

1. Theory of Pronunciation

a. Phonemics

b. Phonetics

The pronunciation is production of perception of segmental (sounds), both alone and the stream of speech, where they undergo number of modifications and interact with supra segmental (prosodic) features, particularly stress and intonation).¹⁴

¹³Ramelan, *English Phonetic* (Semarang: IKIP Semarang Press, 1994), 22.

[illegible]

preparation, comprehension, planning of follow-up activities and evaluation of such activities.

From those characteristics above, all can be concluded that *singing an English song* is very possible to be an alternative fun media in English class to motivate and improve the student's fluency *in pronunciation* that must be able to build their English speaking skill.

3. The Characteristics of Children in Learning Process

As we know that the children always easily in absorbing something new especially closed with their environments. It will be possible that they learn languages easily and faster than adults. According to Steven Pinker (1994), “Acquisition is guaranteed for children up to the age of six, is steadily compromised from then until shortly after puberty, and is rare thereafter”, and this applies not only the acquisition of the first language, but also to second or foreign language.²¹

According to Jeremy Harmer (2002), Young children, especially those up to the ages of nine or ten, learn differently from older children, adolescents and adults in the following ways ²²

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly-that is they take in information from all sides, learning from everything around themselves rather than only focusing on the precise topic they are being taught.

²¹Pinker Steven, *The Language Instinct*(New York: The William Morrow Company, USA, 1994), 56

²²J. Harmer, *The Practice of Language Teaching* (New York: Longman, 2002), 37-38

“Children between six until twelve years old, usually tend to expand their ability by reading or learning chants, poems, *song lyrics* and love tongue twister or jokes”.²⁴

“Children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer groups. They will attempt an activity even when they do not quite understand why or how. However, they also lose interest more quickly and they are less able to keep themselves motivated on the tasks they find difficult”.²⁵

material, the competence standard of English local content subject at elementary school and the guidelines. That has the main purposes of English Curriculum that means the students must have four language skills involving simple listening, speaking, reading and writing that focus on communicative skill.

The basic course outline plans two hours every week for the time of English subject. It is taken for the purpose of measuring students' achievement grades in mastering the subject given and it is from the three different kinds of system of test that comprise oral, written and activity test and also daily, midterm and final test.

6. The Guideline of English Curriculum

The Guideline of English Curriculums the teaching approach that used in teaching English. And it is called as the communicative approach that gives the direct experience for students to use English as the means of communication, the basic ability and the skill for students to be able to communicate easily, the knowledge for students to know their environments better.

The Guideline of English Curriculum also contains the explanation of Basic Course Outline Application of English Curriculum .It includes the columns which contain the topics and subtopics of curriculum materials, the speaking explanation that describes the teacher's role in giving the good model for students *especially in English pronunciation*, the explanation of the speaking skill that explains the chance given for students to practice *English pronunciation in the right way*.

