Everyday she gets up at 5 o'clock in the morning and goes to tennis court. She plays tennis for two hours. At 7:00 she goes home to have breakfast. She has milk, bread, egg, cereal and orange juice.

She likes reading books, playing baseball, basketball and volleyball on her free time.

At 8:30 she meets her manager at the sports club. They run for an hour. At 10:00 Bell goes to school. She got Maths, Science, English, Art and Music. She has lunch at the cafeteria. In the afternoon, Bell leaves school early and goes to the tennis court. She plays tennis for two hours.

In the evening Bell does her homework and then watches television or visits friends. At 8:30 Jenny goes to bed. She has to get up early tomorrow.

<b>Pronunciation Score</b>
----------------------------

Name: .....Grade: .....Number:.....

1	2		3	4	5				6	
Bell	is	a	famous	tennis	player.	She	is	sixteen	years	old.

				7		8			9	
Everyday	she	gets	up	at	5	o'clock	in	the	morning	

	10			11		12		13		
and	goes	to	tennis	court.	She	plays	tennis	for	two	

								14		15
hours.	At	7:00	she	goes	home	to	have	breakfast.	She	has

16		17	18	19		20				21	
milk	bread	cake	egg	cereal	and	orange	juice.	She	likes	reading	books

	22	23		24							
playing	baseball	basketball	and	volleyball	on	her	free	time.	At	8.30	

	25		26							
she	meets	her	manager	At	the	sports	club.	They	run	

								27	
For	An	hour.	At	10:00	Bell	goes	to	school.	She

28	29	30		31		32		33
got	Maths	Science	English	Art	and	Music.	She	has

lunch	at	cafeteria.	In	the	Afternoon	Bell	leaves	school	early

34									
and	goes	to	the	tennis	court.	She	plays	tennis	for

						35		36	
Two	hours.	In	the	evening	Bell	does	her	homework	and

			37		38				
then	Watch	television	or	visits	friends.	At	8:30	Jenny	goes

	39				40				
To	bed.	She	has	to	get	up	early	tomorrow.	



## VITAE

Name: Miss Kanlayanee Pimwan  
Date of birth: 4 April 1980  
Place of birth: Sisaket, Thailand  
Address: 6 Moo 8 Bannongphur Village, Phosrisuwan District, Sisaket,  
33120  
Office: Watratchaphatigaram School, Dusit District, Bangkok, 10300

## Educational Background

1998 Secondary Certificate (M.6) Traimit School  
2002 Bachelor of Education (English - Japanese) Rajabhat Institute  
Rajanagarindra Chachoengsao.  
2012 Master of Arts (Teaching English as a Foreign Language)  
Srinakharinwirot University

