

Abstract

In English language teaching, pronunciation has always been an important obstacle to overcome. Since the purpose of language is communication, communicative language teaching brings renewed urgency to the teaching of pronunciation. Moreover, songs help the young learners to be able to speak with a comprehensible accent. Therefore, in this research the materials development of communicative activities through the use of songs to improve the Karen students' pronunciation was studied. The teaching pronunciation was focused on the fricative: /tʃ/ and /dʒ/ and affricatives /ʃ/, /s/, /z/, /θ/, /ð/, /f/, and /v/, which are difficult for the Karen students. There are 25 participants in this research and they are from the "Love and Care Learning Centre" at Maesot, Thailand.

In this research, communicative activities were designed and integrated with games, drama, drawing and coloring pictures and action songs. In addition, the result of the students' pronunciations was determined by their results on the pre-test and post-test during the 26 teaching hours. In each test, three sounds of the focused consonant phonemes were tested with the use of pictures. Moreover, the attitudinal tests, the English Attitude Scale, Cultural Allegiance Scale and Anomie Scale were given in order to measure their psychological attitudes which could be a barrier for improving the target language.

Among the materials that have been integrated and designed, all except the song "I Like Elephant", were enjoyed by the students. . Moreover, comparing the average results of all the students on the pre- test and post- test, they had improved their pronunciation using a Likert scale by four examiners from 2.63 to 3.17 in the test of words. In sentences tests they improved from 2.65 to 3.39. Therefore, they made a progress range of +0.54 in words and +0.74 in

sentences, which were regarded as significant improvement because it was more than 10% improvement. However, in the pronunciation test of words the students did not improve their pronunciation of /s/ compared to other focused consonants phonemes. Among the 25 students, the student F, G, I and Q did not make progress in the tests of words and , G, J, L, M, Q, V, Y, and Z did not achievement significant progress in sentences although they had all improved their pronunciation in general. Furthermore, among the three attitudinal tests, the students' English Language Attitude Scale and Cultural Allegiance Scale were high so it could mean that the students did not show negative attitudes which would interfere with them from acquiring the English language. However, the Anomie Scale was high and it could be a contributing factor for not making significant achievement in the pronunciation of the target language.

